

Michael L. Boucher, Jr., Ph.D.
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Academic Degrees

Indiana University, Bloomington, IN: Curriculum and Instruction: Major: Curriculum Studies Minor: Urban Education Dissertation title: <i>“This is How We Roll!” How “Successful” White Social Studies Teachers Build Solidarity with African American Students</i> Dissertation director: Robert J. Helfenbein, Ph.D.	Ph. D. 2013
Hamline University, St. Paul, MN: Curriculum and Instruction: Bethel University, St. Paul, MN: Social Studies Secondary Education:	M.A. Ed. 1998 B.A. 1989

Research Interests

Critical Whiteness Studies, Urban Education, Decolonizing Pedagogy, Teacher Education, Curriculum, Instruction,

Academic Appointments

Texas A&M University-San Antonio	2018-present
Associate Professor of Curriculum and Instruction	2021-present
Managing the Learning Environment (undergraduate)	2024-present
General Research Methods in Education (graduate)	2022-present
Curriculum Theory and Studies (graduate)	2022-present
Educator Roles and Responsibilities (undergraduate)	2022-present
Social Studies Teaching & Pedagogy-7-12 (undergraduate)	2022-present
Pedagogy III (undergraduate)	2018-present
Assistant Professor of Curriculum and Instruction	2018-2021
Teaching and Pedagogy for Elementary Teachers (undergraduate)	2018-2022
Legal and Ethical Issues in Education (undergraduate)	2018-2022
Social Studies Teaching & Pedagogy-PK-6 (undergraduate)	2018
Texas State University- Assistant Professor of Secondary Education	2016-2018
Adolescent Growth and Development (graduate)	2017-2018
Research Methods in Education (graduate)	2016-2018
Florida Gulf Coast University- Assistant Professor of Curriculum and Instruction	2014-2016
The Reflective Practitioner (online) (graduate)	2016
Child Growth and Development (undergraduate)	2015
Introduction to Diversity in Education (undergraduate)	2014-2016
Level 1 Field Experience Seminar (undergraduate)	2015
Trends in Soc. Sci./E.L.A./Math/Bio Instruction (hybrid) (graduate)	2015
Social Science Methods (cross-listed grad and undergrad)	2015-2016
Interim Level 1 Field Experience Coordinator (undergraduate)	2015
Secondary Education Program Coordinator (administrative)	2014-2016
Center for Urban and Multicultural Education (CUME) Indiana University School of Education – Indianapolis (IUPUI)	
Research Associate-Noyce Program Evaluation	2014
Indiana University School of Education-Indianapolis (IUPUI)- Adjunct Instructor	2011-2014
American Culture and Education (undergraduate)	2011- 2014
The Middle and Junior High School (online) (undergraduate)	2012- 2014
Teaching and Learning in the Middle School (administrative)	2011-2012
Indiana University School of Education- Associate Instructor	2009-2013
Elementary Special Ed. Urban Field Experience (undergraduate)	2013
Foundations for Teaching Social Studies (undergraduate)	2010-2012
Social St. Field Exp. and Methods Seminar (undergraduate)	2010-2012
Education in a Pluralistic Society (undergraduate)	2009 & 2010

Scholarly Output Since 2018		
Category	#	Amount Awarded
External Funding	5	\$4,288,377.21.
Grants	2	\$19,650
Refereed Books	4	
Refereed Journal articles	6	
Refereed Chapters	12	
National Conference Presentations	25	
Invited Research Talks	17	

External Funding Awarded

Janysek M., **Boucher, M. L.**, Burgard, K., Espinoza, K., Garza, E., Guerra, M., Jozwiak, M., O’Quinn, C., Salazar, M., Sheperis, C. & Wu, H. (2020) Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Gus Garcia University School (GUS) middle school (2020-2030) Texas Education Agency. *Funded 10 years. Annual funding award, \$4,288,377.21.*

Grants- Awarded

Burgard, K. L., PI; O’Quinn C., Co-PI., **Boucher, M. L., Researcher** (2019). Using historical photographs to create a culturally relevant classroom. *Teaching with Primary Sources Grant – Library of Congress.*
 This grant focuses on teaching teachers to use historical photographs and supporting primary sources with students to create a more culturally relevant classroom. Another focus of the grant is to use these same materials to help deepen students’ historical understanding. This grant provides training and workshops for preservice and in-service teachers throughout San Antonio.
 Award amount: \$19,650. *Funded, May 21, 2019.*

Boucher, M. L., PI; Cooper, S., Frost, L., Johnson, K. Co-PIs; Burgard, K., Sr. Personnel (2015). Giving back and looking forward: Enhancing and diversifying STEM teaching in Southwest Florida through recruitment and mentorship of homegrown talent.
 This 5-year grant created full scholarships for students of color from the service area to obtain 4-year degrees in a STEM field at FGCU. After graduation, they were placed in secondary schools in high-needs districts and mentored to licensure within two years.
National Science Foundation, Robert Noyce Teacher Scholarship Program, Phase I,
 Award amount: 5 years, \$945,015. *Funded, August 31, 2015.*

Boucher, M. L., PI & Burgard, K. Co-PI. (2014). *Indiana youth summit evaluation. National Parks Service, Indiana Department of Natural Resources, and Indiana Landmarks.*
 Award amount: \$500.00 in kind. *Funded, October 2013*

External Funding: Not Awarded

Janysek, M., Munoz, H., Lenz, S., Burgard, K., **Boucher, M. L.**, Garcia-Alvarado, S., de la Cruz, B., & Aguirre-Garcia, G. Co-Authors-Investigators (2023) Senate Bill 1882 Partnership between Manor ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Manor International School. Texas Education Agency. *5 years, Not Awarded.*

Janysek, M., Munoz, H., Jozwiak, M, Burgard, K., **Boucher, M. L.**, Vice, T. Garza, E, Espinoza, K., Wilson, J., Wandix-White, D., de la Cruz, B., Lenz, S., Mudge, S., Biediger-Collins, A., Moyer, M., & de Leon, J. Co-Authors-Investigators (2021) Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for John F. Kennedy High School
 *Powered by Texas A&M-San Antonio. Texas Education Agency. *5 years, Not Awarded.*

Janysek, M., Munoz, H., **Boucher, M. L.**, Burgard, K., Vice, T., Wandix-White, D. Co-Authors-Investigators (2021) Senate Bill 1882 Partnership between South San Antonio ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for West Campus Academy for Experiential and Professional Learning. Texas Education Agency. 5 years, *Not Awarded*.

Janysek, M., Munoz, H., Lenz, S., Burgard, K., & **Boucher, M. L.** (2020) Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M –San Antonio for Southwest Legacy University School (Legacy U) Texas Education Agency (2020) Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M –San Antonio. 5 years, *Not Awarded*.

Grant Applications- Not Awarded

Boucher, M. L., PI, Conradie, M. Co-PI. (2023). Whiteness, solidarity, and education in legacy colonized spaces. *Spencer Foundation-Large Grant*
This research grant proposed a unique collaboration between researchers from The Free State, South Africa and Texas, to explore teacher-learner relationships in two places with legacies of violent colonial systems. 3 years, \$356,196, *Not funded*

Refereed Books

Boucher, M. L. (Under contact- In preparation 2025). *More than an ally: A caring solidarity framework for white teachers of African American students, Second edition*. Rowman & Littlefield.

Boucher, M. L. (Ed.). (In-press, 2025). *Light a fire and watch it burn: Disruptive qualitative methods in education research*. Myers Education Press.

Boucher, M. L. (2020). *More than an ally: A caring solidarity framework for White teachers of African American students*. Rowman & Littlefield.

Boucher, M. L. (Ed.). (2018). *Participant empowerment through photo elicitation in ethnographic education research: New research and approaches*. Springer. doi 10.1007/978-3-319-64413-4

Peer-Reviewed Journal Articles

Boucher, M. L. (Submitted 10/24/2024). “They don’t mean to be disrespectful.” A white teacher’s use of capitulation as a strategy in the classroom. *Journal of Negro Education*.

Boucher, M. L. & Conradie, M. (Submitted 8/16/2024). Intersections in whiteness: Critical reflections on classroom pedagogy, masculinity, and whiteness in colonized spaces. *Whiteness and Education*.

Opalinski, J. J. & **Boucher, M. L.** (In Press, 2025). Teachers with military-related trauma: Exploring their experiences and resilience. *Journal of Trauma Studies in Education*.

Jaskinia, C. P. & **Boucher, M. L.** (2024). No, this is Texas: The critical race theory panic in Texas. *Professing Education-Special issue*. 22(2), 139-154.

Burgard, K., **Boucher, M. L.**, & Ellsworth, T. (2024). Reexamining the classroom simulation: Guidelines for making affirming pedagogical choices. *Middle School Journal*. 55(1), 4-12. doi:10.1080/00940771.2023.2282600

Burgard, K., O’Quinn, C., **Boucher, M. L.**, Pinnix, N., Trejo, C., & Dickson, C. (2021). Using photographs to create culturally relevant classrooms: People of San Antonio, Texas, in the 1930s. *Social Studies and the Young Learner*, 33(3), 3–7.

Burgard, K. & **Boucher, M. L.**, & Johnston, K. (2018). Building capacity and changing mental models: The

impact of a short-term overseas teaching experience on rural, White teacher candidates. *Action in Teacher Education*, 40(1), 96-112. doi: 10.1080/01626620.2018.1424662

Boucher, M. L. (2017). The art of observation: Issues and potential of using photo-methods in critical ethnography with adolescents. *International Journal of Adult Vocational Education and Technology (IJAVET)*, 8(2), 1-14. doi: 10.4018/ijavet.2017040101

Burgard, K., & **Boucher, M. L.** (2016). Same story; different history: Students' racialized understanding of historic sites. *The Urban Review*, 48(5), 696-717. doi:10.1007/s11256-016-0374-9

Boucher, M. L. (2016). More than an ally: How a successful White teacher builds solidarity with his African American students. *Urban Education*, 51(1), 82-107. doi: 10.1177/0042085914542982

Boucher, M. L. & Helfenbein, R. J. (2015). The push and the pull: Deficit models, Ruby Payne, and becoming a "warm demander" *The Urban Review*, 47(7), 742-758. doi: 10.1007/s11256-015-0332-y

Spies, P., Bloom, J., **Boucher, M. L.**, Lucking, C., Norling, L., & Theisen, R. (2004). From crisis to civic engagement: The struggle over social studies standards in Minnesota. *Social Education*, 68 (7), 457- 463.

Refereed Book Chapters

Boucher, M. L. (In-press, 2025). Seeing, hearing, and solidarity: The disruptive potential of photo-elicitation in qualitative research. In **Boucher, M. L. (Ed.)**. (Under contract- In preparation, 2025). *Light a fire and watch it burn: Disruptive qualitative methods in education research*. Myers Education Press.

Castillo, A. & **Boucher, M. L.** (In-press, 2025). Lighting fires and watching them burn: Using qualitative methods to disrupt oppressive systems. In **Boucher, M. L. (Ed.)**. (Under contract- In preparation, 2025). *Light a fire and watch it burn: Disruptive qualitative methods in education research*. Myers Education Press.

Boucher, M. L. (In-press, 2025). Epistemological impediments: How students' feelings of white supremacy, alethophobia, and performative antiracism quell discussion in university classrooms. In Afolabi, T. & Conradie, M. *Cultural appropriation, pedagogy, and higher education: Debates, dilemmas, and future directions*. Information Age Publishers.

Boucher, M. L. (2024). Ethnography, the self, and the image: Rethinking how we use the tools of Anthropology in education research. In Mathews, S. (Ed.) *(Re)Envisioning Social Studies education research: Current epistemological and methodological expansions, deconstructions, and creations*. (pp. 115-132). Information Age Publishers.

Boucher, M. L. (2021). Using photo-methods to empower participants in education research: Creating knowledge and change. In V. Wang (Ed.), *Promoting qualitative research methods for critical reflection and change* (pp. 200-224). IGI Global. DOI: 10.4018/978-1-7998-7600-7. ISBN13: 9781799876007

Boucher, M. L. (2020). The white conundrum: White social studies teachers, fear, and the racial contract. In Hawkman, A. & Shear S. B., *Marking the "invisible": Articulating whiteness in Social Studies education*. (pp. 237-265). Information Age Publishers.

Boucher, M. L. (2019). Whose side are we on?: A call for critical solidarity with participants in education research. In V. Wang (Ed.), *Scholarly publishing and research methods across disciplines* (pp. 93-109). IGI Global. doi:10.4018/978-1-5225-7730-0.ch005

Burgard, K., & **Boucher, M. L.** (2018). The special responsibility of public spaces to dismantle White supremacist

historical narratives. In Labrador, A., & Silberman, N. A. *The Oxford handbook of public heritage theory and practice* (pp. 239-256). Oxford University Press. doi:10.1093/oxfordhb/9780190676315.001.0001

Boucher, M. L. (2018). Using photo-methods to empower participants in education research. In Wang, V. (Ed.), *Handbook of research on innovative techniques, trends, and analysis for optimized research methods* (pp. 202-219). IGI Global.

Boucher, M. L. (2018). Photo methods, critical ethnography, and validity. In Boucher, M. L., (Ed.) *Participant empowerment through photo elicitation in ethnographic education research: New research and approaches* (pp. 3-24). Springer.

Boucher, M. L. (2018). Interrogating whiteness: Using photo-elicitation to empower teachers to talk about race. In Boucher, M. L., (Ed.) *Participant empowerment through photo elicitation in ethnographic education research: New research and approaches* (pp. 201-225). Springer.

Boucher, M. L. (2018). Troubling empowerment. In Boucher, M. L., (Ed.) *Participant empowerment through photo elicitation in ethnographic education research: New research and approaches* (pp. 227-234). Springer.

Editor Reviewed Book Review

Boucher, M. L. (2021). Black appetite. White food.: Issues of race, voice, and justice within and beyond the classroom. (Invited book review). *Teachers College Record*. ID Number: 23702

Program Reviews

Boucher, M. L., & Burgard, K. (2014). *Indiana youth Summit evaluation*. Indianapolis, Indiana: Partnered with National Parks Service, Indiana Department of Natural Resources, and Indiana Landmarks.

Boucher, M. L., & Wakefield, D. B. (2014). *Evaluation of the Robert Noyce Teaching Program research report. (Research Report No. 1)*. Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education (CUME).

Boucher, M. L., & Wakefield, D. B. (2014). *Final Evaluation of the Robert Noyce Teaching Program research report. (Research Report No.2)*. Indianapolis, Indiana: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education (CUME).

Refereed Research Conference Presentations

Boucher, M. L. (Editor/Organizer, 2025, April 23-27)., Bradenhoff, R., Brown, A., Casey, Z. A., Castillo, A., Doub, D., Espinosa-Dulanto, M., Gershon, W. S., Hickerson, H., Lorien, S. J., Monreal, T., Mooney-Simmie, G., Mushtarin, N., Patron-Vargas, J., Roody, N., Samuels, J., Steyn, S., Tran, C. B. A., Ward, M. C., Winfield, A. S., Wozolek, B., (2025, April 23-27). *Light a fire and watch it burn: Disruptive qualitative methods in education research*. Full Session. American Educational Research Association (AERA) Annual Meeting. Denver, CO.

Opalinski, J. & **Boucher, M. L.** (2024, Nov. 6-10). *Teachers with Military-Related Trauma: Exploring Their Experiences and Resilience*. Paper presentation. American Educational Studies Association (AESA). Greenville, SC.

Jaskinia, C. J. & **Boucher, M. L.** (2024, Nov. 6-10). *This is Texas”: S. B. 3 and the critical race theory panic in Texas*. Paper presentation. American Educational Studies Association (AESA). Greenville, SC.

Boucher, M. L. & Conradie, M. (2024, April 11-14). *Whiteness in the Free State and Texas- a duoethnographic*

exploration of South African and U.S. contexts. Paper presentation. American Educational Research Association. (AERA) Annual Meeting. Philadelphia, PA.

Burgard, K., **Boucher, M. L.**, Ellsworth, T.M. (2023, Dec. 1-3). *Power of solidarity: Using primary sources to teach civic engagement.* Paper presentation. National Council for the Social Studies (NCSS). Nashville, TN.

Boucher, M. L., (2023, November 8-12). *Ethnography, the self, and the image: Rethinking how we use the tools of Anthropology in educational research.* Roundtable paper presentation. American Educational Studies Association (AESA). Louisville, KY

Boucher, M. L., (2023, November 8-12). *Can we build critical solidarity in education research?* Roundtable Paper presentation. American Educational Studies Association (AESA). Louisville, KY

Boucher, M. L., (2023, April 13-16). *Critical solidarity with participants in education research.* Paper Presentation. American Educational Research Association (AERA) Annual Meeting. Chicago, IL.

Boucher, M. L., (2023, April 13-16). We refuse to lie: Solidarity as a framework for curricular resistance. In Boucher, M. L., Jaskinia, C., Marquise, E., Opalinski, J., *Adding depth and breadth teachers' social justice mindsets through interrogation of systems and structures.* Paper presentation symposium. American Educational Research Association (AERA) Annual Meeting. Chicago, IL.

Ellsworth, T., **Boucher, M. L.**, & Burgard, K., & (2022, November). *Revolutionary thinking in solidarity: Teaching K12 students to become allies and accomplices.* Research presentation to practitioners. National Council for the Social Studies (NCSS). Philadelphia, PA.

Burgard, K., Ellsworth, T., & **Boucher, M. L.**, (2022, November). *Proceeding with caution and care: Examining classroom simulations through the lens of educational equity.* Research presentation to practitioners. National Social Studies Supervisors Association (NSSSA). Philadelphia, PA.

Boucher, M. L., (2022, November). *Capitulation as a pedagogical tool. Misusing a solidarity narrative by a white teacher.* Paper presentation. American Educational Studies Association (AESA). Pittsburg, PA.

Boucher, M. L., Espinoza, K., Burgard, K., Joswiak, M. (2022, November). *New dreams and possibilities: Communities re-imagining schools in South Texas in solidarity with a teacher education program.* Four-paper symposium. American Educational Studies Association (AESA). Pittsburg, PA.

Boucher, M. L. (2022, April). *The effect of capitulation as a pedagogical tool: A misuse of a solidarity narrative in an urban classroom.* Roundtable paper presentation. American Educational Research Association (AERA) Annual Meeting. San Diego, CA.

Buffington-Adams, J., Adams, S., Dauphinais, J., Bender-Slack, L., Miller-Hargis, A., Morris, J., **Boucher, M. L.** (2021, October). *Seeking the luminosity of collective hope and a moreness of education.* Paper presentation. Conference on Curriculum Theory and Classroom Practice. Dayton, OH.

Boucher, M. L. (2021, October). *Building relationships of solidarity across difference with students of color.* Research presentation to practitioners. Consortium of State Organizations for Texas Teacher Education (CSOTTE). San Marcos, TX.

O'Quinn, C., **Boucher, M. L.**, Burgard, K. & Jozwiak, M. (2020, October). *University-school partnerships: Unlocking the potential empowerment of student voice and civic engagement.* Paper presentation. National Association for Multicultural Education (NAME). (Virtual).

- Boucher, M. L.** (2020, April). *The effect of capitulation as a pedagogical Tool: A misuse of a solidarity narrative in an urban classroom*. Roundtable paper presentation. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rjbdab> (Conference Canceled).
- Burgard, K., & **Boucher, M. L.** (2020, January). *The power of images: How using historical photographs can help teachers to connect with students' culture and heritage*. Research presentation to practitioners. SOURCES Conference: Teaching with Primary Sources. Orlando, FL.
- Boucher, M. L.**, Burgard, K., Joswiak, M., Piper, R., Pittman, R., & Scott, L. (2019, October 30 to November 3). *Models of solidarity with communities and schools in south Texas: One university's experience*. Five-paper symposium. American Educational Studies Association (AESA). Baltimore, MD.
- Boucher, M. L.** (2019, Nov.). *The white conundrum: Social Studies' complicity in the end of liberal democracy*. College and University Faculty Assembly (CUFA). Paper Presentation. NCSS National Conference. Austin, TX.
- Burgard, K., & **Boucher, M. L.** (2019, Nov.). *Using photographs to help build a culturally relevant classroom*. Research presentation to practitioners. National Council for the Social Studies (NCSS). Austin, TX.
- Burgard, K., & **Boucher, M. L.** (2019, Nov.). *"You see the panic of losing their culture": Troubling the historical narratives presented at museums and public spaces*. College and University Faculty Assembly (CUFA). Research presentation to practitioners. NCSS National Conference. Austin, TX.
- Burgard, K. & **Boucher, M. L.** (2018, Nov.). *Teaching students how to critically evaluate museums and historic sites*. Research presentation to practitioners. National Council for the Social Studies (NCSS). Chicago, IL.
- Boucher, M. L.**, Wozolek, B., & Ward, M. C. (2018, May). *SAY IT OUT LOUD!!!: Using disruptive methods in your qualitative dissertation*. Pre-conference workshop seminar. American Educational Research Association (AERA). New York, NY.
- Boucher, M. L.**, Hoff, M. A., & Sarker, A. L. (2018, May). *"Because I care about them, like, whatever": A successful White teacher's complicated possibilities in her emotional labor*. Paper Presentation. American Educational Research Association (AERA). New York, NY.
- Boucher, M. L.**, Hoff, M. A., & Sarker, A. L. (2017, Nov. 1-5.). *Solidarity and autobiographical identity: A successful White teacher's complicated notions of her emotional labor*. Paper Presentation. American Educational Studies Association (AESA). Pittsburgh, PA.
- Boucher, M. L.** (2017, Nov.). *The art of observation: Issues and potential of using photo-elicitation in critical ethnography*. College and University Faculty Assembly (CUFA). Paper Presentation. NCSS National Conference. San Francisco, CA.
- Boucher, M. L.** Hoff, M. A., & Sarker, A. L. (2017, Oct.). *"Because I care about them, like, whatever": A successful young White teacher's complicated theories of solidarity, curriculum, and her emotional labor*. Paper Presentation. Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.
- Boucher, M. L.** (2017, May). *Becoming loyal to humanity: Using critical whiteness frameworks to teach our teachers and candidates to challenge White supremacist educational structures*. Paper Presentation. Critical Race Studies in Education Association (CRSEA). Indianapolis, IN.
- Boucher, M. L.** (2017, April). *Caring Solidarity: a new framework to dismantle White Supremacist structures in*

Educational spaces. Paper presentation. In Boucher, M.L., Burgard, K, Lozenski, B., & Wozolek, B. *New research on challenging White supremacist educational structures to achieve the promised equal educational Opportunity*. Full session. Paper presentation. American Educational Researchers Association (AERA). San Antonio, TX.

Boucher, M. L. (2015, Oct.). *"I would still use tests." Preservice teachers theorize about their classrooms under neoliberal "reforms."* Paper presentation. Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.

Boucher, M. L., Harmon, E., Quick, R., Rock, J., & Sabella, C. (2015, Oct.). *"Styles of authentic pedagogy: Using structured debates in social studies classrooms: Should Jackson remain on the \$20.00 bill?"*. Presentation to practitioners. Florida Council for the Social Studies (FCSS). Orlando, FL.

Boucher, M. L. (2015, April). *Getting past color-blind: Using photo-elicitation to help White teachers see and talk about race*. Paper presentation. In Boucher, M. L., Grimmet, K. D., Tippins, D. & Quigley, C. (*Participant empowerment through photo elicitation in ethnographic research: New research and approaches*. Full session- Paper presentation. American Educational Researchers Association (AERA). Chicago, IL

Boucher, M. L. (2015, April). *Toward a model of caring solidarity: Successful White teachers of African American students in raced and gendered urban classrooms*. Paper presentation. American Educational Researchers Association (AERA). Chicago, IL

Burgard, K., & **Boucher, M. L.** (2015, April). *"Getting it better:" Using historic sites and public history to enhance students' historical understanding*. Paper presentation. American Educational Researchers Association (AERA). Chicago, IL

Boucher, M. L. (2014, Oct.). *Caring Solidarity as a framework for training and researching White teachers in multiracial and multicultural settings*. Paper presentation. Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.

Boucher, M. L. (2014, April). *The impact of African American mentors on White teachers*. Paper presentation. American Educational Researchers Association (AERA). Philadelphia, PA.

Burgard, K., & **Boucher, M. L.** (2014, April). *Teaching outside the walls: One district's experience with iPads in the classroom*. Poster presentation. American Educational Researchers Association (AERA). Philadelphia, PA.

Burgard K., & **Boucher, M. L.** (2013, Nov.). *Amandla! Using music and film to study the anti-apartheid movement*. Poster presentation. National Council for the Social Studies (NCSS). St. Louis, MO.

Boucher, M. L., & Burgard, K. (2013, October). *Making sense of history: The Indiana Youth Summit*. Data Report. National Trust for Historic Preservation National Conference. Indianapolis, IN.

Boucher, M. L. (2013, Oct. 30 to Nov. 2). *More than an ally: Successful White teachers who build solidarity with their African American students*. Paper presentation. American Educational Studies Association (AES). Baltimore, MD.

Boucher, M. L., & Helfenbein, R. J. (2013, May). *"Not everybody has a two-story house": The lived experiences of urban students and moving beyond the "Culture of Poverty" narrative*. Paper Presentation. American Educational Research Association (AERA). San Francisco, CA.

Burgard, K., **Boucher, M. L.,** & Johnston, K. (2013, Mar.). *Venturing forth with unsure footing: The impact of a short-term international field experience on pre-service teachers*. Paper presentation. American Association of Colleges for Teacher Education (AACTE). Orlando, FL.

Barton, K. C., **Boucher, M. L.**, & Brown, J. S. (2011, April). “*Serbia assassinated Austria-Hungary*”: *Nations as historical actors*. Paper presentation. American Educational Research Association (AERA). New Orleans, LA.

Invited Research Conference Presentations

Perez-Diaz, M., **Boucher, M. L.**, Buenger, W., Mintz, S., Gonzales, T. (2022, Sept.). *The State of History and Social Studies Education in Texas*. Panel discussion. American Historical Association (AHA) Texas Conference on Introductory History Courses. San Antonio, TX. (Invited).

Boucher, M. L. & Burgard, K. (2021, Oct.). *Caring solidarity in practice: Removing the discipline barriers harming our students of color*. Educational Law Association. San Antonio, TX. (Invited)

Boucher, M. L. & Burgard, K. (2021, June). *Building solidarity with your preservice teachers and their students*. Social Science Education Consortium Conference. (Virtual). (Invited)

Boucher, M. L. (2011, Dec.). *Vital Issues forum: The achievement gap*. Featured panel participant and moderator. National Council for the Social Studies (NCSS) Annual Conference. Washington D.C. (Invited)

Burgard, K., & **Boucher, M. L.** (2014, Nov.). *Pass your social studies licensure exam: Strategies, tips, and ideas*. Invited research presentation to practitioners. National Council for the Social Studies (NCSS). Boston, MA. (Invited).

Boucher, M. L., & Burgard, K. (2013, Nov.). *The power of politics: Advocating for the social studies at the state and local levels*. Invited workshop research presentation to practitioners. Indiana Council for the Social Studies (ICSS) Annual Conference. Indianapolis, IN. (Invited).

Invited K-12 Professional Development

Burgard, K., & **Boucher, M. L.** (2022, Sept.). *Introduction to Responsive Classroom*. Gus Garcia University School (G.U.S), San Antonio, TX.

Burgard, K., & **Boucher, M. L.** (2022, Aug.). *Backward design and the Literacy-Based Design framework*. Gus Garcia University School (G.U.S), San Antonio, TX.

Burgard, K., O’Quinn, C., & **Boucher, M. L.** (2021, Sept.). *The Literacy-Based Design framework*. Winston Intermediate School of Excellence (W.I.S.E.), San Antonio, TX.

Burgard, K., O’Quinn, C., & **Boucher, M. L.** (2020, Aug.). *The Literacy-Based Design framework*. Gus Garcia University School (G.U.S), San Antonio, TX.

Invited Research Lectures and Presentations

Boucher, M. L. (2024, October.). *Releasing the power of educators to move Texas forward*. Invited online lunch and learn webinar for Texas National Association for Multicultural Education (Texas NAME). (Virtual).

Boucher, M. L. (2023, July 31). *Talking Smart*. Invited online discussion about Freirean methods in educational research with Richard E. Morehouse, Ph.D., Emeritus Professor of Psychology, Viterbo University https://www.youtube.com/watch?v=SKLgVvsX_Ao (Virtual).

Boucher, M. L. (2022, Jan.). *More than an ally*. Invited online book talk with students and faculty at University of Denver-Morgridge. (Virtual).

- Boucher, M. L.** (2021, Nov.). *More than an ally*. Invited online book talk with students and faculty at Penn State-Abbingdon. (Virtual).
- Boucher, M. L.** (2021, Nov.). *More than an ally*. Invited online book talk for Division B of the American Educational Research Association (AERA) (Virtual).
- Boucher, M. L.** (2021, June). *More than an ally*. Invited book talk with the leadership team of Charleston Independent School District. Charleston, SC. (Virtual).
- Boucher, M. L.** (2021, May). *More than an ally*. Invited book talk with New Rochelle High School faculty. New Rochelle, NY. (Virtual).
- Boucher, M. L.** (2020, Aug.). *More than an ally*. Invited book talk with Equity Advocacy Group (EREA). Elk River, MN. (Virtual).
- Boucher, M. L.** (2019, April). *More than allies: A call for White teachers to build caring solidarity relationships with their students of color*. The Texas A&M – San Antonio Tenth Anniversary Lecture Series. San Antonio, TX.
- Boucher, M. L.** (2018, May). *Building relationships of solidarity with students and communities of color*. Invited lecture at Olathe Summer Conference for Olathe educators, Olathe, KS.
- Burgard, K., & **Boucher, M. L.** (2018, May). *Making a commitment to creating a culturally responsive/sustaining classroom*. Invited lecture at Olathe Summer Conference for Olathe educators, Olathe, KS.

Doctoral Dissertation Committee (Texas State University)

- Sarker, A., (2019) “Part of the Family”: Understanding the Perceptions and Experiences of Students and Faculty in a Culturally Inclusive Learning Community Located in a Texas Community College. (Committee member).

Master’s Thesis Chair (Texas A&M University-San Antonio)

- Alonzo, S., (2023). *The Perceptions of Teachers and Parents with Children in After School Programs*. (Thesis Chair).
- Jaskinia, C., (2023). *Solidarity and State laws: How Teachers Approach State Laws in a Culturally relevant Classroom*. (Thesis Chair).
- Opalinski, J., (2023). *How has Military Experience Affected Veterans Who Become Teachers?* (Thesis Chair).
- Castillo, A., (expected 2025). (Thesis Chair)
- Rivera-Lugo, J., (expected 2025). (Thesis Chair)
- Soto, J., (expected 2025). (Thesis Chair)
- Vallejo, L., (expected 2025). (Thesis Chair)

Master’s Thesis Committee (Texas A&M University-San Antonio)

- Brown, D., (2023). *Decolonization of the writing classroom: Creating space for decolonial theory, tools, anti-racist pedagogy, and methods to improve the emerging bilingual student experience*. (Thesis Committee).

Awards and Honors

Faculty Champion Award-Mays Center for Experiential Learning and Community Engagement	2022
Nomination - Barbara Burch Award for Faculty Leadership in Civic Education	2022
Nomination - 2020 Qualitative Research SIG Outstanding Book Award	2020
Nomination - Early Career Award in Qualitative Research Methodology	2017

Pi Lambda Theta	2009
Faculty Fellowship - Indiana University	2009-2013
Goethe Institute - Transatlantic Outreach Program	2007
<u>Consultations</u>	
A&M -SA Institute for School and Community Partnerships	2020-present
Delegation of the European Union – Curriculum Consultation	2010
Minneapolis Online Curriculum Development	2009-2011
<u>National Service</u>	
Editorial Board	
Journal of Urban Learning, Teaching, and Research (JULTR)	2014-2020
CAEP	
CAEP Site Visitor	2015-2019
CAEP SPA reviewer for social studies programs	2013-2022
Journal Review	
Journal of Curriculum and Pedagogy	2023-present
Multicultural Perspectives	2022-present
Journal of Teacher Education	2015-present
School Community Journal (SCJ)	2015-present
Urban Education	2014-present
Journal of Curriculum Theory	2014-present
Federal Grant Peer Review Panelist	
K-14 Food, Agricultural, Natural Resources, and Human Sciences Education Grant Program	2019, 2020, 2021
Conference Program Review	
Critical Race Studies in Education Association (CRSEA)	2023-present
Division B - Curriculum Studies (AERA)	2016-present
SIG-Qualitative Research (AERA)	2018-present
SIG-Paulo Freire, Critical Pedagogy, and Emancipation (AERA)	2016-present
SIG-Urban Learning, Teaching, and Research (AERA)	2015-present
American Educational Studies Association (AESA)	2014-present
<u>Selected A&M- SA Service</u>	
Faculty Senate	2024-2027
Graduate Council	2023-present
Hooding ceremony committee	2023-present
Honors Program Committee	2022-present
Vistas Editorial Board	2021-present
Graduate Program Coordinator, Masters in Curriculum and Instruction: Teaching in Diverse Communities	2022-present
Assistant Professor of Literacy Search Committee	2024
President’s Council on Equity and Inclusive Excellence	2022-2023
Faculty-in-Residence G.U.S University School/CoEHD search chair	2022
Deans and Chairs Evaluation Committee	2021-2022
Vistas Texas A&M – SA imprint committee	2021
Honors Program Development Committee	2018-2022

Faculty-in-Residence G.U.S University School/CoEHD search	2020
EdTPA Director Search	2020
TEExES Review Sessions	2019-2020
CoEHD Diversity Committee	2019-2021
Assistant Professor Search	2019-2020
EdTPA Development Committee	2019-2020
Associate Professor Search	2018-2019
Strategic Planning Committee	2018 & 2022

Other Service and Memberships

6-8 Social Studies TEKS Review Committee	2022
Southwest Keys Community Youth Development Program Coalition	2022-2023

Professional Memberships

American Educational Research Association (AERA)	2009-Present
Division B - Curriculum Studies	
SIG-Critical Issues in Curriculum and Cultural Studies	
SIG-Paulo Freire, Critical Pedagogy, and Emancipation	
SIG-Urban Learning, Teaching, and Research	
SIG-Qualitative Research	
SIG-Alternative Learning Environments	
American Educational Studies Association (AESA)	2012-Present
National Council for the Social Studies (NCSS)	2002-Present
Washington DC Conference Planning Committee	2024-2025
NCSS Board of Directors	2006-2009
NCSS Conference session proposal review committee	2009-2014
Candidate selection committee	2011
St Louis Conference Planning Committee	2011-2013
Washington DC Conference Planning Committee	2010-2011
Denver Conference Planning Committee	2008-2010
NCSS College and University Faculty Assembly (CUFA)	2009-Present
Texas National Board Coalition for Teaching	2023
Indiana Council for the Social Studies (ICSS)	2009-2014
Past-President	2013-2014
President	2012-2013
President-Elect	2011-2012
Conference Chair	2011-2012
Vice President	2010-2011
Board of Directors	2010-2014
Minnesota Council for the Social Studies (MCSS)	2002-2009
Past-President	2007-2008
President	2005-2007
President-Elect	2004-2005
Board of Directors	2002-2009

Selected K-12 Teaching Experience

Special School District #1 Minneapolis Public Schools	1991-2009
South High School: Social Studies Teacher	1996-2009
Coordinator - South High Open Small Learning Community	2006-2008
Department Chair - Social Studies	2000-2005

Minneapolis Online: Taught classes online using Moodle
G.E.D. Teacher, Lehman Center
Broadway School Program for Teen Mothers
Sheridan Global Arts and Communications School: 7th Grade
Folwell Middle School: Social Studies Teacher 6-8

2008 & 2009
2002-03 & 2008-09
2004-2006
1995-1996
1991-1995

Teaching licenses

California Teaching License (Social Science) License No. 110184543
CA ESL Certificate
Texas Teaching Certification Social Studies (Grades 7-12) TEA ID #: 2256432

Exp. Dec 1, 2026
Exp. Dec 1, 2026
Exp. June 30, 2029