

**Britney L. Jones, Ph.D.**  
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## EDUCATION

- 2022      **Ph.D. in Educational Leadership: Learning, Leadership, and Education Policy**, University of Connecticut  
*Secondary Science Teachers' Sociopolitical Consciousness and Their Conceptions of Science and Culturally Relevant Science Teaching*  
Committee: Morgaen L. Donaldson (Chair); John Settlege; Sarah L. Woulfin; Jason G. Irizarry; Danielle Filipiak
- 2011      **Master of Arts in Teaching: Elementary Education**, Brown University
- 2010      **Bachelor of Arts in Education Studies with a concentration in Human Development and History/Policy**, Brown University

## PROFESSIONAL EXPERIENCE

- 2022- present    **Visiting Assistant Professor of Educational Studies**, Trinity College, Hartford, CT  
Courses Taught: EDUC200- Analyzing Schools (Introductory); EDUC323- Critical Pedagogy (Mid-Level)- [Course Webpage](#); EDUC400- Senior Research Seminar (Upper Level)- Supervising Faculty [Completed Senior Theses](#)
- 2021- 2022      **Connecticut Covid-19 Education Research Collaborative Fellow**, Neag School of Education, University of Connecticut, Storrs, CT  
Worked with faculty to conceptualize, conduct, and disseminate policy-relevant research that informed policymakers' and practitioners' decision-making.
- 2020- present    **Equity and Social Justice Education Specialist**, Capitol Region Education Council, Hartford, CT  
Training K-12 teachers and school leaders via virtual workshop series on anti-racism, culturally relevant pedagogy, and leadership for equity/social justice. Collecting, analyzing, and interpreting data from equity audits in schools and organizations.
- 2019-2023      **Instructor**, University of Connecticut, Avery Point and Storrs, CT  
Courses Taught: EDCI5070: Methods of Instruction and Evaluation (master's level/teacher preparation; 2019, 2020, 2022, 2023); EDLR6092: Critical Reading Practicum: Methodology Development (doctoral level; 2021)
- 2018- 2020      **Research Assistant** with Dr. Morgaen Donaldson, Neag School of Education, University of Connecticut, Storrs, CT  
Aided in the collection and review of literature on teacher evaluation with attention to frameworks for equity and cultural relevance/responsiveness/sustainability.
- 2018              **RISE (Reaching Inclusive Excellence) Facilitator**, University of Connecticut  
Facilitated an interactive workshop for first year students as part of the diversity education program initiated by the Office for Diversity and Inclusion.

- 2017- present **Education Consultant/Guest Lecturer**  
Led workshops and delivered lectures on the history of education policy, teacher leadership, and how to foster culturally relevant and sustaining practices in schools at Achievement First, the University of Connecticut, and Trinity College.
- 2015- 2021 **Research/Teaching Assistant** with Dr. Sarah Woulfin, Neag School of Education, University of Connecticut, Storrs, CT  
Assisted with data collection and analysis, as well as writing and reporting to the State Department of Education. Aided with research in the areas of education policy; special education; literacy; coaching; guided reading; intermediary organizations; and research practice partnerships. Served as Teaching Assistant for EDLR-6055-Inquiry and Research in Educational Leadership I: Implementation, Analysis, and Discovery.
- 2016 **Research Assistant** with Dr. John Settlage, Neag School of Education, University of Connecticut, Storrs, CT  
Collected and analyzed data for a mixed methods NSF funded study examining the relationship between achievement and school structure, organization, and leadership.
- 2014-2015 **Curriculum Fellow** for the Achievement First Charter Network  
Designed curriculum using NGSS Standards and FOSS resources, and facilitated professional development workshops for fourth grade science teachers.
- 2011-2015 **Teacher** at Achievement First East New York Elementary School, Brooklyn, NY  
Fourth Grade Teacher; Upper School Writing Lead.
- 2009-2010 **Education Policy Intern** at Highlander Charter School, Providence, RI  
Created a transition program aimed at reducing high school dropout rates among 8<sup>th</sup> grade middle school graduates in conjunction with the Director of Development.
- 2009-2010 **Research Assistant** with Dr. Kenneth Wong, Brown University, Providence, RI  
Administered surveys and conducted interviews for the Pathways to College study.

## HONORS AND AWARDS

- Ford Foundation Dissertation Fellowship Competition- Honorable Mention, 2020
- University of Connecticut Department of Educational Leadership's Doctoral Student Research Award, 2018 and 2019
- Crandall-Cordero Graduate Fellow, 2018 - 2021
- University of Connecticut Neag School's Dean's Doctoral Scholar, 2015
- Giolas-Harriot Graduate Fellow, 2015 - 2018

## PUBLICATIONS

- Woulfin, S.L., Jones, B. (2023). Re-setting special education for justice: An essay on the logics and infrastructure enabling deep change in the COVID-19-era. *Journal of Educational Change*.  
<https://doi.org/10.1007/s10833-023-09483-9>
- Jones, B. L., & Taylor, J. C. (2022). Within the walls of the classroom: How science teachers' instruction can develop students' sociopolitical consciousness. *Science Education*, 1–11.  
<https://doi.org/10.1002/sce.21727>

- Jones, B. L.** (2022). Supporting quarantined learning in K-12 schools. (Policy Brief for The Center for Education Policy Analysis, Research, and Evaluation at the UConn Neag School of Education). Retrieved from <https://education.uconn.edu/2022/06/01/supporting-quarantined-learning-in-k-12-schools/>
- Woulfin, S. L., & **Jones, B. L.** (2022). Unprecedented and Unmasked: An analysis of how district policy documents frame special education during the COVID–19 crisis. The Evidence Project at CRPE.
- Jones, B. L.**, & Donaldson, M. L. (2022). Preservice science teachers' sociopolitical consciousness: Analyzing descriptions of culturally relevant science teaching and students. *Science Education*, 1– 24. <https://doi.org/10.1002/sce.21683>
- Woulfin, S. L., & **Jones, B.** (2021). Special development: The nature, content, and structure of special education teachers' professional learning opportunities. *Teaching and Teacher Education*, 100, 1-12.
- Jones, B. L.** (2020). Reducing racism in schools: The promise of anti-racist policies (Policy Brief for The Center for Education Policy Analysis, Research, and Evaluation at the UConn Neag School of Education). Retrieved from <https://education.uconn.edu/2020/09/22/reducing-racism-in-schools-the-promise-of-anti-racist-policies>
- Woulfin, S. L., & **Jones, B.** (2020). Enactment of reading policy: Leading and learning for literacy and equity In Dagen, A.S. & Bean, R.M. (2020). *Best practice of literacy leaders, second edition: Keys to school improvement*. New York, NY: Guilford Press.
- Woulfin, S. L., & **Jones, B.** (2018). Rooted in relationships: An analysis of dimensions of social capital enabling instructional coaching. *Journal of Professional Capital and Community*, 3(1), 25-38.
- Woulfin, S. L., **Jones-Lawal, B.**, & Gabriel, R. (2018). The terrain of intermediary organizations' professional development offerings. *Professional Development in Education*, 1-5.

#### ARTICLES IN DEVELOPMENT

- Jones, B. L.** (2023). *Secondary science teachers' conceptions of science: A Critical Discourse Analysis at the intersection of Nature of Science and Culturally Relevant Science Teaching*. Manuscript under review.
- Jones, B. L.** & Donaldson, M. L. (2023). *Secondary science teachers' sociopolitical consciousness and beliefs about developing sociopolitical consciousness in science classrooms*. Manuscript under review.
- Jones, B. L.** (2023). *How socio-politically consciousness teachers plan for Culturally Relevant Science Teaching*. Manuscript in preparation.
- Jones, B. L.** (2023). *They just get it: How five science teachers came to be socio-politically conscious*. Manuscript in preparation.
- Jones, B. L.**, Settlage, J., & Donaldson, M. L. (2023). *Principals' perceptions of students, schools, and science achievement in Diverse School Settings*. Manuscript in preparation.

## SCHOLARLY PRESENTATIONS

- Jones, B. L.** & Taylor, J. C. (2023). Expanding Sociopolitical Consciousness: A Framework for Developing Justice-Centered Ambitious Science Teaching. Poster presented at 2023 AERA in Chicago, IL.
- Woulfin, S.L. & **Jones, B.** (2022). Unprecedented and Unmasked: District Framing of Special Education During the COVID Crisis. Manuscript presented at 2022 AERA in San Diego, CA.
- Woulfin, S.L. & **Jones, B.** (2022). A Systems-View for Equity. Invited presentation for the National Academies' Committee on Equity in PreK-12 STEM Education.
- Jones, B.** (2020). Pre-Service Science Teachers' Conceptions of Culturally Relevant Science Teaching: What's there and what's missing? Presentation accepted for the 2020 American Educational Research Association conference in San Francisco, CA.
- Jones, B.** (2019). Preparing and Training Teachers for Culturally Relevant Science: An Examination of Pre-service Science Teachers' Sociopolitical Consciousness. Manuscript presented at the 2019 University Council of Educational Administration conference in New Orleans, LA.
- Woulfin, S. & **Jones, B.** (2018). Allying for Instructional Improvement: A Discussion of a Research-Practice Partnership in an Urban District. Manuscript presented at the 2018 University Council of Educational Administration conference in Houston, TX.
- Jones, B.** (2018). Principals' Perceptions of Students, Schools, and Science Achievement Gaps in Diverse School Settings. Manuscript presented at the 2018 University Council of Educational Administration conference in Houston, TX.
- Jones, B.** (2017). The Pursuit of Equal Educational Opportunity for Students of Color and the Competing Purposes of Schooling in the US: Colonial Times to Today. Roundtable presentation at the 2017 American Educational Research Association Conference in San Antonio, TX.
- Woulfin, S. & **Jones, B.** (2017). The Terrain of Intermediary Organizations' Professional Development Offerings. Roundtable presentation at the 2017 American Educational Research Association Conference in San Antonio, TX.

## GRANTS

Co-Principal Investigator. *Connecticut Covid-19 Education Research Collaborative: Equity in Academic Recovery Research Team*. Principal Investigator Steven Ross, University of Connecticut. Funded by the Connecticut State Department of Education. \$225,000.

## MEDIA AND SCHOLARLY OUTREACH

*Indiana Newsdesk* WFIU & WTIU News. Mention of Policy Brief: Reducing racism in schools: The promise of anti-racist policies by the Monroe County NAACP. January 27, 2023 [Link to segment](#).

Implementing Anti-Racist Policies in Schools graphic cited in Robbins, Z. S., Smith, D., Ortega, S., Corrigan, O., Bryan, D. (2023). *Becoming a social justice educator: A guide with practice*. Corwin.

*Bring it On!* WFHB Community Radio. Mention of Policy Brief: Reducing racism in schools: The promise of anti-racist policies by high school YPAR student activists in radio interview. December 12, 2022. [Link to interview.](#)

*Hartford Courant.* A student's use of the N-word and alleged lie about it forced him out of an exclusive CT prep school. His family is fighting back. By Alison Cross. October, 10, 2022. [Link to article.](#)

*CT Mirror.* "CT parents, students call for school anti-racism policies." By Ginny Monk. September 18, 2022. [Link to article.](#)

*Notes from a Child Psychologist Podcast.* Interviewed for Preparing Your Child for The New School Year- Gems From an Educator episode. September 12, 2022. [Link to podcast episode.](#)

*Two Pint PLC – Personal & Professional Education Podcast.* Review/discussion of 2022 article: Within the walls of the classroom: How science teachers' instruction can develop students' sociopolitical consciousness. June 12, 2022. [Link to podcast episode.](#)

## **MEMBERSHIPS AND OFFICES**

American Educational Research Association (Member)  
 University Council of Educational Administration (Member)  
 Center for Education Policy Analysis, Research, and Evaluation (Affiliated Student 2015-2022)  
 Neag School of Education's Doctoral Committee (Student Representative, 2020-2021)  
 Graduate Students of Color Association (President, 2018- 2020; Member 2015- 2022)  
 Brown University Women's Launch Pad (Mentor, 2016-2017)  
 Delta Sigma Theta Sorority, Inc. (Secretary 2008-2009, Member 2008- present)