

John A. Williams III, Ph.D.

Curriculum Vita

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Business Address:

Department Teaching, Learning and Culture
College of Education & Human
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Research Interests

School Discipline, Urban Education, and Culturally Affirming Teacher Preparation and Development

Education

- | | |
|--------------|---|
| Ph.D. (2019) | University of North Carolina at Charlotte
Department of Middle, Secondary & K-12
Education
Major: Curriculum and Instruction
3-Article Dissertation: Redefining the
Discipline Gatekeeper: A Mixed Method
Analysis of Urban Middle School Assistant
Principals |
| M.Ed. (2012) | University of Illinois
College of Education
Department of Education Policy Studies
Urbana, IL
Major: Education Policy Studies |
| B.S. (2003) | University of Illinois
College of Liberal Arts
Department of Sociology
Urbana, IL
Major: Sociology |

Professional Experience

Texas A&M University at College Station

2022 - Co-Assistant Chair of Multicultural/Urban Education Program Area

2019 Fall - Assistant Professor in Multicultural/Urban Education in the Department of Teaching, Learning and Culture. College of Education & Human Development

2022 Fall - Found Director of the Urban Lab for Transformative Research and Assessment

The University of North Carolina at Charlotte

2015 – 2019 Graduate Research Assistant, Office of Accreditation and Continuous Improvement, Charlotte, NC
Responsibilities: Research and data analyzation of edTPA scores, STAR data, the Niner Clinical Immersion Study and co-director of the Teacher to Teacher (T2T) Interdisciplinary Conference at the University of North Carolina at Charlotte campus.

City of St. Louis

2013 – 2015 Program Coordinator for Programs and Grants, 22nd Judicial Circuit, Juvenile Detention Center, St. Louis, MO

2013 – 2015 Detention Alternative Program Supervisor, 22nd Judicial Circuit, Juvenile Detention Center, St. Louis, MO

2013 – 2015 Chair, Disproportionate Minority Contact Detention Alternative Program Committee, 22nd Judicial Circuit, Juvenile Detention Center, St. Louis, MO

University of Illinois at Urbana-Champaign

2012 – 2013 Academic Coordinator, TRIO Talent Search College Prep Program, Office of Minority Student Affairs, Urbana, IL

Bethany Place

2008 – 2009 Clinical Director, Bethany AIDs/HIV Organization, Belleville, IL

Urban League of Champaign County

2006 – 2008 Project Director, Youth Empowerment Program, Champaign, IL

Cunningham's Children's Home

2003 – 2006 Educational Liaison, Urbana, IL

Publications

*= with graduate student(s)

Refereed Articles in Review

*Holtz, E., Sanders, M., Redwine Johnson, V., Turner, M., Frietas, D., Crawford, A., Fontenot Chaney, D., Kwok, A., & **Williams III, J. A.** (under review). Are they getting it? Investigating preservice teachers' conceptualization and operationalization of equality and equity in their classrooms. *Multicultural Education Review*.

***Williams III, J. A.**, Redwine Johnson, V. & Thomas III, D. (under review). What's the difference? A comparison of Black male teachers' perceptions of classroom control and career longevity, by teacher certification route. *Journal of African American Males in Education*.

Refereed Articles

IF = Impact Factor

1. **Williams III, J. A.**, Kwok, A., & Svajda-Hardy, M. (2024). Teachers' job satisfaction through perceptions of working conditions in an urban emergent school district. *Learning Environment Research*. 1-11. <https://doi.org/10.1007/s10984-024-09506-z>
2. *Redwine Johnson, V., **Williams III, J. A.**, & Richardson, M. (2024). Towards congruency? A descriptive analysis of employed Black teachers in Texas from 2011-12 through 2017-2018. *Texas Education Review*, 12(2), 25-42. doi.org/10.26153/tsw/51996
3. *Young, J., **Williams III, J. A.**, Diaz Beltran, A. C., James, M., Ogletree, Q., Neshyba, M., & Worley, C. (2024). Utilization the urban education typology: A content analysis of selected citations. *Urban Education*.
4. Wilson, N. C., Lee, S., **Williams III, J. A.**, & Lewis, C.W. (2024). Examining urban teachers' working conditions response to resilience following the results of COVID-19. *Journal of Urban Learning Teaching, and Learning*, 1-33.
5. Willis, E., Miller, E., **Williams III, J. A.**, Lewis, C. W., & Mclean, K. (2024). Plantation economy religion: Black male experiences with religious antiblackness in predominantly white conservative Christian schools. *Race Ethnicity & Education*, 1-16. doi.org/10.1080/13613324.2024.2328269. [IF = 3.9]
6. Richardson, S. C., **Williams III, J. A.**, Vance, M., Bennett, M., Stevenson, A. P. & Herbert, R. (2024). Informing equitable prevention practices: A statewide disaggregated analysis of suicide for ethnoracially minoritized adolescents. *Prevention Science*, doi.org/10.1007/s11121-024-01654-1. [IF= 3.5].
7. **Williams III, J. A.** (2024). Carceral and cathartic by design: An anti-racism historical analysis of school discipline in the U.S. *Peabody Journal of Education*, 99(1), 142-165. doi.org/10.1080/0161956X.2024.2305034. [IF= .7].
8. Thomas, S., Johnson, J. N., Richardson, S. C., **Williams III, J. A.**, & Lewis, C. W. (released October 2023). Does race trump training? Comparing teacher training, teacher race and their effect on the educational attainment for Black Students. *Journal of Negro Education*, 91(4), 513-529. [IF= .51].

9. *Edosomwan, K. & **Williams III, J. A.** (2023) “Double Jeopardy?: Examining the influence of mathematics tracking on in-school suspensions through an intersectionality framework”. *School Science and Mathematics*, 1-13. doi.org/10.1111/ssm.12607. [IF= 1.1].
10. Young, J., Young, J., **Williams III, J. A.**, Neshyba, M., Ogletree, Q., & James, M. (2023). Talking back: An analysis of the scope and impact of critical race theory and its usage in educational research. *SAGE Open*, 13(3), 1-17. doi.org/10.1177/00220574231168634. [IF= 2.03].
11. *Grice, S., Richardson, S., & **Williams III, J. A.** (2023). Editorial, Illuminating Effective Practices, Approaches and Strategies in Urban Education. *Journal of Urban Learning, Teaching and Research*. 1-5.
12. Richardson, S. C., **Williams III, J. A.**, & Lewis, C. W. (released 2023 June). Advancing access: An exploratory examination of urban school districts, school counselors, and the Black-White Advanced-Placement gap. *Journal of Minority Achievement, Creativity, and Leadership*, 2(1-2), 37-71. doi.org/10.5325/minoachicrealead.2.1–2.0037.
13. *Edosowman, K., Young, J., Butler, B., Young, J., & **Williams III, J. A.** (2023). Tracking the effects: Examining the opportunity stratification hypothesis in action. *Journal of Education*. doi.org/10.1177/00220574231168634. [IF= .5].
14. *Holtz, E., Worley, C., & **Williams III, J. A.** (2023). Are deficit perspectives of black and brown students grounded in empirical data? Investigating the myths of “urban education” through parent satisfaction. *Education and Urban Society*, 1-21. <https://doi.org/10.1177/00131245221147001>. [IF=1.2].
15. ***Williams III, J. A.**, Richardson, S. C., Lewis, C. W., & Alexander, J. (2022 released 2023). Educational trauma: Investigating disciplinary risk in urban high schools as a precursor for suicide-related behaviors among Black students. *Journal of Trauma Studies in Education*, 1(3), 90-107. doi.org/10.32674/jtse.v1i3.5037.
16. ***Williams III, J. A.**, Edosowman, K., Grice, S., & Richardson, S. C., & Young, J. (2022). Is the employment of school resource officers in high schools associated with Black girls’ discipline outcomes? *Race Ethnicity and Education*. 1-21. doi.org/10.1080/13613324.2022.2160774. [IF=3.2].
17. ***Williams III, J. A.**, Hill-Jackson, V., Caldwell, C., & Craig., C. (2022). Teacher recruitment and retention: Local strategies, global inspiration. *Journal of Teacher Education*, 73(4), 333-337. doi.org/10.1177/00224871221118155. [IF= 3.9].
18. **Williams III, J. A.** (2022). Middle school teachers' perceptions of school administrators’ enforcement of school rules for African American students. *Journal of Classroom Interaction*, 56(2), 4-16. [IF=.19]
19. *Grice, S., Terry, A., Turner, M., **Williams III, J. A.**, James, M. C. (2022). Have we had enough? Culturally responsive classroom management professional development and teachers’ self-efficacy. *Journal of Transformative Learning*, 9(1), 26–46. [IF= 1.61]

20. ***Williams III, J. A.**, Mallant, C., & Svajda-Hardy, M. (2022). A gap in culturally responsive classroom management coverage?: A critical policy analysis of states' school discipline policies. *Education Policy*, 3(22), 1-26. doi.org/10.1177/08959048221087213. [IF= 2.89].
21. Lim, J. H., Hunt, B., & **Williams III, J. A.** (2022). Unsung heroes on campus: minority veterans' transition experiences by race. *Journal of Higher Education*. 1-23. doi.10.1080/00221546.2022.2031705. [IF= 3.10].
22. **Williams III, J. A.**, James, M., Diaz Beltran, A. C., Young, J. Neshyba, M., & Olgetree, Q. (2021) Employing the urban education topology through a critical race spatial analysis. *The Urban Review*, 54(3), 450-480. doi.org/10.1007/s11256-021-00625-y. [IF= 1.70].
23. James, M. C., Diaz Beltran, A C., **Williams III, J. A.**, Young, J., Neshyba, M., & Ogletree, Q. (2021). We matter too: Employing counterstorytelling to expose the equity paradoxes arresting mattering and racial healing among faculty of color. *International Review of Qualitative Research*, 14(4), 669-692. doi.org/10.1177/19408447211049524. [IF= .3].
24. Hancock, S. D., Allen-Handy, A., **Williams III, J. A.**, Butler, B. R., Meloche, A., & Lewis, C. W. (2021). Teaching to empower: Social justice action projects as imperatives for educational justice. *Teachers College Record*, 123(13), 1-37. doi.org/10.1177/016146812112301311. [IF= 1.51].
25. James, M., **Williams III, J. A.**, Diaz Beltran, A. C., Neshyba, M., Ogletree, Q., Young, J., & (2021). The equity paradox typology: A application of critical race methodology to redress racial harm against faculty of color. *Qualitative Inquiry*, 27(10), 1221-1232. https://doi.org/10.1177/10778004211021804. [IF= 4.7]
26. **Williams III, J. A.**, Johnson, J. N., Dangerfield-Persky, F., & Mayakis, C. G. (2021). Black student suspensions, and the percentage of novice teachers employed in middle schools: Is there a relationship? *Journal of Negro Education*, 89(4), 448-458. [IF= .561]
27. **Williams III, J. A.**, Davis, A., Richardson, S. C., & Lewis, C. (2020). Can assistant principals' years of experience make a difference in school suspensions? A state-wide analysis of North Carolina assistant principals. *Journal of School Leadership*, 32(3), 246-266. https://doi.org/10.1177/1052684620969931. [IF= .6].
28. **Williams III, J. A.**, & Lewis, C. W. (2020). Enriching their potential: Preparing and supporting Black male teachers in the age of edTPA. *Peabody Journal of Education*, 95(5), 472-483. doi.org/10.1080/0161956X.2020.1828685. [IF= 1.45].
29. Lee, S., York, P., **Williams III, J. A.**, Richardson, S., Williams, B. K., Davis, A., & Lewis, C. W. (2020). Teachers' psychological distress in North Carolina: An analysis of urban versus non-urban school districts. *Urban Education*, 58(9) 2146-2176. doi.org/10.1177/0042085920948955. [IF= 4.38].

30. Casto, A. R., & **Williams III, J. A.** (2020). Seeking proportionality: An investigation of North Carolina distinguished STEM high schools. *The High School Journal*, 103(2), 77-98. doi: 10.1353/hsj.2020.0004. [IF= .7].
31. Cash, A. H., **Williams III, J. A.**, & Hart, L. C. (2020). University-district partnerships to improve field experiences: Candidate perceptions and performance associated with a pilot effort. *Teacher and Teacher Education*, 94, 1-11. doi.org/10.1016/j.tate.2020.103122. [IF= 3.27].
32. Hancock, C. R., Davin, K. J., **Williams III, J. A.**, & Lewis, C.W. (2020). Global initiatives in North Carolina: The impact on culturally and linguistically diverse learners. *Dimension 2020 Special Issue: Focus on Heritage Language Learners*, 132-150. https://www.scolt.org/wp-content/uploads/2020/04/Dimensions2020_whole-book.pdf
33. **Williams III, J. A.**, & Lewis, C., Glass, T. S., Lim, J. H., & Butler, B. R. (2020). Exploring assistant principals' enforcement of school discipline for African American Students. *Urban Education*. 58(8), 1543-1571. <https://doi.org/10.1177%2F0042085920908913>. [IF= 4.38].
34. **Williams III, J. A.**, Davis, A., & Butler, B. R. (2020). Reducing discipline disparities by expanding the Black teacher pipeline: A descriptive analysis of the Charlotte-Mecklenburg school district. *The Urban Review*, 52(3), 505-520. doi: 10.1007/s11256-020-00558-y. [IF= 1.13].
35. Acosta, J., **Williams III, J.**, & Hunt, B. (2019). Dual language program models and English Language Learners: An Analysis of the literacy results from a 50/50 and a 90/10 model in two California schools. *Journal of Educational Issues*, 5(2), 1-12. [IF= .2].
36. Richardson, S. C., **Williams III, J. A.**, & Lewis, C. W. (2019). Social workers and urban school discipline: Do we need a time out? *Urban Social Work*, 3(2), 207-230. doi:10.1891/2474-8684.3.2.207. [IF= .36].
37. **Williams III, J. A.**, Hart, L. C., & Algozzine, B. (2019). Perception vs. reality: edTPA perceptions and performance for teacher candidates of color and White candidates *Teaching and Teacher Education*, 83(19), 120-133. doi.org/10.1016/j.tate.2019.04.006. [IF= 2.7].
38. **Williams III, J. A.** (2019). Forward: Respiration. *Urban Education and Research Policy Annals*, 6(2), 1-4.
39. **Williams III, J. A.**, & Glass, T. S. (2018). Teacher education and multicultural courses in North Carolina. *Journal of Multicultural Education*, 13(2), 155-168. doi.org/10.1108/JME-05-2018-0028. [IF= .72].
40. Mayakis, C. G., Robinson, J., & **Williams III, J. A.** (2018). Unearthing a K-5 STEM graduate's experience: How does training from a STEM elementary education program influence an elementary teacher's instruction and experiences as it relates to their teaching? *Journal of STEM Teacher Education*, 53(1), 53-64.

41. **Williams III, J. A.**, Dangerfield-Persky, F. & Johnson, J. (2018). Does longevity matter?: Teacher experience and the suspension of Black middle school students. *Journal of Urban Learning Teaching and Research*, 14, 50-62.
42. **Williams III, J. A.** (2017). North Carolina teacher preparation programs, and their connection to effective teachers. *Special Issue of the Urban Education Research and Policy Annuals*, 4(2), 84-96.
43. **Williams III, J. A.**, & Wiggan, G. (2016). Models of success, teacher quality and student disciplinary infraction: A critical analysis of Chicago's Urban Preparatory Academies and Harlem Children's Zone. *Journal of Educational Issues*, 2(2), 73-89.

Manuscripts in Preparation

1. **Williams III, J. A.** A geospatial analysis of Texas schools with low discipline rates and high graduation rates for Black students.
2. **Williams III, J. A.** Longitudinal analysis of disciplinary outcomes and STAAR scores for Black and Latinx students.
3. Richardson, S. C. & **Williams III, J.A.** Missing Out: Multiple regression analysis of school discipline absences and their influence on STAAR scores in mathematics and science.
4. **Williams III, J. A.** & Wiley, K. We still doing this?: An examination of regions and school districts practicing corporal punishment in the U.S.

Referred Edited Books

1. *Cayton, E., Sanders, M., & **Williams III, J. A.** (2024). *Using STEM-focused Teacher Preparation Programs to Reimagine Elementary Education*. IGI Global.
2. **Williams III, J. A.** & Lewis C. (2022). *Reimagining school discipline for the 21st century student: Engaging students, practitioners, and community members*. Information Age Publishing.

Referred Book Chapter

1. *Sanders, M. M., Turner, M., & **Williams III, J. A.** (2024). "What are we missing?" Examining culturally responsive teaching practices in STEM educator preparation programs. In E. Cayton, M. Sanders, and J. Williams III, *Using STEM-focused Teacher Preparation Programs to Reimagine Elementary Education*. IGI Global.
2. ***Williams III, J. A.**, Turner, M., Terry, A., Fontenot, D. C., & Richardson, S. C. (2023). Radically healing or burned out: Experiences among Black teachers. In *Drawn to the Flame: Teachers' Stories of Burnout* (pp. 7-25). Emerald Publishing Limited.
3. Davis, A., Lewis, C., & **Williams III, J. A.** (2023). Moving towards greatness: Implementing a diversity plan at an urban research institution. In S. Patterson-Stephens and T. B. Jones,

Advancing inclusive excellence in higher education: Practical approaches to promoting diversity, equity, and inclusion, (pp. 47-60). IAP.

4. Mayakis, C. G. & **Williams III J. A.** (2022). What should we teach in elementary mathematics methods courses? The argument for core pedagogical content knowledge in K-5 mathematics teacher preparation. P. Jenlink (Ed.), *Mathematics as the Science of Patterns: Making the Invisible Visible through Teaching*. (pp. 39-57) Information Age Publishing.
5. Lee, S., Harden, E. L., & **Williams III, J. A.** (2022). Humanize first, discipline second: Unadulterating African American students in K-12 schools. In **Williams III, J. A. & Lewis C.** (2022). *Reimagining School Discipline for the 21 Century Student: Engaging Students, Practitioners, and Community Members*. Information Age Publishing.
6. **Williams III, J. A., & Lewis, C. W.** (2021). Urban school administrators' incorporation of student voice/culture and community involvement toward school discipline in urban middle schools. In R. O. Guillaume; N. W. Arnold, & A. F. Osanloo (Eds.), *Handbook on Urban Educational Leadership*. (2nd eds., pp. 305-330). Rowman.
7. **Williams III, J., Bryant, A. C. & Lewis, C.** (2018). Education, economics, & segregation in Baton Rouge. In K. J. Fasching-Varner, K. J. Tobin, & S. M. Lentz, (Eds.), *Black deaths, & blue ribbons* (pp. 111-116). Brill Sense.

Special Edition Journal Issues

1. ***Williams III, J. A., Grice, S., & Richardson, S.** (2023). Illuminating Effective Practices, Approaches and Strategies in Urban Education. *Journal of Urban Learning, Teaching and Research*.
2. **Williams III, J. A.** (2019). *Urban Education Research and Policy Annuals*, 6(2).

Policy Briefs

1. **Williams III, J. A., & Green, M.** (2020). Appealing for an appeal process for short-term suspensions in North Carolina. (Policy brief 1). Center for Race and Equity in Education.
2. **Williams III, J. A.,** (2016). Preparation for promoting diversity: Discipline, and the study of North Carolina teacher preparation programs and beginning teachers in North Carolina. (Policy brief 5-27).

Book Reviews

1. **Williams III, J. A.,** (2019). Skiba, R. J., Mediratta, Kavitha, R., Karega, M. (Eds.) *Inequity in School Discipline: Research and Practice to Reduce Disparities*. New York, NY: Palgrave Macmillan 2016. 285 pp. \$100.00 (hardcover). *Urban Education*, 54(3), 459-465.

Unsolicited Publications

Williams III, J. A., (2018, June 2). Mirror schools that are doing it the right way: School discipline in Urbana 116 and Champaign Unit 4 school districts. *NewsGazette*, Letter to the Editor. Retrieved from <http://www.news-gazette.com/opinion/letters-the-editor/2018-06-02/letter-the-editor-mirror-schools-are-doing-it-right-way.html>

RESEARCH AND GRANTS CONTRACTS

Grant Evaluation

Williams III, J. A. (2023 – 2025). Brazos Valley Teach Program – The Texas Foundation (\$729,000). Role: Grant Evaluator.

Grants Under Review

Madsen J. A., Yoon, M., Luevanous, A., & **Williams III, J. A.** (submitted). Building equity and inclusion in STEM schools. National Science Foundation. (\$3.4 million/4 years). Role: Co-Principal Investigator.

Research Grants and Contracts (funded)

National (Funded)

Thomas, D. & **Williams III, J. A.** (2024). Investigation of Black-Led Independent School. *Spencer Foundations*. (\$50,000). Role Co-Principal Investigator.

Richardson, S. C., Gunn, L. H., Gryglewicz, K., Vance, M., Karver, M., & **Williams III, J. A.** (2023-2024). CA-LINC: A culturally adapted care coordination suicide detection and intervention model for Black Youth. *National Institutes of Health and National Institute of Mental Health* (\$681,851.00) (\$13,499 allocation). Role Co-Principal Investigator.

Williams III, J. A. (2023-2024). A multiyear statewide investigation on the effects of Texas students' disciplinary outcomes on end of course assessments for mathematics and science. American Research Education Association – *National Science Foundation* (\$27,983). Role: Principal Investigator.

Green, M., & **Williams III, J. A.** (2016). *National Association for the Self-Employed New Business Grant*. (\$4,500/1year). Funded project from the National Association for Self-Employment.

Federal

Williams III, J. A. (2009). *HIV/AIDs Funding for Transitional Living for Bethany Place*, (\$3,300,000/3 years), Illinois Department of Public Health, Ryan White Funds, Illinois. Role: Principal Investigator.

Williams III, J. A. (2008). *Youth Empowerment Program*, (\$155,000/1 year), (5/1/2008 – 4/30/2009). Funded from National Urban League.

Williams III, J. A. (2007). *Youth Empowerment Program*, (\$155,000/1 year), (5/1/2007 – 4/30/2008). Funded from National Urban League.

Williams III, J. A. (2006). *Youth Empowerment Program*, (\$155,000/1 year), (8/1/2006 – 4/30/2007). Funded from National Urban League.

Local (Funded)

Thomas III, D.. & **Williams III, J. A.** (2024-2025). *Investigating best pedagogical practices at a Black led Independent School*. Texas A&M University, Catapult Grant (\$30,000). Submitted. Role: Co-Principal Investigator

Ogletree, Q. Svajda-Hardy, M. & **Williams III, J. A.** (2024-2025). *Investigating the impact of Title IX sexual harassment policies on the K-12 experience*. Texas A&M University, Catapult Grant (\$30,000). Submitted. Role: Co-Principal Investigator

Williams III, J. A., Hutchinson, S., Kwok, A., & Whiteside, E. (2023-2024). *Professional learning on responsive classroom management and special education*. Texas A&M University, Catapult Grant (\$28,800). Submitted. Role: Principal Investigator

Ogletree, Q., James, M., Neshyba, M., Diaz Beltran, A. C., Young, J., & **Williams III, J. A.** (2020). *Redesign of Undergraduate Multicultural Education Course Sequencing*. Teacher Education Improvement and Innovation I2 Mini Grant from College of Education and Human Development at TAMU. (\$10,000). Role: Co-Investigator.

Diaz Beltran, A. C., **Williams III, J. A.**, Young, J., James, M., Neshyba, M., Olgetree, Q. & (2020). *Creation of Upper Tier Multicultural Course*. Teacher Education Improvement and Innovation I2 Mini Grant from College of Education and Human Development at TAMU. (\$10,000). Role: Co-Investigator.

Williams III, J. A. (2015). *22nd Circuit Juvenile Delinquency Afterschool Program* (\$17,135/2 years), (7/1/2015 – 6/30/2017). Funded project from the Missouri Arts Council. Role: Principal Investigator.

Williams III, J. A. (2015). *22nd Circuit Juvenile Delinquency Afterschool Program* (\$6,500/1 year), (6/1/2015 – 5/30/2016). Funded project from the Regional Arts Council, St. Louis. Role: Principal Investigator.

Schneider, K., & **Williams III, J. A.** (2015). *22nd Circuit Juvenile Detention Alternative Afterschool Program* (\$20,500/1 year), (7/1/2015 – 6/30/2016). Funded project from Missouri Juvenile Justice Association, Role: Co-Investigator.

Schneider, K., & **Williams III, J. A.** (2015). *22nd Circuit Juvenile Detention Alternative Afterschool Program and Delinquency Afterschool Program* (\$25,500/1 year), (7/1/2015 – 6/30/2016). Funded project from Department of Youth Services, MO, Role: Co-Investigator.

- Williams III, J. A., & Schneider, K.** (2014). *22nd Circuit Juvenile Delinquency Afterschool Program* (\$35,000/1 year), (1/1/2015 – 12/30/2016). Funded project from Proposition S, St. Louis, MO, Role: Co-Investigator.
- Williams III, J. A.** (2014). *22nd Circuit Juvenile Delinquency Afterschool Program* (\$17,135/2 years), (7/1/2013 – 6/30/2015). Funded project from the Missouri Arts Council. Role: Principal Investigator.
- Williams III, J. A.** (2014). *22nd Circuit Juvenile Delinquency Afterschool Program* (\$6,500/1 year), (6/1/2014 – 5/30/2015). Funded project from the Regional Arts Council, St. Louis. Role: Principal Investigator.
- Schneider, K., & **Williams III, J. A.** (2014). *22nd Circuit Juvenile Detention Alternative Afterschool Program* (\$20,500/1 year), (7/1/2014 – 6/30/2015). Funded project from Missouri Juvenile Justice Association, Role: Co-Investigator.
- Schneider, K., & **Williams III, J. A.** (2014). *22nd Circuit Juvenile Detention Alternative Afterschool Program and Delinquency Afterschool Program* (\$25,500/1 year), (7/1/2014 – 6/30/2015). Funded project from Department of Youth Services, MO, Role: Co-Investigator.
- Williams III, J. A., & Schneider, K.** (2013). *22nd Circuit Juvenile Delinquency Afterschool Program* (\$88,000/1 year), (1/1/2014 – 12/30/2015). Funded project from Proposition S, St. Louis, MO, Role: Co-Investigator.
- Henry, P., & **Williams III, J. A.** (2008). *Digital Divide Grant for Urban League and Parkland College* from Illinois Department Economic & Commerce Opportunities.

Professional Teaching Experience

Texas A&M University

Graduate:

- EDCI 637 Urban Education: Policy and Analysis
- EDCI 641 African American Learner in Urban Settings
- TEED 602 Contemporary Perspectives in Education
- EDCI 689 Equity Research Methods
- EDCI 629 Historical Analysis of Urban Education Reform
- EDCI 642 Multicultural Education- Theory, Research, and Practice
- EDCI 643 Teaching in Urban Environments
- EDCI 648 Urban Schools and Communities
- EDCI 630 Urban Education

Undergraduate:

- INST 222 Foundations of Education in a Multicultural Society Fall 2019 – Fall 2020

University at North Carolina at Charlotte

Graduate:

- CCP107 Culturally Sustaining Teaching – Spring 2019
- C&I 8682 Seminar in Professional Grant Writing – Spring 2019

C&I 8180 Critical Issues in Urban Education – Fall 2018
C&I 8182 Power, Privilege, and Exclusions – Spring 2018

University of Illinois at Champaign-Urbana

Undergraduate:

Interdisciplinary 503 Men and Women's Studies – Spring 2013

Presentations

International Conference

- *Sanders, M, Edosomwan, K., & Williams III, J. A. (2024). Are they really on track? A hierarchical linear modeling analysis of Texas mathematics tracking practices. American Educational Research Association (AERA), Philadelphia.
- Allen-Handy, A. Williams III, J. A., Butler, B. R., Meloche., A. & Lewis, C. W. (2024). Teaching to empower: Social justice action projects as imperatives for educational justice. American Educational Research Association (AERA), Philadelphia [Invited Speaker]
- Svajda-Hardy, M., Kwok., A., Williams III, J. A., & Halabi, S. I. (2024). Culturally responsive classroom management: Improving outcomes for diverse students. American Educational Research Association (AERA), Philadelphia.
- Williams III, J. A. & Richardson, S. C. (2024). Punished to be illiterate: Are urban Texas third graders' disciplinary absences associated with literacy scores? American Educational Research Association (AERA), Philadelphia.
- Richardson, S. C., Williams III, J. A., Bennett., M., York., P. M. (2024). A statewide disaggregated analysis of suicide outcomes for ethnoracially minoritized adolescents.
- Williams III., J. A. (2024). Subtraction by addition? Investigating school suspensions as predictors of STAAR mathematics performance for African American and Latinx third through eight graders. American Educational Research Association (AERA), Philadelphia.
- Holtz, E. & Williams III, J. A. (2024). Multilingual learners and bilingual education: Language policy perspectives. American Educational Research Association (AERA), Philadelphia.
- Terry, A. M., Grice, S. & Williams III, J. A. (2024). Putting them up on game: A critical discourse analysis of effective host teachers in urban schools.
- *Sanders, M., Turner, M., & **Williams III, J. A.** (2023). *What are we missing? Examining culturally relevant teaching practices in STEM educator preparation programs.* American Educational Research Association (AERA), Chicago.
- Williams III, J. A.** (2023). *Illuminating effective practices, approaches, and strategies in urban education.* American Educational Research Association (AERA), Chicago.

- McIntosh, K., Kwok, A., & **Williams III, J. A.** (2023). *Urban novice teachers' perceptions regarding culturally responsive classroom management: A qualitative analysis*. American Educational Research Association (AERA), Chicago.
- Richardson, S. C., & **Williams III, J. A.** (2023). *The school-to-suicide pipeline? Investigating discipline risk and suicide outcomes among Black adolescents*. American Educational Research Association (AERA), Chicago.
- *Turner, M., & **Williams III, J. A.** (2022, November). *Black teacher longevity in urban schools*. International Conference on Urban Education. Cancun, Mexico.
- Williams III, J. A.**, & Suarez, C. (2022, November). *Two steps forward, three steps back: A critical race, district level multi-year analysis of out-of-school suspension outcomes through three independent measures*. International Conference on Urban Education. Cancun, Mexico.
- Williams III, J. A.**, & Dangerfield-Persky, F. (2022, April). *Equal odds? A longitudinal examination of discipline outcomes and reasons in three urban school districts*. American Educational Research Association Annual Conference (AERA). (San Diego).
- Hunt, B., Lim, J. H., & **Williams III, J. A.** (2022, April). *Varied experiences of being minority: student veterans' identity/cultural transition by race*. American Educational Research Association Annual Conference (AERA). (San Diego).
- *Holtz, E., Worley, C., & **Williams III, J. A.** (2022, April). *Are deficit perspectives grounded in empirical data? Investigating parent satisfaction of urban and rural environments*. Association Annual Conference (AERA). (San Diego).
- Williams III, J. A.**, Hill-Jackson, V., & Craig, C. (2022, March). *Deep dive into Journal of Teacher Education 2022 article of the year*. American Association of Colleges and Teacher Education. New Orleans, LA. (Moderator)
- *Craig, C., Overschelde, J. V., **Williams III, J. A.**, Caldwell, C., & Hill-Jackson, V. (2022, March). *How to publish in Journal of Teacher Education*. American Association of Colleges and Teacher Education. New Orleans, LA.
- * **Williams III, J. A.**, Mallant, C., & Svajda-Hardy, M. (2021, April). *A gap in culturally responsive classroom management coverage?: A critical policy analysis of states' school discipline policies*. American Educational Research Association Annual Conference. (Virtual)
- Jones-Fosu, S., Richardson, S., & **Williams III, J. A.** (April, 2021). *Does race trump training: Comparing teacher training, teacher race and their effect on the educational attainment for Black students*. American Educational Research Association (AERA). (Virtual)
- Richardson, S. C., & **Williams III, J. A.** (2021, January). *Social Workers and Urban School Discipline: Do We Need a Time out?* Virtual Annual Conference of the Society for Social Work and Research (SSWR)

- Williams III, J. A.** (2020, Apr 17 - 21) *Who's Managing the Classroom Managers? A Qualitative Inquiry of the Assistant Principal* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/uqab5hj> (Conference Canceled)
- Lim, J., Hunt, B., **Williams III, J. A.**, Tkacik, P. & Dahlberg, J. L. (2020, Apr 17 - 21) *Becoming, Returning to, or Discounting Minority Status: Student Veterans' Identity/Cultural Transition by Race* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tlt2zkv> (Conference Canceled)
- Cash, A. H., **Williams III, J. A.** & Hart, L. (2020, Apr 17 - 21) *Strengthening Early Field Experiences Through University-District Partnerships: Challenges and Opportunities* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r2mdb47> (Conference Canceled)
- Richardson, S. C., & **Williams III, J. A.** (2019, November). *Very necessary: A critical feminist theoretical analysis of Women of Color in an immersive/mentoring fellow program, within a doctoral program*. Association for the Study of Higher Education (ASHE), Portland, Oregon.
- Lim, J. H., **Williams III, J. A.**, Tkacik, P., Dahlberg, J., Interiano, C., & Levan, M. (2019, November). *Becoming new minority or returning to old minority: Student Veterans' identity/cultural transition by race*. Association for the Study of Higher Education (ASHE), Portland, Oregon.
- Williams III, J. A.** (2019, April). *Are school administrators consistent with disciplining middle school Black students?* American Educational Research Association. Toronto, Canada
- Williams III, J. A.**, Hart, L. C., & Algozzine, B. (2019, April). *edTPA performance and perceptions from students of color and their peers* American Educational Research Association. Toronto, Canada.
- Williams III, J. A.**, Johnson, J. N., & Dangerfield-Persky, F., & Mayakis, C. (2019, April). *African American student suspensions, and novice teachers employed in middle schools: Is there a relationship?* American Educational Research Association. Toronto, Canada.
- Williams III, J. A.**, Davis, A., & Butler, B. R. (2018, November). *Reducing discipline disparities from within? The search for more Black teachers in Charlotte-Mecklenburg Schools*. International Conference on Urban Education. Nassau, Bahamas.
- Williams III, J. A.**, (2018, April). *A multi-year critical analysis of Urban Preparatory Academies and Harlem Children's Zone disciplinary infractions and teacher quality indicators*. American Educational Researcher Association Conference. New York.
- Williams III, J. A.**, (2016, November). *Culturally effective in the classroom?: An examination of North Carolina public teacher preparation programs and new teachers*. International Conference on Urban Education. Puerto Rico.

National Conference

Hancock, C., **Williams III, J. A.**, Sanczyk, A. & Lewis, C. W. (2019, October). *Linguistic empowerment: A culturally responsive English language learners' dual language program*. Pursuing Extraordinary Outcomes in Public Education Conference. Charlotte, N.C.

Dangerfield-Persky, F., Johnson, J., **Williams III, J. A.** (2017, September). *Being left out. Exploratory examination of school's offering of advance placement mathematics courses*. Pursuing Extraordinary Outcomes in Public Education Conference. Charlotte, N.C.

Dangerfield-Persky, F., Johnson, J., & **Williams III, J. A.**, (2017, March). *High school administrators and their perspective on African American students enrollment and persistence in advanced placement mathematics courses*. National Black Graduate Student Association, National Conference. Charlotte, N.C.

State/Regional Conference

Williams III, J. A., Neshyba, M. V., Beltran, A. D., Ogletree, Q., James, M., Young, J. L. (2021). *Lexicon of multicultural terms and phrases*. Texas Association of Multicultural Education. Virtual Conference

*Young, J. L., Ogletree, Q., James, M., **Williams III, J. A.**, Neshyba, M. V., Beltran, A. D., Turner, M., Edosomwan, K., Harmon, C., & Harmon, F. (2021). *Tea at the table: A year in review of multicultural students and faculty experiences of virtual mentorship*. Texas Association of Multicultural Education. Virtual Conference

Williams III, J. A. (2019). *Tell me how you really feel?: An exploration of urban middle school assistant principals and their interactions with African American students with school discipline*. North Carolina Association for Research in Education. North Carolina, NC.

Jones-Fosu, S., Johnson, J. N., Richardson, S. C., **Williams III, J. A.**, & Lewis, C. W. (2019). *Does race trump training? Comparing teacher training, teacher race and their effect on the educational attainment for Black students*. North Carolina Association for Research in Education. Charlotte, NC.

Williams III, J. A., & Davis, A. (2018, March). *Disciplining from within?: The search for more Black teachers in Charlotte-Mecklenburg Schools*. University of North Carolina at Charlotte Graduate Symposium. Charlotte, NC.

Williams III, J. A., & Hart, L. C. (2018, March). *edTPA performance and perceptions from students of color and their peers*. University of North Carolina at Charlotte Graduate Symposium. Charlotte, NC.

Williams III, J. A. (2017, September) *Classroom management/Interaction and restorative practices*. North Carolina Association for College and Teacher Educators. Raleigh, NC.

Williams III, J. A., Dangerfield-Persky, F., & Johnson, J. (2017, March). *African American parental perspectives of their children in advanced placement mathematics courses*. Cato College of Education Graduate & Faculty Symposium. Charlotte, NC.

Johnson, J., **Williams III, J. A.**, & Dangerfield-Persky, F. (2017, March). *African American's enrollment and persistence in advanced placement mathematics courses*. University of North Carolina at Charlotte Graduate Symposium. Charlotte, NC.

Williams III, J. A. (2016, October). *Grant Life 101: Developing the mindset to write and win grant funding*. Urban Educators for Change. Charlotte, NC.

Invited Presentation International

Richardson, S. C., & **Williams III, J. A.** (2022, August). *Creating research questions that align with secondary data resources*. Peers Hub, University of Michigan, Ann Arbor.

Williams III, J. A. (2020, August). *Mixed methodologies*. Winter Virtual Doctoral School. University of Kwazulu-Natal, College of Humanities.

Williams III, J. A. (2018, November). *Mentoring in academia*. The International Conference on Urban Education, Nassau, Bahamas.

Invited Presentations Regional

Williams III, J. A. (2022, August). Real talk about school discipline. Girl Who Don't You Know Podcast.

Williams III, J. A. (2019, June). *Quantitative Methodologies*. Holmes Scholar Conference, University of Central Florida.

Williams III, J. A. (2019, June). *Breaking Down the Soliloquy of School Discipline for African American Students*. Urban Education Institute, Liberty University. Lynchburg, Virginia.

Williams III, J. A. (2019, May). *Living your best publishing life*. Florida Black Ph.D. Writing Retreat. Orlando, FL.

Invited Presentation Local

Williams III, J. A. (2022, May). *From conference proposal to publication*. Bold Leaders in Urban Education. Texas A&M University at College Station

Williams III, J. A. (2022, March). *BTS: The school to prison-pipeline*. INST 210 Guest Speaker for Dr. Melissa Fogerty. Texas A&M University at College Station.

Williams III, J. A. (2021, November). *Started from the bottom: Establishing a fruitful doctoral journey for a successful job search*. Graduate Student Association. Texas A&M University at College Station.

Williams III, J. A. (2021, September). *Elevating your productivity as a doctoral student*. Black Graduate Student Association. Texas A&M University at College Station.

Williams III, J. A. (2021, February). *Racism: The ultimate carbon footprint*. Sophomore Leadership on Prompting Equality Organization. Texas A&M University at College Station.

Williams III, J. A. (2020, July). *Equitable school discipline in the wake of COVID-19*. Rowan, Mooresville, and Kannapolis Equity in Schools Virtual Summit. North Carolina.

Williams III, J. A. (2019, November). *Black kids + school discipline = Strange Fruit 2.0*. African American Professional Organization, First Friday Lecture Series. Texas A&M University at College Station, Texas.

Williams III, J. A. (2016, December). *Art is Lit(eracy)*, 2016 Culturally relevant arts education for social justice symposium. University of North Carolina, Charlotte, NC.

Williams III, J. A. (2016, July). *1st year expectations in graduate school. Featured guest panelist for Education Curriculum and Instruction (EDCI) 8660*, University of North Carolina Charlotte. Charlotte, NC.

Williams III, J. A. (2015, June). *The development of Detention Alternative Programs for developing counties*. Invited by Missouri Juvenile Justice Program. Jefferson City, MO.

Williams III, J. A. (2015, June). *The impact of Detention Alternative Programs on St. Louis community*. Invited by St. Louis City Police Department.

AWARDS, RECOGNITIONS, MEMBERSHIPS, and SERVICE

Awards

2024 Center for Teaching Excellence – Montague Fellows Award for Outstanding Teaching
2024 Outstanding Researcher Award, Department of Teaching Learning and Culture
2024 Association of Former Students Outstanding Teaching Award, TAMU (College-Level)
2020 American Education Research Association, Best Paper Award for Classroom Management Special Interest Group.

Certifications

The Association of College and University Educators – Effective Teaching Practices – Spring 2021

Recognition

TAMU Innovative Teaching Fellow (AI Track) 2024
University of Illinois, 150 Years and Beyond, *Accomplished Alumni and Faculty*. Gies College of Business

Memberships

American Education Research Association
Texas National Association of Multicultural Education
National Association of Multicultural Education
University of Michigan Diversity Scholars

Service Positions at Texas A&M University

Community

Keynote Speaker for Black Graduate Student Organization at TAMU Dine and Distinction Event (2022)

Nominated as Faculty Advisor for Graduate Student Organization, Bold Leaders in Urban Education (BLUE) – 2021

University Level

Diversity Fellowship Application Reviewer – 2020 -

Department Level

TLAC Department Tenure Track/Tenure Representative on Executive Committee 2023-2024

Multicultural/Urban Programmatic Co-Leader 2022 -

Multicultural/Urban Education Associate/Full Professor Search Co-Chair - 2023

Multicultural/Urban Education Assistant Professor Search Co-Chair - 2022

A1 Committee – 2021-2022

TLAC Business Coordinator II Search – Fall 2021

K-6 Curriculum Redesign Committee – Fall 2020 – Summer 2021

Committee Member for ACES TAMU Fellowship Program Spring – 2020

Service to Professional Community

National Level

Co-Managing Editor for Journal of Teacher Education 2022-

Managing Editor for Journal of Teacher Education 2021-2022

Editorial Board for Journal of African American Males in Education 2024 -

Editorial Board for Journal of Urban Education 2024 -

Peer Reviewer for National Journal Outlets

American Education Research Association – 2018 - Current

Journal of Negro Education – 2018- Current

International Journal of Multicultural Education – 2016 - Current

Journal of STEM Teacher Education – 2018 - Current

Journal of Urban Education – 2016 - Current

Action in Teacher Education – 2021 - Current

The Urban Review – 2020 - Current

Grant Proposal Reviewer

United States, Office of Juvenile Justice and Delinquency Programs 2013, 2015, 2019

United States, Department of Education TRIO Programs, Early Head Start 2018 – 2021

United States, Department of Health and Human Services 2008 – 2021

Service to the Profession

AERA – Urban Learning, Teaching, and Research, Chair – 2022- current

AERA - Urban Learning, Teaching, and Research SIG Treasurer 2020-2021

Graduate Student Editor for Urban Education Research and Policy Annuals (UERPA) 2015- 2019