

Britney L. Jones

EDUCATION

- 2022 **Ph.D. in Educational Leadership: Learning, Leadership, and Education Policy**, University of Connecticut
- 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**, Trinity College, Hartford, CT
- 2021- 2022 **Connecticut Covid-19 Education Research Collaborative Fellow**, Neag School of Education, University of Connecticut, Storrs, CT
Working alongside faculty to conceptualize, conduct, and disseminate policy-relevant research that responds to/informs 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 across the state.
- 2019-2022 **Instructor**, University of Connecticut, Avery Point and Storrs, CT
Taught doctoral level course- EDLR6092: Critical Reading Practicum: Methodology Development (2021); Taught masters level course- EDCI5070: Methods of Instruction and Evaluation (2019, 2020, 2022)
- 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.
- 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 across the New York and Connecticut regions.
- 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 preventing high school dropout rates among 8th 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

- 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/scs.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. (2021). 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.

SCHOLARLY PRESENTATIONS

- 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.

MEMBERSHIPS AND OFFICES

American Educational Research Association (Member)

University Council of Educational Administration (Member)

Center for Education Policy Analysis, Research, and Evaluation (Affiliated Student)

Neag School of Education's Doctoral Committee (Student Representative, 2020-2021)

Youth Ministry- Unity of Greater Hartford (Director, 2019- present)

Graduate Students of Color Association (President, 2018- 2020; Member 2015- present)

Brown University Women's Launch Pad (Mentor, 2016-2017)

Delta Sigma Theta Sorority, Inc. (Secretary 2008-2009, Member 2008- present)