

VICTORIA M. THEISEN-HOMER

CURRICULUM VITAE

Arizona State University
School of Social Transformation
Wilson Hall 221
vtheisen@asu.edu

EDUCATION

- 2018 Ed.D. Educational Policy, Leadership and Instructional Practice
Harvard University
Dissertation: "Teaching for Human Connection: Relationships, Race, and the Training of Teachers"
Committee: Jal Mehta (Chair), Sara Lawrence-Lightfoot, Meira Levinson
- 2014 Ed. M. Special Studies in Education, Harvard University
- 2008 M. Ed. Teacher Education, University of California, Los Angeles
- 2006 B.A. English Literature and Educational Studies, Colgate University, *Summa Cum Laude, Phi Beta Kappa*

TEACHING CREDENTIALS AND CERTIFICATIONS

- 2009 – present California Professional Clear Single Subject Teaching Credential (English)
- 2007 Cross-Cultural Language and Academic Development (CLAD) Certification

RESEARCH & TEACHING INTERESTS

Teacher Education; Teacher Residencies; Interpersonal Relationships; Social Justice; Teacher Quality; Teacher Agency; Secondary English Methods; Qualitative Research Methods; Portraiture

PUBLICATIONS & PAPERS

Book

- Forthcoming Theisen-Homer, Victoria. *Learning to Connect: Relationships, Race, and Teacher Education*. Lanham, Maryland: Rowman & Littlefield.

Peer Reviewed Articles

- 2020 Theisen-Homer, Victoria. "Preparing Teachers for Relationships with Students: Two Visions, Two Approaches." *Journal of Teacher Education*.

- 2015 Theisen-Homer, Victoria. Defending “Something Special”: A portrait of one school’s response to instability.” *Schools* 12(1), pp. 63-97.
- 2015 Levinson, Meira, & Theisen-Homer, Victoria. No Justice, No Teachers: Theorizing less-unjust teacher firings in L.A. Unified. *Theory and Research in Education*, 13(2), pp. 139-154.
- 2014 Theisen-Homer, Victoria. Chasing Personal Meaning: pedagogical lessons through Always Running. *Schools* 11(1), pp. 34-56.
- 2014 Theisen-Homer, Victoria & Levinson, Meira. Teacher Layoffs in the Worst of Times: A non-ideal theory of least-unjust teacher firings in L.A.Unified School District” *Philosophy of Education* 2014, pp. 195-203.

Policy and Research Reports

- 2016 Theisen-Homer, Victoria & Heller, Noah. *College Seniors Weigh in on the Harvard Teacher Fellows*. Internal Report.
- 2015 Mehta, Jal, Theisen-Homer, Victoria, Braslow, David and Lopatin, Adina. *From Quicksand to Solid Ground: Building a foundation to support quality teaching*. <http://www.totransformteaching.org/wp-content/uploads/2015/10/From-Quicksand-to-Solid-Ground-Building-a-Foundation-to-Support-Quality-Teaching.pdf>

Book Reviews

- 2015 Theisen-Homer, Victoria Marie. Review of *Inspiring Teaching: Preparing Teachers to Succeed in Mission-Driven Schools*, edited by Sharon Feiman-Nemser, Eran Tamir, and Karen Hammerness. *Harvard Educational Review*, 85(2), 296-299.

Conference Papers

- 2017 Theisen-Homer, Victoria. The Relational Side of Teaching: How Two Teacher Residencies Prepare Teachers to Connect with Students. American Educational Research Association Conference.
- 2014 Theisen-Homer, Victoria. Seeking “Control of Our School”: Teacher agency through collective action at Skyline High School. American Educational Research Association Conference.

Other Publications

- 2018 Theisen-Homer, Victoria. (September 3). How Can We Support More Empowering Teacher Student Relationships. *Education Week*.
- 2013 Theisen-Homer, Victoria. (July 9). One Teacher Prep Rating Suggests ‘Flawed’ Study. *Education Week*.

Manuscripts in Preparation

Theisen-Homer, Victoria & Boveda, Mildred. "Stealth Diversity and Intersectionality: Women of Color Facilitators in Teacher Education"

Theisen-Homer, Victoria. "Perpetuating the 'Culture of Power' in Urban Teacher Education."

HONORS & AWARDS

2020	Knowledge Mobilization Award, Arizona State University
2009	Teacher of the Year Award, Los Angeles Unified School District
2009	Outstanding Teacher Award, Education Consortium of Central Los Angeles
2006	High Honors in the Department of Educational Studies, Colgate University

FELLOWSHIPS & GRANTS

2016	Doctoral Research and Travel Grant, Harvard Graduate School of Education
2015	Dean's Summer Fellowship, Harvard Graduate School of Education
2014	Data Collection Travel Grant, Harvard Graduate School of Education
2014	Doctoral Travel Grant, Harvard Graduate School of Education
2008-2011	Teacher Innovation Grants, LA's Promise

ACADEMIC CONFERENCE PRESENTATIONS AND INVITED TALKS

2020	"Reproduction through Relationships: How Two Teacher Residencies Construct Unequal Relationships with Students." American Educational Research Association Conference (cancelled due to COVID-19).
	"Balancing Authenticity with Authority: How a No Excuses Teacher Residency Approaches Relationships amidst Strict Discipline." American Educational Research Association Conference (cancelled due to COVID-19).
	"How Performativity Pressures Distort Care in U.S. and Chinese Classrooms" American Educational Research Association Conference (cancelled due to COVID-19).
2019	"Relationships, Race & Teacher Residencies." Arizona Postdoctoral Research Conference (Phoenix, Arizona).

- “(In)Coherent Connections: How teacher residents carry program learning about teacher-student relationships into the field.” American Educational Research Association Conference (Toronto, Canada).
- “Navigation or Transformation: Evidence from two different approaches to social justice in teacher residency programs.” American Educational Research Association Conference (Toronto, Canada).
- 2017 “The Relational Side of Teaching: How Two Teacher Residencies Prepare Teachers to Connect with Students.” American Educational Research Association Conference (San Antonio, TX).
- 2016 “Relationships as Instrumental: How a No Excuses Teacher Residency Seeks to Prepare its Residents to Form Meaningful Relationships with Students.” Research Colloquia Series (Invited Talk), Harvard Graduate School of Education. (Cambridge, MA).
- 2014 “Seeking ‘Control of Our School’: Teacher agency through collective action at Skyline High School. American Educational Research Conference (Philadelphia, PA)
- 2014 “Teacher Layoffs in the Worst of Times: A Non-Ideal Theory of Least-Unjust Teacher Firings in LAUSD” (with M. Levinson). Philosophy of Education Society Conference (Albuquerque, NM).
- 2014 “‘Painting with Words’: Using Portraiture to Create Richer Quality Narratives” (with E. Ewing and L. Solis). Ethnographic Qualitative Research Conference (Las Vegas, NV).
- 2013 “Navigating ‘Shaky Ground’: Teacher Responses to Organizational Challenges.” Harvard Student Research Conference (Cambridge, MA).
- 2013 “Dilemmas of Justice in Education: Normative Case Studies as an Analytical Framework” (with M. Levinson, J. Fay, and Brendan Randall). Harvard Student Research Conference (Cambridge, MA).
- 2012 “A Reduction in Quality Teaching: Seniority-Based Layoffs in Los Angeles Unified School District.” Harvard Student Research Conference (Cambridge, MA).

UNIVERSITY TEACHING EXPERIENCE

Arizona State University

- 2020 Justice Theory

2019, 2020 Social Change through Human Connection

2018, 2019 Community and Social Justice

Harvard Graduate School of Education

2014 Teaching and Learning by the Case Method. Teaching Assistant for Monica Higgins.

2013 -2014 Dimensions of Diversity: English Language Learners. Teaching Assistant for Chad Leith.

2012; 2013 School Reform: Policy, Practice, and Leadership. Teaching Assistant for Kay Merseeth and facilitator for student discussion sections.

RESEARCH EXPERIENCE

2016 **Harvard Teacher Fellows (HTF) Program**
Co-Principal Investigator with Noah Heller
Harvard Graduate School of Education, Cambridge, MA
Responsibilities: design and implement focus group protocol seeking to understand the factors that influenced college seniors' decisions regarding whether or not to pursue teaching through HTF; recruit for and facilitate focus group sessions with seniors; generate literature review on the field of teacher education more broadly; author internal report.

2014-2016 **Dissertation Research** (IRB Protocol #14-1940)
Harvard Graduate School of Education, Cambridge, MA
Responsibilities: obtain IRB approval for project; develop conceptual framework to guide research; generate interview protocols; recruit programs and participants; collect documents and conduct interviews and observations in two teacher residency programs; follow two teachers from each program into their first year of classroom practice to conduct further interviews, observations, and document collection; code and analyze data.

2013-2015 **Transforming Teaching Project**
Principal Investigator: Jal Mehta
Harvard Graduate School of Education, Cambridge, MA
Research Assistant
Responsibilities: help develop and review grant proposal; help design interview protocols; identify and recruit participants; conduct interviews with educational scholars; lead a team to code and analyze interview data; author vision section of resulting report.

2012-2013 **Qualifying Paper Research** (IRB Protocol # F21502-101)
Harvard Graduate School of Education, Cambridge, MA

Responsibilities: obtain IRB approval for project; design study of teacher responses to organizational change; generate interview protocols; recruit participants; collect documents and conduct interviews and observations at large Title-1 High School in Los Angeles; code and analyze data.

PROFESSIONAL EXPERIENCES

2018-Present	Postdoctoral Research Associate, Arizona State University, Tempe, AZ
2018-2019	Valley Leadership, Class 40, Phoenix, AZ
2014-2016	Manuscripts Editor, <i>Harvard Educational Review</i> (HER), Cambridge, MA
2011-2012	Advisor, Harvard Teacher Education Program, Cambridge, MA
2011	Guiding Teacher for student teachers in Teacher Education Program, University of California, Los Angeles
2010-2011	Beginning Teacher Support and Assessment (BTSA) support provider for new teachers, Los Angeles Unified School District, Los Angeles, CA
2010-2011	Lead Teacher, Small Learning Community of Education & International Studies, Los Angeles, CA
2007 – 2011	English and AP Literature Teacher, West Adams Preparatory High School, Los Angeles, CA
2007	Assistant to the Faculty Advisor of Teacher Education Program, University of California, Los Angeles
2006	Assistant to Director of Educational Programs, Arizona Community Foundation, Phoenix, Arizona
2006	Assistant to the Director, Arizona Quest for Kids, Phoenix, Arizona
2003	Administrative Intern, Teach for America, Phoenix, Arizona

SERVICE

Manuscript Reviewer

2020	<i>International Journal of Qualitative Studies in Education</i>
2019	<i>American Journal of Education</i>

2019 *American Educational Research Journal*

2018 *Teachers College Record*

2015; 2017 *Schools: Studies in Education*

Conference Session Reviewer

Division K (Teaching and Teacher Education) American Educational Research Association

Student Research Conference, Harvard Graduate School of Education

Volunteering

East Valley Equity Consortium, Chandler, AZ

Conference Session Discussant/Chair, American Educational Research Association

Doctoral Admissions and Orientation Volunteer, Harvard Graduate School of Education

Alumni Admissions Ambassador, Colgate University

Logistics Chair, Harvard Graduate School of Education Student Research Conference

MEMBERSHIPS

American Educational Research Association

Teacher Education Thought Collective