



TEXAS A&M UNIVERSITY

COMMERCE

**Curriculum Vita
September 2023**

Instructor: Julia Persky, Assistant Professor

Academic Department: Curriculum and Instruction

University Address: Sowers Education South
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429-3011

Office Phone: (903) 886-5537

University Email Address: julia.persky@tamuc.edu

EDUCATION

Ph.D. Curriculum and Instruction,
Texas A&M University, College Station, 2018

M.Ed. Elementary Education
Texas A&M University – Commerce, 2011

B.A. Music, Christianity
Houston Baptist University, 1996

Certifications:
Post Baccalaureate Elementary Education
Texas A&M University – Commerce, 2002
Elementary Generalist 1-6, Texas

TEACHING EXPERIENCE

Spring 2019 – Present, Assistant Professor, Texas A&M University – Commerce

2018-2019, Ad Interim Instructor and Academic Advisor, Texas A&M University-Commerce

2016-2018, Adjunct Instructor, Texas A&M University – Commerce

2015-2016, Ad Interim Instructor, Texas A&M University – Commerce

2013-2015, Graduate Teaching Assistant, Texas A&M University – College Station

2012-2013, Graduate Research Assistant, Texas A&M University – College Station

PUBLICATIONS

Refereed National & International Articles

Persky, J. (2022). Childhoods as *currere*: The power of proleptic moments. *Journal of Curriculum and Pedagogy*. DOI: 10.1080/15505170.2022.2102035 Cite Score = 1.1; Impact Factor = .34

Osgood, J., Kroeger, J., & **Persky, J.** (2022). Editorial: The spectacle of the ‘tantruming toddler’: Reconfiguring child/hood(s) of the Capitalocene. *Global Studies of Childhood*, 12(3). DOI: 10.1177/20436106221117200 Cite Score = .5; Impact Factor = 1.24

Kroger, J., **Persky, J.**, & Osgood, J. (2022). CODA: Seismic knots of (un)knowing ‘toddler’(s). *Global Studies of Childhood*, 12(3). DOI:10.1177/20436106221117203 Cite Score = .5; Impact Factor = 1.24

Persky, J. (2021). Higher Education and the Ethic of Care: Finding a Way Forward During a Global Pandemic. *Cultural Studies <-> Critical Methodologies*, 21(3), 301-305. DOI: 10.1177/15327086211001776 Cite Score = 2.4; Impact Factor = 0.883

Persky, J. (2021, online; 2022, print). “I quit!”: White privilege, white fragility, and white-hot rage: A poetic response in five acts. *Qualitative Inquiry*, 28(1), 108-115. DOI: 10.1177/10778004211006694 Cite Score = 2.0; Impact Factor = 4.716

Persky, J. (2021). Twin skins and transformations: Confessions of a Bilingual Education convert. *Early Years: The Journal of the Texas Association of Young Children*, 42(2), 25-27.

Persky, J. (2018). [Review of the Book *Children’s literature and the Posthuman: Animal, environment, cyborg* by Zoe Jacques]. *Contemporary Issues in Early Childhood*, 19(1), 88-89. Cite Score = 2.00; Impact Factor = 1.55

Refereed Book Chapters

Martin, J. L. & Persky, J. (2021). “Outsider kids”: A view from the trenches. In B. Pohl, & C. White (Eds.), *Social education: Narratives from the trenches*. Information Age Publishing.

Persky, J. (2021). Dear Other child: Three letters from lockdown. In K. Lewis, E. Weber, M. Briseno, & K. Banda (Eds.), *The kaleidoscope of lived curricula: Learning through a confluence of crises*. Curriculum & Pedagogy Group.

Viruru, R. & Persky, J. (2019). Postcolonial theory and teacher education. In J. Lampert (Ed.), *Oxford encyclopedia of global perspectives on teacher education*. Oxford University Press.

Persky, J. & Viruru, R. (2015). Teaching in the borderlands: Stories from Texas. In V. Pacini-Ketchabaw, & A. Taylor (Eds.), *Unsettling the colonial places and spaces of early childhood*. Routledge.

Non-Refereed Publications

Persky, J. & Guthery, S. (2021). *Perceptions of Preparedness: Culturally relevant pedagogy and teacher identity in a teacher preparation program* [Program Evaluation]. Texas A&M University-Commerce Department of Curriculum & Instruction.

Persky, J. & Guthery, S. (2022). *Perceptions of Preparedness: Culturally relevant pedagogy and teacher identity in a teacher preparation program: Phase II* [Program Evaluation]. Texas A&M University-Commerce Department of Curriculum & Instruction.

RESEARCH GRANTS AND AWARDS

Externally Funded

2021-2022, USPrep Department Self Study. *Culturally Relevant Pedagogy and Teacher Identity in an Undergraduate Teacher Preparation Program: Phase II*. USPrep, \$200,000. Role: Self Study Research Lead

2020-2021, USPrep Department Self Study. *Culturally Relevant Pedagogy and Teacher Identity in an Undergraduate Teacher Preparation Program*, USPrep, \$200,000. Role: Self Study Research Lead

2012-2013, *Preservice Teachers' Knowledge for Teaching Algebra for Equity in the Middle Grades*, National Science Foundation, \$2,802,983. Role: Graduate Research Assistant.

Internally Funded

2021-2022, *Learning Cultural Competence and Culturally Sustaining Pedagogies: A Focus Group Study for Undergraduate Pre-Service Teachers*, Arts, Humanities, and Social Sciences (AHSS), \$8000, Role: Principal Investigator

Awards

American Educational Research Association, CPECE Scholarship (2022)
Faculty Senate Award Nomination for Research: Fearless Investigation (2020)
Faculty Senate Award Nomination for Research: Ceaseless Industry (2022)
Doctoral Dissertation of the Year, Honorable Mention, ICQI (2019)