

# victoria gordon restler

## **bio.**

*Dr. Victoria Restler is Associate Professor of Educational Studies and Founding Director of the Youth Development MA Program at Rhode Island College. An interdisciplinary educator, scholar and artist, her research engages arts-based methods to explore teacher practice, racialized and gendered invisible labor, and institutional whiteness.*

## **contact.**

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Dept. of Educational Studies  
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## **education. Ph.D., Urban Education | 2017**

Graduate Center, The City University of New York  
Dissertation: *Re-visualizing care: Teachers' invisible labor in neoliberal times.*  
Committee: Wendy Luttrell (chair), Ofelia Garcia, Claudia Mitchell, María Elena Torre

## **M.Phil, Urban Education | 2014**

Graduate Center, The City University of New York

## **Post-Baccalaureate Certificate | 2005**

San Francisco Art Institute

## **B.A. Anthropology and Studio Art | 2002**

Williams College

## **academic appointments.**

### **2022- present**

Associate Professor, Educational Studies  
Director of the Youth Development Master's Program  
Rhode Island College

### **2017- present**

Assistant Professor, Educational Studies  
Founding Director of the Youth Development Master's Program  
Rhode Island College

### **2014-2017**

Communications Fellow, Bernard L. Schwartz Communication Institute  
Baruch College

**2011-2014** Adjunct Instructor, Department of Educational Foundations  
Hunter College

## books.

**2021** **Restler, V.** (forthcoming). *What do you do that can't be measured? On Radical Care in Teaching and Research*. Under contract with Brill's Doing Arts Thinking Series.

## peer-reviewed articles.

- 2021** McKamey, C., Bogad, L., Clemons, R., & **Restler, V.** (2021). I Know What I Believe: Using Theory to Prepare Youth Workers. *Syllabus Journal* (10) 2.
- This paper describes and provides examples of a theory-based approach to teaching youth development. We first introduce the theoretical framework of our program and then share three "storied moments" that represent how our program supports students' engagement with youth development ideologies over time. As a team, we wrote this article together, Corinne took the lead on editorial correspondence and revisions.*
- 2021** Hamlin, J. & **Restler, V.** Picturing Whiteness: Working with images to visualize and resist white supremacy in educational spaces. *Art Education Journal*.
- This article explores the creation and activation of an image archive to confront whiteness in educational structures and spaces. We describe our work designing and leading a series of educator workshops to picture whiteness in school spaces as a tool for de-naturalizing and disrupting educational white supremacy. We researched and wrote this piece collaboratively.*
- 2021** **Restler, V.**, Luttrell, W., & Chapin, D. A Place to be Together: Cultivating Spaces of Discomfort and Not Knowing in Visual Analysis. *Outlines. Critical Practice Studies*, 22(1), 22-48.
- This article describes our transmethodological practice and the affective space of making and making sense of visual research in community. We purposefully embrace complexity and richness in visual data analysis, rather than seeking to reductively avoid doubt and uncertainty. To do this, we bring multiple ways of seeing together into a collaborative, poly-vocal construction. Seeing collaboratively depends on translating our ways of reading visual material "out of our heads" and "into our shared space." We wrote and designed this article collaboratively. I took the lead in writing large sections and through the editing process.*
- 2020** **Restler, V.** Rubbing the room: Tactile epistemologies of teacher work. *Reconceptualizing Educational Research Methodology*, 11(2).

*This article describes a visual ethnographic intervention at a New York City public school. The intervention and the images that resulted—a series of life-size red wax rubbings on paper—work in relation to visual discourses and dynamics of contemporary school accountability. In the article, I situate the images and image-making in the context of my broader multimodal qualitative study on teachers’ invisible labor in urban schools. I make sense of this visual ethnographic intervention through a series of three conceptual dyads: witnessing/ evidence; positionality/ art; and intimacy/ “tactile epistemology,” (Marks 2000).*

**2019** **Restler, V.** Countervisualities of care: Re-visualizing teacher labor. *Gender and Education* 31(5), 643-654.

*Images of teacher evaluation (and teacher value) represented through scores, which are plotted on charts and widely reported, have had a profound impact on how society views teachers’ contributions, capacities, and worth. Drawing on a broader multimodal study, this article opens up a conversation about teachers’ caring labor in dialogue with contemporary policies and controlling images (Collins, 1991) of neoliberal accountability. Working with a group of New York City public school teacher/activists, I explore teachers’ experiences of value-added assessment policies and the substantial work they do that remains invisible to evaluation metrics, policies, and wider publics.*

## peer-reviewed book chapters.

**2022** **Restler, V.** (forthcoming). Reference/ Referents: Studies in and Against the White Space of the Campus Library. In Bickel, B., Irwin, R., & Siegesmund, R., (Eds.) *Reflections on Arts Based Educational Research by Authors of Outstanding Dissertations*, Springer.

*This chapter is a three-part window into some of my own unsettled wonderings, tethered to the events of April 30 2018 when I witnessed the arrest and detainment of a Black student in a campus library with my then three- and five-year old children. It is a series of attempts to ~~make~~ sense be/make/question/learn with the discomfort of the ongoing hurts and harms of racism as a white cis woman/ artist/ mother/ educator/ scholar. The writings, poems and images presented here are studies as in arts-based and textual inquiry; studies as in small-scale creative experiments; studies as in unfinished; as in preparations, laying the ground for other ongoing work.*

**2021** **Restler, V.** (2021). In the ‘Being’ and the ‘Doing’: Teachers’ Critical Embodied Pedagogies of Care. In Kress, T., Emdin, C., & Lake, R. (Eds.) *Critical Pedagogy for Healing: Paths Beyond “Wellness,”* toward a Soul Revival of Teaching and Learning. (pp. 71-80). Bloomsbury.

*This chapter explores the drawings and narratives of two teacher/activists working in New York City public high schools and the ways they inhabit and mobilize their teaching bodies toward critical embodied pedagogies of care. Although both educators center critical social justice curriculum and pedagogy in their practice, this analysis focuses on moments outside of the*

*formal-trained, tracked, evaluated, and valued-work of teaching. Through body map drawings and interview dialogue, these teacher-activists draw our attention toward often invisible aspects of their work—the bodily being and doing of radical teacher practice.*

- 2018** **Restler, V.** & Luttrell, W. Gaze interrupted: Speaking back to stigma with visual research. In P. Allred, F. Cullen, K. Edwards, & D. Fusco (Eds.), *SAGE Handbook of Youth Work Practice*. Thousand Oaks California: SAGE Publications.

*Organized in three sections - each describing a distinct visual research study with youth and youth workers - this chapter offers examples and insights into particular visual methodologies and the 'elbow room' (Rosen, 2012) that art-making provides for moving within, reimagining and resisting stigmatizing labels. In each project, when given the opportunity to visually represent themselves, participants were able to scrutinize 'inspecting gazes' and open up complex, layered, counter-hegemonic ways of seeing themselves and others.*

- 2012** Luttrell, W., **Restler, V.**, & Fontaine, C. (2012). Youth video-making: Selves and identities in dialogue. In Milne, E. J., Mitchell, C., & de Lange, N., Eds., *Participatory Video Handbook*. Latham, MD: AltaMira Press.

*In this paper we describe our approach to understanding young people's videomaking as self and identity work, and consider how their self representations are shaped by an ever-widening set of contexts, social practices and audiences. This chapter pivots around these issues with both a sense of appreciation for and skepticism about what we can claim to know about the young people's selves and identities through their video-making. Data from this chapter is drawn from Wendy Luttrell's longitudinal, collaborative visual ethnography *Children Framing Childhood*.*

## **book reviews.**

- 2012** Bjork, M., **Restler, V.**, & Anyon, J. (2012). Lost youth in the global city: Class, culture and the urban imaginary (review). *British Journal of Sociology of Education*, 33(1), 133-143.

## **public scholarship.**

- 2021** McKamey, C. & **Restler, V.** *Funding Rhode Island's Recovery: Investing in Out of School Time*. Social Policy Hub for Equity Research in Education.

*This co-written policy paper calls for expanded Out of school time (OST) programming, investment in professional development for youth workers, and fair compensation for youth development professionals. Citing local and national data, we argue for the critical role of OST in supporting Rhode Island's social and economic pandemic recovery.*

**2021** McKamey, C. & **Restler, V.** (2021, March 22). Invest in out-of-school time to revive RI economy. Providence Journal [Editorial].

*In this Op-Ed, we argue that funding youth development organizations and youth work professionals provides a three-fold recovery investment: Out of school time (OST) funding will stabilize the human services sector, provide after school childcare so that parents can re-join the workforce, and support the growth and learning of young people, especially those underserved by schools in the pandemic.*

**2021** **Restler, V.** (2021, March 18). Reflections and Resources for Educators Facilitating Youth-Led Research. Students at the Center Hub [blog post].

*This interview-style blog post offers key learnings from my leadership role in the Youth Action Researchers at the Intersections (YARI) grant-funded research study. In this post, I reflect on the course I taught for YDEV MA students who participated in the YARI project and offer a list of relevant readings and resources.*

## **edited works.**

**2019-22** Templeton, T., **Restler, V.** (Eds.) *The Palgrave Encyclopedia of Critical Perspectives on Mental Health*. [Section editors: Children & Youth].

*This encyclopedia will serve as a critical reference for issues related to mental health. Our aim is to challenge prevailing medical conceptions of mental health as objective, neutral, ahistorical, and originating from within the individual (Lester & O'Reilly, 2017). The section on Children and Youth will include approximately 30 entries ranging in length from 1500 to 10,000 words. Eleven chapters are already published online on topics ranging from 'Fat, Muscles and the Body' to 'Gun Violence,' and another fourteen are in various stages of production.*

**2019** **Restler, V.**, Luttrell, W. (Eds.) *Picturing care: Reframing gender, race, and educational justice*. [Special Issue]. *Gender and Education*, 31(5).

*This special issue explores the intersections of visual and arts-based research with scholarship on educational care in/justice that intentionally broadens, if not takes issue with dominant white, Western, feminist frames. As a collection, *Picturing Care*, both challenges neoliberal frames for viewing and valuing educational practice and also offers new ways to image and imagine school life, work, care and creative resistance.*

## **journal/ conference peer review.**

American Educational Research Association, Arts-Based Educational Research SIG (2016- 2018)

American Educational Studied Association 2016

Diaspora, Indigenous, and Minority Education (2018-21)  
 Equity & Excellence in Education (2021)  
 Societies Journal (2021)  
 Teachers College Record (2017)  
 Theory, Research, and Action in Urban Education (2012-2015)

## peer-reviewed presentations.

- 2022**     *"White Study Hall Practice Sessions"* (with Maya Pindyck and Jessica Hamlin). National Art Education Association Annual Conference.
- 2021**     *"White Study Hall"* (with Asilia Franklin-Phipps, Maya Pindyck, and Jessica Hamlin). National Art Education Association Annual Conference.
- 2020**     *"Not a Toolkit: Thinking With, Against, and Through Whiteness"* (with Asilia Franklin-Phipps, Maya Pindyck, and Jessica Hamlin). International Congress of Qualitative Research. (Conference canceled due to COVID 19)
- 2020**     *"Not a Toolkit: Collaborative Writing On/ With/ Against Whiteness"* (with Asilia Franklin-Phipps, Maya Pindyck, and Jessica Hamlin). Society of Professors of Education Annual Meeting (Conference canceled due to COVID 19)
- 2020**     *"Rubbing Against the Data."* American Educational Research Association (Conference canceled due to COVID 19)
- 2019**     *"Physical, Visual, and Sensory: Mapping Whiteness with Art Educators."* American Educational Research Association Annual Meeting
- 2019**     *"Beyond Invisibilities: Working with and through visual methodologies."* (Panel discussant) American Educational Research Association
- 2019**     *"Picturing Care: Reframing Gender, Race, and Educational Justice"* [symposium chair]. Eastern Sociological Society Annual Meeting
- 2018**     *"Dis/Orientations: Mapping whiteness in educational spaces."* Arts in Education, Harvard University
- 2018**     *"Pleasure is political: Implications of embodied making and teaching for arts-based research"* [symposium chair]. American Educational Research Association  
               *"Like a form of violence towards the teacher': A gendered raciolinguistic analysis of teacher work."* American Educational Research Association  
               *"What do you do that can't be measured? Visualizing 'excessive moments' in teacher practice."* American Educational Research Association

- "Tracing the contours of his shifting form: Haptic animation as analysis."* American Educational Research Association
- 2017** *"Why participatory visual research matters: Ethnographic examples and explorations."* American Anthropological Association
- 2017** *"Countervisualities of care: Visualizing teachers' carework in context."* American Educational Research Association
- 2017** *"Drawing my dissertation: Making art and making sense of multimodal data."* American Educational Research Association
- 2016** *"Mapping teacher's carework: Love, labor, and teaching in neoliberal times."* American Educational Studies Association
- 2016** *"Drawing out the day job: Teachers making carework visible."* Eastern Sociological Society Annual Meeting
- 2014** *"Visual remix: Teacher images and identities in contrast."* American Educational Studies Association Annual Meeting
- 2014** *"Beyond scores, ranks, and rubrics: Re-Imaging teacher evaluation."* Penn Ethnography in Education Research Forum, University of Pennsylvania
- 2014** *"Visual sociology: Collaborative seeing."* Eastern Sociological Society Annual Meeting
- 2012** *"Youth Archiving in Action Project."* International Visual Studies Association Conference, St. Francis College
- 2012** *"Collaborative seeing on a spectrum: Visual methodologies in geographies of children and young people,"* American Association of Geographers Annual Meeting
- 2011** *"Participatory video as collaborative seeing."* Second International Visual Methods Conference, Open University
- 2011** *"Collaborative approaches to analyzing longitudinal visual data."* Second International Visual Methods Conference, Open University
- 2011** *"Visual research as a collaborative and participatory practice."* International Visual Studies Association Conference, University of British Columbia
- 2011** *"Comunalidad and the Secundarias Comunitarias of Oaxaca."* BilingLatAm IV, The Universidad Autónoma Benito Juárez de Oaxaca (UABJO)
- 2011** *"Todos aprendemos de todos."* ALAS Education across the Americas, Teachers College



## invited presentations.

- 2021** *"Not a Toolkit: Thinking With, Through, and Against Whiteness."* Live professional development webinar, National Art Education Association [with Maya Pindyck and Jessica Hamlin].
- 2021** *"A Praxis of Arts 4 Liberation In & Beyond Schools: Creating Justice Art & Creating Beloved Community."* Conversations among Radical Friends presentation series, CUNY Graduate Center [with Andrew Aprile, Wendy Barrales, AnaMaria Correa, and Andrea Juarez Mendoz].
- 2021** *"Reflections on multimodal research."* Doctoral course in arts-based research, CUNY Graduate Center
- 2020** *"Praise song to our middle parts."* Artist talk, The Clemente Gallery
- 2019** *"Durational Drawing."* Artist talk, Off Main Gallery
- 2019** *"Arts-based Research in Urban Education."* Doctoral Introduction to Research in Urban Education Course, CUNY Graduate Center
- 2019** *"Making a Multimodal Dissertation."* Doctoral course in arts-based research, CUNY Graduate Center
- 2019** *"Professional Development for Youth Workers: Building Capacity in the Field."* Presentation to the Out of School Time Learning Commission of the Rhode Island House of Representatives, R.I. State House.
- 2018** *"Sketches, rubbings and Tumblrs: Countermapping teacher practice."* Art Education Master's Seminar, New York University, Steinhardt
- 2017** *"Greater than the sum of its parts: Making a multimodal dissertation."* University of Rhode Island/ Rhode Island College Fall PhD Colloquium
- 2017** *"What do you do that can't be measured? Art as research as art..."* Exhibition and artist talk, CUNY Graduate Center
- 2017** *"Making art and making research: Multimodal translanguaging in practice."* Capstone MA in Art Education, New York University, Steinhardt
- 2015** *"Drawing my dissertation: Experiments in multimodal scholarship."* Urban Education Lecture Series, CUNY Graduate Center
- 2013** *"Re-imagining Teacher Evaluation: Controlling Images and Counter Visualities in Neoliberal Times."* Urban Education Lecture Series, CUNY Graduate Center

## honors, awards + grants.

- 2019-20** *"Youth Action Research at the Intersections,"* KnowledgeWorks. This grant provided scholarships to YDEV MA students (\$30K)



- 2019** "Radical Healing: Youth Development in These Times." Dialogue on Diversity and Inclusion Co-Sponsorship Grant, Rhode Island College (\$600)
- 2019** Mini Grant, Committee on Faculty Scholarship, Rhode Island College (\$800)
- 2019** "It Trails Behind": Mapping Whiteness in Educational Spaces," Committee on College Lectures, Rhode Island College (\$700)
- 2018** Social Policy Hub for Equity Research in Education (SPHERE) Fellowship, Rhode Island College
- 2018** Mini Grant, Committee on Faculty Scholarship, Rhode Island College (\$500)
- 2018** Outstanding Dissertation Award, Arts-Based Educational Research SIG, American Educational Research Association
- 2016-17** Provost's Digital Innovation Grant, CUNY Graduate Center (\$4K)
- 2015-16** New Media Lab Fellow, CUNY Graduate Center
- 2015** Dissertation-Year Fellowship, CUNY Graduate Center (\$22K)
- 2013-14** Doctoral Students Research Grant, CUNY Graduate Center (\$700)
- 2012-13** Advanced Research Collaborative Fellow, CUNY Graduate Center (\$5K)
- 2012-13** Doctoral Students Research Grant, CUNY Graduate Center (\$800)
- 2012** Critical Participatory Action Research Institute (scholarship), Public Science Project, CUNY Graduate Center
- 2010-15** Enhanced Chancellor Fellowship, CUNY Graduate Center. *Five-year merit award including tuition and stipend (\$120K+)*

## university teaching.

### rhode island college undergraduate courses.

Youth Development Senior Seminar (YDEV 352)	2017, 2018, 2019, 2020, 2022
Field Experience in Youth Development (YDEV 353)	2017, 2018, 2019, 2020, 2022
Communications and Resource Developments for Nonprofits (NPST 404) <i>Developed</i>	2018, 2019, 2020, 2021, 2022
Advanced Issues in Youth Development (YDEV 412)	2020, 2021, 2022
Internship in Youth Development (YDEV 413)	2020, 2021, 2022

## rhode island college graduate courses.

Youth Development Theory + Practice (YDEV 501) <i>Developed</i>	2019, 2020, 2021, 2022
Youth Development MA Retreat (YDEV 502) <i>Developed</i>	2019, 2020, 2021
Youth Action Research at the Intersections (YDEV 550) <i>Developed</i>	2020
Social Issues in Education (FNED 502)	2018

## graduate center, city university of new york doctoral courses

Doing Visual and Arts-Based Research <i>Co-Developed and co-taught with Wendy Luttrell</i>	2017
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## hunter college master's courses.

Diversity in the American School	2011-14
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## academic mentorship.

- 2019-** Doctoral Committee Member, Jana Knibb
- 2018-20** Doctoral Committee Member, Seongah Park
- 2021-** Master's Thesis Committee Member, Alyssa Graham
- 2018** Master's Capstone Project Advisor, *Urban Education Leadership and Practice*, Charles Youn
- 2018** Master's Capstone Project Advisor, *Equity and Access in Higher Education*, Omar Reyes
- 2019** Undergraduate Honors Thesis Advisor, *Picturing Learning*, Jessica Fleming

## youth development leadership.

- 2009-11** Curriculum Designer, World Savvy.  
Researched and designed curriculum for contract projects with agencies including AYUSA and The Moscone Foundation; Co-wrote three book-length curriculum guides focused on art and social justice themes.
- 2009** Creative Voices Curriculum Developer, Asia Society.  
Designed interactive media curriculum for high school students in the United States, Indonesia and Afghanistan.

- 2005-9** National Media and Arts Program Director, World Savvy.  
Developed and managed the Global Youth Media and Arts Program (MAP) in 2005 in San Francisco and expanded the program to New York City in 2007, opening a new office for the nonprofit. The MAP served 50+ youth workers and teachers, and 1500+ students annually.
- 2004-6** Teaching Artist, Youth Advisory Board, Southern Exposure (CA).  
Organized and taught a cohort of urban youth artists at a non-profit artist-run gallery.
- 2004** Community Artist-in-Residence, Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania (PA).  
Taught a course in contemporary art history and collage-making to 9<sup>th</sup> graders at a West Philadelphia high school that culminated in a participatory mural.
- 2003-4** Program Director, The Girls Center, Congreso de Latinos Unidos (PA).  
Taught multimedia art classes, coordinated community partnerships, and out-of-school learning at an extended day program for teen girls in the juvenile justice system.

## **selected professional trainings.**

*This section outlines substantive (multi-day) trainings that I participated in to deepen my practice as an educator, scholar, and activist.*

- 2021** White Aspen Project for for white folks currently engaged in multiracial change-making projects, 6-week course. The Stokes Collective (virtual)
- 2021** What's Up with White Women, 4-week course led by facilitators from the Emergence Institute (virtual)
- 2020** Talking About Race in the Classroom, two-day workshop, Center for Racial Justice in Education (virtual)
- 2019** Theater of the Oppressed Joker Training, 4-day intensive, Theater of the Oppressed NYC
- 2019** Course Design Institute, weeklong institute led by the Center for Teaching Excellence, University of Virginia (hosted at Providence College)
- 2012** Critical Participatory Action Research Institute, weeklong training hosted by the Public Science Project, CUNY Graduate Center
- 2008** Immigrant Civic Leadership Program, 6-month civic fellowship, Coro

## **service (academic).**

- 2022** Committee on Course Evaluations (Chair), Rhode Island College
- 2021** Search Committee Chair, Assistant Director, Unity Center, Rhode Island College

- 2021-** FSEHD Scholarship Committee, Rhode Island College
- 2020-** Committee on Course Evaluations, Rhode Island College
- 2019-** Faculty Center for Teaching and Learning (FCTL) Advisory Board, Rhode Island College
- 2019** Search Committee Chair, Coordinator of Intercultural Services, Rhode Island College (failed search).
- 2018-** Dialogue on Diversity & Inclusion Committee, Rhode Island College  
Subcommittee: Valuing Diversity Work
- 2017-18** Reflective Practice Committee, Feinstein School of Education and Human Development, Rhode Island College

## **community work/ activism.**

- 2019-** Antiracism Working Group for White Parents, The Gordon School (RI)
- 2018-** Curriculum Committee for Black Lives Matter at School, National Week of Action. Led resource development and curation for higher education 2019-20
- 2018-** Board of Directors, Youth In Action (RI)  
Chair, Storytellers Evaluation Committee (2021-)  
Chair, Finance Committee (2020-21)  
Chair, Ad-hoc Rebranding Committee (2019-20)
- 2017-21** Lights of Afterschool Conference Planning Committee, United Way Rhode Island
- 2011-12** Art and Community Council member, The Laundromat Project (NY)
- 2007-17** New York Collective of Radical Educators (NYCoRE) (NY)

## **selected community workshops.**

*This section represents a selection of professional development workshops and trainings that I have led for educators, youth, and families in Rhode Island from 2018-21.*

- 2021** "How we show up: Sharing our identities with young people." Co-facilitating with Rachael Clemons. Rhode Island Afterschool Network, Fall Conference.
- 2021** "Reflections + Intentions." Co-facilitated with Emily Abedon + Joshua Marcus Greenberg. Parent workshop for the Antiracism Working Group for White Parents, The Gordon School.
- 2020** "Building Community and Connections Online." Professional development workshop offered to RIC faculty and staff. The Rhode Island College Faculty Center for Teaching and Learning.

- 2019** "Building Racially & Culturally Safe Spaces." Co-facilitated with Adrienne Goss. Professional development workshop for 100+ teachers at CityArts Providence.
- 2019** "Race-conscious self-portraits." A workshop for pre-K and K students. Henry Barnard School, Rhode Island.
- 2019** "Talking About Race with Children (a workshop for parents and caregivers)." Co-facilitated with Lesley Bogad. Henry Barnard School, Rhode Island.
- 2019** "Dis/orientations: Mapping Whiteness in Educational Spaces." A workshop for ~50 pre-service and in-service BA and MA students. Co-facilitated with Vivianne Njoku and Jessica Hamlin. Rhode Island College
- 2018** "Theater of the Oppressed: A practice primer." Methods in Youth Development, Rhode Island College
- 2018** "Walking studio." Interactive arts-based walking activities with k-12 teachers in the Rhode Island Writing Project
- 2018** "Big Ideas with Little People: Teaching #BlackLivesMatter with Young Children." Professional development workshop with Rhode Island's Afterschool Leadership Circle's Reading Power! mini-conference.

## **selected exhibitions.**

- 2022** *Group Show*, Off Main Gallery; Wellfleet, MA (group)
- 2020** *Alas, Almas, Mujeres: Wings, Souls, Women*, The Clemente Gallery; New York, NY (group)
- 2019** *The Next Generation*, Off Main Gallery; Wellfleet, MA (group)
- 2017** What do you do that can't be measured? Visualizing teachers' invisible work, Urban Education Commons Gallery; New York, NY (solo)
- 2013** Sensing and making sense of Urban Education (with Gene Fellner); USER-S, CUNY Graduate Center; New York, NY (group)
- 2009** Selections, The Carol Shen Gallery; Brooklyn, New York (group)
- 2007** Hidden Histories, The Crucible Steel Gallery; San Francisco, CA (group)
- 2007** ABC Art Auction, Williamstown, MA (group)
- 2005** Spring Show, The Walter McBean Gallery; San Francisco, CA (group)
- 2005** Paper or Plastic, The Swell Gallery; San Francisco, CA (group)
- 2004** Freefall, The Media Bureau Network Gallery; Philadelphia, PA (group)
- 2003** Dibujos Privados (Private Drawings), El Borgo; Oaxaca, MX (solo)
- 2003** Mordiendo Ollos (Biting Holes), La Nueva Babel; Oaxaca, MX (solo)

## **professional memberships.**

American Educational Research Association (AERA), 2012 -  
American Educational Studies Association (AESA) 2014 -  
Eastern Sociological Society (ESS), 2014 -  
International Visual Sociology Association (IVSA), 2011 - 2016  
National Art Education Association (NAEA) 2020 -  
Collaborative Seeing Studio (Founding Member), 2011 - 2017

## **language.**

Proficient in Spanish