

## **SHANEÉ ADRIENNE WASHINGTON**

Assistant Professor  
University of Washington  
College of Education, Teaching, Learning & Curriculum  
Box 353600, Seattle, WA 98195  
[shaneewa@uw.edu](mailto:shaneewa@uw.edu)

### **RESEARCH FOCUS**

My research and teaching explore the ways that Black, Indigenous and other People of the Global Majority (PGM) have historically and continue to engage in educational advocacy and self-determination. Drawing from Indigenous methodologies and culturally sustaining pedagogies, I study how PGM families, educators, and community leaders are imagining more just futures and designing for and towards more equitable, humanizing, and culturally affirming and sustaining learning environments for their children and community members in schools and community spaces.

### **EDUCATION**

**Ph.D., Curriculum & Instruction** 2019  
Boston College, Chestnut Hill, MA

**Graduate Certificate of Professional Teaching Standards** 2009  
The George Washington University, Washington, DC

**M.Ed., Education Leadership and Policy** 2004  
University of Maryland, College Park, MD

**B.A., Elementary Education** 2000  
Lincoln University, Lincoln University, PA

### **PROFESSIONAL POSITIONS**

**Assistant Professor, College of Education**  
University of Washington, Seattle, WA 2019 – Present

**Affiliate Faculty, Banks Center for Educational Justice** 2019 – Present  
University of Washington, Seattle, WA

**Adjunct Faculty**  
Brandeis University, Waltham, MA, 2017 – 2019

**Graduate Research Assistant & Teaching Fellow** 2014 – 2018  
Boston College, Chestnut Hill, MA

**Elementary and Middle School Teacher** 2000 - 2014  
Prince Georges County Public Schools, Upper Marlboro, MD

## **PUBLICATIONS**

### **Refereed Journal Articles**

Washington, S. A. (2025). Engaging Indigenous families and community members: Leadership towards relationality and relational accountability. *Education Administration Quarterly*.

Washington, S., Johnson, L., & Mendoza Chui, K. (2024). Indigenous methodologies in international research on Indigenous family and community engagement. *Review of Educational Research*.

Washington, S. A., Mendoza Chui, K., Ramirez, J. I., Germinaro, K. (2024). “It’s a vibe”: Belonging, healing, and liberation in community spaces by us and for us. *Equity & Excellence in Education* 57(3), 287-302.

Washington, S. A. & Johnson, L. (2023). Towards culturally sustaining/revitalizing Indigenous family-school-community leadership. *Frontier in Education*, 8.

Washington, S. A. (2023). Reflecting on an Indigenist methodology in Indigenous family and community engagement research. *The Qualitative Report*, 28(15). 1210-1229.

Washington, S. A. (2021). An Indigenous Community’s fight for cultural continuity and educational equity with/in and against a New England school district. *Teachers College Record*, 123(12), 3-37.

Washington, S. A. (2021). Sustaining Indigenous students' and families' well-being and culture in an Ontario school board. *Journal of Professional Capital and Community*, 6(3), 237-252.

Shirley, D., Hargreaves, A., & Wangia, S. (2020). The sustainability and unsustainability of teachers’ and leaders’ well-being. *Teacher and Teacher Education*, 92(1), 1-12.

### **Dissertation**

Washington, S. A. (2019). *Family-School-Community (dis)engagement: An Indigenous community’s fight for educational equity and cultural reclamation in a New England school district*. [Doctoral dissertation, Boston College]. ProQuest Dissertation Publishing.

### **Editor-Reviewed Publications**

Scanlan, M., Johnson, L., & Washington, S. A. (In Press). Inclusive leadership across social ecosystems. In G. Theoharis & M. Scanlan (Eds.), *Leadership for increasingly diverse schools* (pp. xx-xx). Routledge.

Nickson, D., Washington, S. A., Smith, K., & Habtom, S. (Accepted). Storying Black and Indigenous communities’ place/land relations in educational engagement and advocacy. In M. Antony-Newman (Eds.), *Parent engagement: From a source of inequity to opportunities for social justice*. Springer.

Washington, S. A., Shea, M. V., Chatto, S. R., Miller, F., Lakoundji, L., & Amin, N. (Accepted). Coming to and designing for relationality as environmental justice in a social studies methods course. In P. Bell & K. N. Fowler (Eds.), *Climate Change Handbook*. Springer

Washington, S. A., & O'Connor, M. T. (2020). Collaborative professionalism across cultures and contexts: Cases of education change networks enhancing teaching and learning in Canada and Colombia. In L. Schnellert (Eds.), *Professional learning networks: Facilitating educational transformation* (pp. 17-48). Emerald Publishing.

Hargreaves, A., Washington, S., & O'Connor, M. T. (2018). Flipping their lids: Teachers' wellbeing in crisis. In D. M. Netolicky, J. Andrews, & C. Paterson (Eds.), *Flip the system Australia: What matters in education* (pp. 93-104). Routledge.

Noble, A., McQuillan, P., Wangia, S., & Soules, K. (2016). The emergence of student-centered teaching in professional learning networks on twitter: The role of choice and voice. In M. T. Grasseti & S. Brookby (Eds.), *Advancing next-generation teacher education through digital tools and applications*. IGI Global.

### **Published Conference Proceedings**

Washington, S. A., Shea, M. V., & Miller, F. (2024). Designing for climate justice in a social studies methods course. In *Proceedings of the 18<sup>th</sup> International Conference of the Learning Sciences -ICLS 2024*. International Society of the Learning Sciences.

### **Reports**

Washington, S. A., Germinaro, K., Chui, K., & Ramirez, J. (2021). *Spaces of belonging: Learning with and from black-led community organization and community members of color*. Washington Education Association Report. [with Ph.D. students]

Hargreaves, A., Shirley, D., Wangia, S., Bacon, C., & D'Angelo, M. (2018). *Leading from the middle: Spreading learning, well-being, and identity across Ontario*. Council of Ontario Directors of Education Report.

### **Under Review**

Washington, S. A., Ramirez, J. I., Taitingfong, J., Collins, S., Srinivasan, D., LeeKeenan, D., & Beneke, M. R. (Submitted). Imagining more just futures: Communities of color offering a vision of disability affirming and culturally sustaining educational spaces for their children.

### **In Progress**

Washington, S. A., Shea, M. V., & Chatto, S. (In Progress). Preservice teachers developing intersectional climate justice ideologies and pedagogies in a social studies methods course.

Ramirez, J. I., Germinaro, K., Mendoza Chui, K., & Washington, S. A. (In Progress). Belonging, learning, and resistance in Black and Brown community spaces.

## **RESEARCH COLLABORATIONS**

**University of Washington, Seattle, WA**

June 2023 – Dec. 2024

- **Designing for Relationality as Environmental Justice in Social Studies Edu.** Project – I serve as PI and co-researcher with Dr. Molly Shea, Shayla Chatto, and our community partners from The Root of Us, Fernell Miller, Laurel Lakoundji, and Narima Amin. Our collective came together to design for environmental justice in my Social Studies Methods course. Through design circles that centered Black and Indigenous experiences and epistemologies, relationality emerged as integral to the ways we think about our relationships with and responsibilities to the environment and each other.

**University of Washington, Seattle, WA**

October 2020 – August 2021

- **Co-Designing with Community for Justice-Driven Teacher Education CEEDAR Project** – I served as a co-researcher with Dr. Maggie Beneke on this CEEDAR OSEP Center funded project that involved designing, developing, field-testing, and iterating a community centered process with the goal of creating more justice-driven teacher preparation programs at UW and throughout Washington State

**University of Washington, Seattle, WA**

September 2019 – Jan. 2021

- **WEA UW Educational Justice Project** – I served as lead researcher in one of eight studies in this major project funded by Washington Education Association which aimed to understand the level and types of investments and practices needed to address and eliminate systemic educational inequities and injustices in Washington State schools from the perspectives of communities of color. With three Ph.D. students as co-researcher, our study explored the work of local, Black-led community organizations and other people of color spaces that served as spaces of belonging, learning, and activism at the outset of the COVID-19 pandemic and racial reckonings.

## **CONFERENCE PRESENTATIONS**

Washington, S. A. (April 2024). “Towards Relational and Accountable Leadership in Indigenous Family-School-Community Engagement.” Present in a symposium titled, “Family, School, Community Partnerships’ Leadership and Reform” at the American Educational Research Association (AERA) annual meeting, Philadelphia, PA.

Washington, S. A., Miller, F., Shea, M. V., Lakoundji, L., & Chatto, S. R. (April 2024). “Coming to and Designing for Relationality as Environmental Justice in Social Studies Education.” Presented in a symposium titled, “Climate Teacher Education as Spaces for Holding Climate Precarity, Hope, Community, and Youth’s Flourishing Futures” at the American Educational Research Association (AERA) annual meeting, Philadelphia, PA.

Washington, S. A., Shea, M. V., & Miller, F. (June 2024). “Designing for Climate Justice in a Social Studies Methods Course.” Presented as a short paper at the International Conference of the Learning Sciences (ICLS) annual meeting, Buffalo, NY.

Washington, S. A. & Johnson, L. (April 2023). “Mis/Uses of Indigenous Methodologies in International Research on Indigenous Family and Community Engagement.” Presented in a roundtable session titled, “Equity-Centered Considerations When Partnering with Diverse

Communities” at the American Educational Research Association (AERA) annual meeting, Chicago, IL.

Washington, S. A., Beneke, M., & Ramirez, J. (April 2023). “Resisting Pathology, Practicing Relational Accountability: Challenges and Possibilities of Designing for Community-Centered Teacher Education.” Chair and presenter in symposium titled, “Toward Answerability in Our Work with and Study of Families and Communities of Color” at the American Educational Research Association (AERA) annual meeting, Chicago, IL.

Washington, S. A., Germinaro, K., Chui, K., & Ramirez, J. (April 2022). “Abolitionist Teaching, Learning, and Activism in Black-led and People of Color Community Spaces.” Presented in a symposium titled, “Communities-of-Color-Based Research for Racially Just Transformation in a State’s Public Education System” at the American Educational Research Association (AERA) annual meeting, San Diego, CA.

Washington, S. A. (April 2021). “Engagement of Black Youth and Families in Emergent Social and Educational Spaces.” Discussant in symposium for Division G at the American Educational Research Association (AERA) annual meeting. Virtual event.

Washington, S. A. & O’Connor, M. (April 2021). “Mal/practices of Collaborative Professionalism with/in PLNs in Canada and Columbia.” Presented in a round table symposium titled, “Professional Learning Networks: Facilitating Transformation in Diverse Contexts with Equity Seeking Communities” at the American Educational Research Association (AERA) annual meeting. Virtual meeting.

Wangia, S. & Johnson, L. (March 2018). “Families as Educational Advocates in a Globalized World: A Review of the Literature.” Paper presented in a symposium titled, “Educational Advocacy in a Globalized World: Cross National Perspectives from the WERA International Research Network” at the Comparative and International Education Society (CIES) annual meeting, Mexico City, Mexico.

Wangia, S. (January 2018). “Fenced In/Out: (Dis)engaging Indigenous Families and Community members in a New England School District.” Paper presented at the International Congress for School Effectiveness and Improvement (ICSEI) conference, Singapore.

Wangia, S. (April 2017). “Fostering Professional Engagement and Well-Being to Ensure the Success of All Students.” Presented in symposium titled, “The Emerging Age of Engagement, Identity, and Well-Being: New Research Findings from Ontario” at the American Educational Research Association (AERA) annual meeting, San Antonio, TX.

Wangia, S. (April 2016). “Confronting and Addressing Vulnerability in the Context of an Inquiry Community.” Presented in round table discussion titled, “Transitioning from Teachers to Teacher Educators: Forming and Sustaining an Inquiry Community” at the American Educational Research Association (AERA) annual meeting, Washington, DC.

Wangia, S. & D'Angelo, M. (January 2016). "The Intersection of identity development, engagement, and wellbeing among self-identifying LGBTQ, aboriginal, and students of color in Ontario, Canada." Presented in symposium titled, "Achieving Excellence in Ontario: Cultivating Engagement, Equity, and Wellbeing Through District collaboration" at the International Congress for School Effectiveness and Improvement (ICSEI) conference, Glasgow, Scotland

Wangia, S. (February 2015). "Urban Teaching in an Era of Standards, High-Stakes Testing, and Accountability: A Literature Review." Presented in poster session at the American Association of Colleges for Teacher Education (AACTE) Holmes Scholars Annual Meeting, Atlanta, GA.

### **INVITED PRESENTATIONS**

Washington, S. A. (Invited Panelist, June 2023). "Families & Communities as Sites of Educational Memories and Futures." Invited panelist for University of Pittsburgh Center for Urban Education Summer Educator Forum (CUESEF). Virtual event.

Washington, S.A. (Invited Presenter, May 2023). "Towards Culturally Sustaining/Revitalizing Practices in Our Work with Students and Families of Color." Presented at the PlayJouer Professional Learning Series Workshop. Virtual event.

Washington, S. A. (Invited Panelist, July 2021). "Decolonizing Education: What does that mean?" Invited panelist for Equity in Education Coalition's Lunch and Learn summer series. Virtual event.

Washington-Wangia, S. (Invited Speaker, October 2018). "From Contrived Collegiality to Collaborative Professionalism: A Progressive Policy for Teachers in Ontario." Presented at the 2018 Seoul International Education Forum (SIEF), Seoul, South Korea.

Wangia, S. (Invited Symposium, August 2018). "Towards Culturally Sustaining/Revitalizing Family-School-Community Partnership Policies and Practices in Indigenous Contexts Around the World." Paper presented in an invited symposium titled "Decolonizing Research on Family-School-Community-University Partnerships: Reimagining Conceptual Frameworks" at the WERA Congress, Cape Town, South Africa.

### **TEACHING**

**University of Washington, Seattle, WA,**

September 2019 – Present

*Assistant Professor, Instructor*

- EDC&I 524A: Seminars in Teacher Education – Graduate Program
  - History of Self-Determination in Black and Indigenous Education
  - Decolonizing Teacher Education
- EDC&I 465A: Social Studies Education – Seattle Teacher Residency MIT Program
- EDTEP 543D: Teaching and Learning in Social Studies - Elementary Teacher Education MIT Program
- EDUC 325A: Histories of Self-Determination in Indigenous and Black Education - Undergraduate Program
- EDC&I 506D: Culturally Sustaining Education Research Group – PhD Program

- EDUC 200B: Critical Perspectives in Urban Education – Undergraduate Program
- EDTEP 541B: Theories of Teaching and Learning – Elementary Teacher Education MIT Program

**Brandeis University**, Waltham, MA,

January 2017 – July 2019

*Adjunct Instructor*

- ED255a: Teacher Research – Master's in Teaching Program
- ED170a: Critical Perspectives in Urban Education – Undergraduate Program

**Boston College**, Chestnut Hill, MA,

May 2016 – July 2018

*Teaching Fellow, Instructor*

- EDUC7529.01: Social Studies & The Arts – Donovan Scholars Master's in Teaching Program
- EDUC2105.01: Teaching Social Science & the Arts – Elementary Education Undergraduate Program

## **HONORS & AWARDS**

### **AERA**

- *2023 Outstanding Reviewer: Honorable Mention*, AERA Division K
- *2020 Outstanding Dissertation Award*, AERA Leadership for Social Justice SIG
- *2020 Outstanding Dissertation Award*, AERA Family-School-Community Partnership SIG
- *2020 Outstanding Dissertation Award: Honorable Mention*, AERA Division A

### **University of Washington**

- *2019-2020 Martin Howell Outstanding Advisor Award*, University of Washington, College of Education

### **Boston College**

- *2018 Donald J. White Teaching Excellence Award*, Boston College
- *2018-2019 Lynch School of Education Doctoral Dissertation Fellowship*, Boston College

## **PROFESSIONAL SERVICE**

### **National & International:**

#### **International Advisor - Canadian Playful Schools Project - (June 2022 – June 2023)**

- Project funded by the LEGO Foundation that supported play-based learning and teaching in a network of Canadian schools with the goal of advancing and improving the achievement and well-being of historically underserved student populations such as African Canadians and Indigenous students.

#### **Reviewer for the following Journals:**

- *Educational Researcher*
- *Equity & Excellence in Education*
- *Frontiers in Education*
- *Journal of Professional Capital and Community*
- *Teaching and Teacher Education*

### **American Educational Research Association (AERA)**

- Reviewer for submitted Division K (Teaching and Teacher Education) 2023 & 2024 conference proposals
- Reviewer for Family-School-Community Partnerships SIG 2021 Outstanding Dissertation Award

### **Local & Institutional:**

#### **Board Member & Faculty Advisor - AVELA (A Vision for Electronic Literacy & Access) – (October 2022 – July 2024)**

- Founded and run by graduate students at the University of Washington, AVELA works with schools and community organizations to provide STEM workshops, camps, and other programming for Black, Brown, and Indigenous youth with the goal of bridging opportunity gaps present in the public education system.

### **College of Education**

- Advisory Board Member – Seattle Teacher Residency Program (2025)
- Search Committee Member – UniteEd Director (2023-2024)
- Faculty Council At Large Member (2023-2024)
- Faculty Council Area Representative (2021 – 2023)
- Search Committee Member – Asst. Dean of Teacher Education (2021-2022)
- Banks Center for Educational Justice – Affiliated Faculty (2020 – Present)
- Teacher Education Council (2020 – 2022)

### **PROFESSIONAL AFFILIATIONS**

#### **American Educational Research Association (AERA) (December 2014 – Present)**

- Division Member:
  - Division G – Social Context of Education
  - Division K – Teaching and Teacher Education
- SIG Member:
  - Critical Educators for Social Justice
  - Family-School-Community Partnerships

### **University of Washington**

- Women Investigating Race, Ethnicity, and Difference (WIRED) – (January 2020 – Present)  
Organization consists of associate, assistant, and full professors of underrepresented groups from all three UW campuses and aims to provide participants professional advice, intellectual stimuli, and support in balancing the demands at home and work.
- UW Black Faculty Collective (BFC) – (January 2021 – Present)  
An inclusive organization of Black or African American tenure-track and tenured professors and lecturers across the three campuses that serves as a space of healing, research sharing and collaboration, and professional and leadership development.