

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

Associate Professor of Curriculum and Instruction

College of Education and Human Development

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Scholarly Identity

My scholarship sits at the intersection of race, power, and curriculum, with a sustained focus on how teachers build relationships of solidarity across difference. Through four books, fourteen peer-reviewed journal articles, and twelve peer-reviewed book chapters, I have developed a Caring Solidarity framework that has been discussed in teacher education programs and K-12 districts nationally. I have participated in \$5.25M in awarded external funding, chaired seven master's theses to completion, and built international research collaborations in South Africa. My current trajectory advances two lines of inquiry: critical studies of educational spaces and practices, and qualitative methods in education research.

Scholarly Output at a Glance

Counts below reflect career totals across all academic appointments.

Category	Career Total
Peer-Reviewed Books (authored & edited)	4
Peer-Reviewed Journal Articles	14
Peer-Reviewed Book Chapters	12
Editor-Reviewed Book Reviews	2
External Funding (awarded)	\$5,253,042
Articles/Chapters Submitted / Under Review	3
Master's Theses Chaired to Completion 3 Peer reviewed publications with students	7

Education

Ph.D. in Curriculum and Instruction, Indiana University, Bloomington, 2013

Major: Curriculum Studies • Minor: Urban Education

Dissertation: *"This is How We Roll!" How "Successful" White Social Studies Teachers Build Solidarity with African American Students*

Dissertation Chair: Robert J. Helfenbein, Ph.D.

M.A.Ed. in Curriculum and Instruction, Hamline University, St. Paul, MN 1998

B.A. in Social Studies Secondary Education, Bethel University, St. Paul, MN 1989

Academic Appointments

Texas A&M University-San Antonio 2018–present

Associate Professor of Curriculum and Instruction 2021–present

Assistant Professor of Curriculum and Instruction 2018–2021

Courses taught at Texas A&M-SA:

Managing the Learning Environment (undergraduate) 2024–present

General Research Methods in Education (graduate) 2022–present

Curriculum Theory and Studies (graduate) 2022–present

Thesis I Seminar (graduate) 2022–present

Social Studies Methods & Pedagogy, 7–12 (undergraduate) 2022–2026

Educator Roles and Responsibilities (undergraduate) 2018–2025
Pedagogy III (undergraduate) 2018–2025
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

Assistant Professor of Secondary Education, Texas State University 2016–2018

Adolescent Growth and Development (graduate) 2017–2018
Research Methods in Education (graduate) 2016–2018

Assistant Professor of Curriculum and Instruction, Florida Gulf Coast University 2014–2016

Secondary Education Program Coordinator (administrative) 2014–2016
Interim Level 1 Field Experience Coordinator (administrative) 2015
Introduction to Diversity in Education (undergraduate) 2014–2016
Social Science Methods (cross-listed grad and undergrad) 2015–2016
The Reflective Practitioner (online, graduate) 2016
Trends in Soc. Sci./E.L.A./Math/Bio Instruction (hybrid, graduate) 2015
Child Growth and Development (undergraduate) 2015
Level 1 Field Experience Seminar (undergraduate) 2015

Research Associate, Center for Urban and Multicultural Education (CUME), IUPUI 2014

Noyce Program Evaluation

Adjunct Instructor, Indiana University School of Education, Indianapolis (IUPUI) 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

Associate Instructor, Indiana University School of Education 2009–2013

Elementary Special Ed. Urban Field Experience (undergraduate) 2013
Foundations for Teaching Social Studies (undergraduate) 2010–2012
Social Studies Field Experience and Methods Seminar (undergraduate) 2010–2012
Education in a Pluralistic Society (undergraduate) 2009 & 2010

Research and Scholarship

Peer-Reviewed Books

Sole-Authored Monographs

Boucher, M. L. (April 2026). *More than an ally: A caring solidarity framework for white teachers of African American students (2nd ed.)*. Bloomsbury Ltd.

Boucher, M. L. (April 2020). *More than an ally: A caring solidarity framework for White teachers of African American students*. Rowman & Littlefield. ISBN 978-1475826555.

Edited Volumes

Boucher, M. L. (Ed.). (July 2025). *Light a fire and watch it burn: Disruptive qualitative methods in education research*. Myers Education Press. ISBN 978-1975507190.

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

Submitted / Under Review

Conradie, M., & **Boucher, M. L.** (Submitted August 13, 2026). Affirming spaces: A critical race theory analysis of experiential knowledge at a Hispanic-serving institution. *Journal of Latinos and Education*.

Conradie, M., Leoto, N, Lushaba, A, & **Boucher, M. L.** (Submitted July 30, 2026). Countering the academic protocol: The anti-racist pedagogies of small-group instructors at a South African university. In A. Teo, E. O. Ohito, G. J. Sefa Dei, K. Lewis, & C. Wood (Eds.). *A global companion for anti-racist education and solidarity work*.

Boucher, M. L. (Proposal accepted October 16, 2025; submitted December 16, 2025; anticipated publication 2027). “They don’t mean to be disrespectful”: A white teacher’s use of capitulation as a strategy in the classroom. In L. Evans & C. Turner (Eds.), *Handbook of research in urban education and communities*. Bloomsbury Publishing.

In Press

Boucher, M. L. (In press, 2027). Epistemological impediments: How students’ feelings of alethophobia and performative antiracism quell discussion in university classrooms. In T. Afolabi & M. Conradie (Eds.), *Cultural appropriation, pedagogy, and higher education: Debates, dilemmas, and future directions*. Emerald Publishing.

Published

Rivera, J., & **Boucher, M. L.** (2026). Transformative Latina pedagogy: Rasquachismo as a pedagogical framework. *Journal of Latinos and Education*. doi: 10.1080/15348431.2026.2684513 [Co-authored with master’s thesis advisee J. Rivera-Lugo]

Boucher, M. L., Burgard, K. L., Adams, L., Bernal-Mendoza, V., Gamboa, A., & Mendez, J. (November/December 2025). Mapping meaning: Using life maps to foster geographic thinking and identity in the social studies classroom. *Social Education*, 89(6), 339–344. [Co-authored with undergraduate students L. Adams, V. Bernal-Mendoza, A. Gamboa, & J. Mendez]

Burgard, K. L., & **Boucher, M. L.** (2025). “It makes me an academic leader in the classroom”: A qualitative case study of the impact of a university-school partnership. *School-University Partnerships*, 18(2), 248–266. doi: 10.1108/SUP-09-2024-0019

Boucher, M. L., & Conradie, M. (2025). Interrogating whiteness and masculinity: A duoethnographic critique of pedagogy in colonized educational spaces. *Whiteness and Education*, 1–18. doi: 10.1080/23793406.2025.2484769

Opalinski, J. J., & **Boucher, M. L.** (2025). Teachers with military-related trauma: Exploring their experiences and resilience. *Journal of Trauma Studies in Education*, 4(1), 19–37. [Co-authored with master's thesis advisee J. Opalinski]

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. [Co-authored with master's thesis advisee C. Jaskinia]

- 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. [Co-authored with K–12 teacher partners N. Pinnix, C. Trejo, & C. Dickson]
- 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.

Peer-Reviewed Book Chapters

- Boucher, M. L.** (2025). Disrupting power through photo-elicitation: Centering participants in research. In M. L. Boucher (Ed.), *Light a fire and watch it burn: Disruptive qualitative methods in education research*. Myers Education Press.
- Castillo, A., & **Boucher, M. L.** (2025). Introduction: Why does qualitative research need to be disruptive and disrupted? In M. L. Boucher (Ed.), *Light a fire and watch it burn: Disruptive qualitative methods in education research*. Myers Education Press. [Co-authored with master's thesis advisee A. Castillo]
- Boucher, M. L.** (2024). Ethnography, the self, and the image: Rethinking how we use the tools of Anthropology in education research. In S. Mathews (Ed.), *(Re)Envisioning social studies education research: Current epistemological and methodological expansions, deconstructions, and creations* (pp. 115–132). Information Age Publishers. [Now Emerald 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.ch011
- Boucher, M. L.** (2020). The white conundrum: White social studies teachers, fear, and the racial contract. In A. Hawkman & S. B. Shear (Eds.), *Marking the “invisible”: Articulating whiteness in Social Studies education* (pp. 237–265). Information Age Publishers. [Now Emerald 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 A. Labrador & N. A. Silberman (Eds.), *The Oxford handbook of public heritage theory and practice* (pp. 239–256). Oxford University Press. doi: 10.1093/oxfordhb/9780190676315.013.29

Boucher, M. L. (2018). Using photo-methods to empower participants in education research. In V. Wang (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 M. L. Boucher (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 M. L. Boucher (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 M. L. Boucher (Ed.), *Participant empowerment through photo elicitation in ethnographic education research: New research and approaches* (pp. 227–234). Springer.

Editor-Reviewed Book Reviews

Boucher, M. L. (2026). Teaching historical empathy: Bridging the past and present [Invited book review]. *Teachers College Record*.

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*.

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 for 10 years. Annual funding award: \$4,288,377.21*.

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. *National Science Foundation, Robert Noyce Teacher Scholarship Program, Phase I*. 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, with placement and mentoring to licensure in high-needs secondary schools. *Award amount: \$945,015. Funded August 31, 2015–2020*.

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*. The grant trained preservice and in-service teachers throughout San Antonio in the use

of historical photographs and supporting primary sources to deepen students' historical understanding. *Award amount: \$19,650. Funded May 21, 2019–2020.*

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

Submitted / Not Awarded

Janysek, M., Muñoz, H., Lenz, S., Burgard, K., **Boucher, M. L.**, García, S., de la Cruz, B., & Aguirre-García, 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.*

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 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 awarded.*

Janysek, M., Muñoz, 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. *5 years, not awarded.*

Program Evaluations

Boucher, M. L., & Burgard, K. (2014). *Indiana youth summit evaluation*. Indianapolis, IN: National Park 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, IN: 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, IN: Indiana University-Purdue University Indianapolis, Center for Urban and Multicultural Education (CUME).

Conference Presentations

Refereed International Conference Presentations

Burgard, K., & **Boucher, M. L.** (2026, April 22). *When university-school partnerships become a place of curricular and pedagogical innovation: A new framework to transform classroom practice*. Paper presentation on the 5L Framework. International Association of Laboratory Schools (IALS). Jyväskylä, Finland.

Refereed National Conference Presentations

Boucher, M. L., Castillo, A., Cuevas, E., Rivera, J. (In review, 2026, April 14-18). *Crossing borders: pedagogies of resistance, solidarity, and linguistic justice*. Full Symposium. American Educational Research Association (AERA) Annual Meeting. Toronto, Ontario, Canada. [Co-presented with master's students].

Conradie, M., **Boucher, M. L.** (In review, 2026, April 14-18). *Affirming spaces: A critical race theoretic analysis of experiential knowledge at a Hispanic-Serving Institution*. Paper Presentation. Educational Research Association (AERA) Annual Meeting. Toronto, Ontario, Canada.

Boucher, M. L., Burgard, K., Cuevas, E., Garcia, J., & (2026, November 4-8). *Crossing borders, resisting silencing: pedagogies of resistance, solidarity, and justice*. Full Symposium. Paper presentations. American Educational Studies Association (AESA). Portland, OR. [Co-presented with master's students]

Boucher, M. L., & Burgard, K. (2025, December 2–7). *It's not just for elementary: New approaches for middle and secondary students*. Paper presentation. National Council for the Social Studies Annual Conference (NCSS). Washington, D.C.

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

Boucher, M. L. (2025, April 23–27). Ethnography, the self, and the image: Rethinking how we use the tools of Anthropology in educational research. In S. Matthews, D. Jones, K. Duncan, R. C. Christ, P. Boatwright, M. L. Boucher, & C. H. Clark, *(Re)Imagining social studies educational research while under attack: Interrogating methodologies to repair harm*. Full session. American Educational Research Association (AERA) Annual Meeting. Denver, CO.

Opalinski, J., & **Boucher, M. L.** (2024, November 6–10). *Teachers with military-related trauma: Exploring their experiences and resilience*. Paper presentation. American Educational Studies Association (AESA). Greenville, SC. [Co-presented with master's thesis advisee J. Opalinski]

Jaskinia, C. J., & **Boucher, M. L.** (2024, November 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. [Co-presented with master's thesis advisee C. Jaskinia]

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, December 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, December 2–4). *Revolutionary thinking in solidarity: Teaching K–12 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, December 1). *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 2–6). *Capitulation as a pedagogical tool: Misusing a solidarity narrative by a white teacher.* Paper presentation. American Educational Studies Association (AESA). Pittsburgh, PA.
- Boucher, M. L.**, Espinoza, K., Burgard, K., & Joswiak, M. (2022, November 2–6). *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). Pittsburgh, PA.
- Boucher, M. L.** (2022, April 21–26). 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 7–9). *Seeking the luminosity of collective hope and a moreness of education.* Paper presentation. Conference on Curriculum Theory and Classroom Practice. Dayton, OH.
- 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. (Conference canceled due to COVID-19).
- 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–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, November). *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, November). *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, November). "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, November). *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. [Co-authored with doctoral students M. A. Hoff & A. L. Sarker]
- Boucher, M. L.**, Hoff, M. A., & Sarker, A. L. (2017, November 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. [Co-authored with doctoral students M. A. Hoff & A. L. Sarker]
- Boucher, M. L.** (2017, November). *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, October). "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. [Co-authored with doctoral students M. A. Hoff & A. L. Sarker]
- 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*. In M. L. Boucher, K. L. Burgard, B. Lozenski, & B. Wozolek, *New research on challenging White supremacist educational structures to achieve the promised equal educational opportunity*. Full session paper presentation. American Educational Research Association (AERA). San Antonio, TX.
- Boucher, M. L.** (2015, October). "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.** (2015, April). *Getting past color-blind: Using photo-elicitation to help White teachers see and talk about race*. In M. L. Boucher, K. D. Grimmet, D. Tippins, & C. Quigley, *Participant empowerment through photo elicitation in ethnographic research: New research and approaches*. Full session paper presentation. American Educational Research 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 Research 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 Research Association (AERA). Chicago, IL.
- Boucher, M. L.** (2014, October). *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 Research 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 Research Association (AERA). Philadelphia, PA.
- Burgard, K., & **Boucher, M. L.** (2013, November). *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, October 30–November 2). *More than an ally: Successful White teachers who build solidarity with their African American students*. Paper presentation. American Educational Studies Association (AESA). 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, March). *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.

Refereed State and Regional Conference Presentations

- Boucher, M. L.** (2021, October 10–12). *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.

Boucher, M. L., Harmon, E., Quick, R., Rock, J., & Sabella, C. (2015, October). *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. [Co-presented with preservice teachers E. Harmon, R. Quick, J. Rock, & C. Sabella]

Invited Presentations and Lectures

Invited Research Conference Presentations

Perez-Diaz, M., **Boucher, M. L.,** Buenger, W., Mintz, S., & Gonzales, T. (2022, September 16–17). *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, October 20–23). *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 25–27). *Building solidarity with your preservice teachers and their students*. Social Science Education Consortium Conference. (Virtual). (Invited).

Burgard, K., & **Boucher, M. L.** (2014, November). *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, November). *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).

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

Invited Research Lectures and Book Talks

Boucher, M. L. (2024, October 8). *Releasing the power of educators to move Texas forward*. Invited online lunch and learn webinar for the 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. (Virtual).

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

Boucher, M. L. (2021, November). *More than an ally*. Invited online book talk with students and faculty at Penn State-Abington. (Virtual).

Boucher, M. L. (2021, November). *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, August). *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.

Invited Professional Development

Higher Education Faculty Development

Burgard, K., & **Boucher, M. L.** (2026, May 5). *Teaching in culturally diverse settings*. Corequisite Fellows Final Event, Texas A&M University-San Antonio. Invited workshop on culturally relevant and culturally sustaining pedagogy for higher-education faculty teaching corequisite courses. Texas A&M University-San Antonio. San Antonio, TX.

Boucher, M. L. (2022, January 31). *Building relationships of solidarity across difference: Being more than allies*. Presentation to the President’s Council on Inclusion and Equity2 General Meeting. Texas A&M University-San Antonio. San Antonio, TX.

K–12 Professional Development

Burgard, K., & **Boucher, M. L.** (2026, August 6–7). *The 5L Framework: An integrated approach to curriculum and pedagogy*. Young Men’s Leadership Academy (YMLA), San Antonio Independent School District (SAISD). San Antonio, TX.

Burgard, K., & **Boucher, M. L.** (2022, September). *Introduction to Responsive Classroom*. Gus Garcia University School (GUS). San Antonio, TX.

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

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

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

Teaching and Graduate Mentoring

Courses taught at Texas A&M University-San Antonio, Texas State University, Florida Gulf Coast University, and Indiana University are detailed under Academic Appointments above. The lists below

summarize graduate research direction: master's thesis students chaired solely, master's thesis committees served, and doctoral dissertation committees served. Notable mentees have advanced into doctoral programs, K-12 leadership, and published scholarship.

Master's Thesis Direction as Chair (Texas A&M University-San Antonio)

Currently Chairing

Arredondo, R. (expected 2027). (Thesis Chair).
Matamoros, G. (expected 2027). (Thesis Chair).
Martinez, A. (expected 2027). (Thesis Chair).
Lewis, S. (expected 2026). (Thesis Chair).
Castillo, A. (expected 2026). (Thesis Chair).

Completed Theses Chaired

Soto, J. (2026). *What are the experiences of teachers who successfully teach refugee and asylee students?* (Thesis Chair).
Vallejo, L. (2025). *What are the effects of implementing effective restorative practices in the classroom?* (Thesis Chair).
Rivera, J. (2025). *Mijo, you can do it—just spit on it a little! Rasquachismo in education: Latina teachers' unique skills in building student rapport.* (Thesis Chair). [co-authored publication in *Journal of Latinos and Education*, 2026]
Gonzalez, M. (2025). *Restorative justice and student behavior.* (Thesis Chair). [Applying to doctoral programs]
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). [Co-authored publication in *Professing Education*, 2024.]
Opalinski, J. (2023). *How has military experience affected veterans who become teachers?* (Thesis Chair). [Co-authored publication in *Journal of Trauma Studies in Education*, 2025.]

Master's Thesis Committees (Texas A&M University-San Antonio)

Olalde Sierra, G. (Biology—expected 2026). (Thesis Committee).
García, J. (2026). *¡Échale Ganas! A Qualitative Study of the Latina Mother-Scholar.* (Thesis Committee)
Barajas, A. (2026). *Using opera as a vehicle to improve academic performance.* (Thesis Committee).
Woodward, B. (2025). *Culturally relevant centers in early childhood.* (Thesis Committee).
Rivera, L. (2025). *The educational impact of taking ethnic studies in K–12: A mixed methods study of students in ethnic studies courses.* (Thesis Committee).
Paz, A. (2025). *Factors influencing Hispanics obtaining a post-secondary degree.* (Thesis Committee).
Lopez, R. (2025). *The shortage of male teachers of color in education.* (Thesis Committee).
Chessher, H. (2025). *The growing teacher shortage.* (Thesis Committee).
Cooper, L. (2025). *A qualitative study of the impact of racial segregation on the schooling of one African American family.* (Committee Member).
Duong, A. (2025). *How racism affects attitudes about post-secondary education.* (Thesis Committee). [Attending doctoral program at A&M-College Station]
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).

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). [Currently Associate Professor at Austin Community College]

Service

Service to Texas A&M University-San Antonio

Institutional Review Board 2026-present
Associate Professor in Ed. Leadership (Research Methodology) Search Committee 2026–present
Hooding Ceremony Committee 2023–present
Ad-Hoc Graduate Council 2025-present
MOVE Texas-A&M-SA Student Organization, Faculty Advisor 2025–2026
Ad-Hoc Calendar Committee 2025-2026
Curriculum and Instruction Promotion and Tenure Committee 2025
Dean’s Fellow in the College of Graduate Studies Search Chair 2025
Faculty Senate 2024–2025
Graduate Council 2023–2025
Assistant Professor of Reading Search Committee 2023–2025
Honors Program Committee 2022–2025
Assistant Professor of Literacy Search Committee 2024
TExES Review Sessions 2019–2025
Graduate Program Point of Contact, M.A. in C&I: Teaching in Diverse Communities 2022–2024
President’s Council on Equity and Inclusive Excellence 2022–2023
Vistas Editorial Board 2021–2024
Vistas Texas A&M–SA Imprint Development Committee 2021
Faculty-in-Residence GUS University School/CoEHD Search Chair 2022
VIDA Engagement Committee 2021-2022
Deans and Chairs Evaluation Committee 2021–2022
Strategic Planning Committee 2018 & 2022
Honors Program Development Committee 2018–2022
Faculty-in-Residence GUS University School/CoEHD Search 2020
EdTPA Director Search 2020
CoEHD Diversity Committee 2019–2021
Assistant Professor of Curriculum and Instruction Search 2019–2020
EdTPA Development Committee 2019–2020
Associate Professor of Curriculum and Instruction Search 2018–2019

Service to the Profession

Editorial Board

Journal of Urban Learning, Teaching, and Research (JULTR) 2014–2020

Journal Review (Peer Reviewer)

Journal of Hispanic Higher Education 2026–present
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 Ed. Grant Pgm. 2019, 2020, 2021

Conference Program Review

Critical Race Studies in Education Association (CRSEA) 2023–present
SIG, Qualitative Research (AERA) 2018–present
Division B, Curriculum Studies (AERA) 2016–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
NCSS Conference Session Proposal Review Committee 2009–present

CAEP (Council for the Accreditation of Educator Preparation)

CAEP SPA Reviewer for Social Studies Programs 2013–2022
CAEP Site Visitor 2015–2019

Professional Leadership and Memberships

American Educational Research Association (AERA) 2009–present

SIG, Immigration and Education—Newsletter Chair 2026–present
Paulo Freire Legacy Award Committee 2024, 2025, 2026
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

Presidential Nominations Committee 2025–2026
Washington, D.C. Conference Planning Committee 2024–2025
NCSS Board of Directors 2006–2009
Candidate Selection Committee 2011
St. Louis Conference Planning Committee 2011–2013
Washington, D.C. 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 Member 2023

Indiana Council for the Social Studies (ICSS), Leadership Roles 2010–2014

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), Leadership Roles 2002–2009

Past-President 2007–2008
President 2005–2007
President-Elect 2004–2005
Board of Directors 2002–2009

Community Service and Consultations

A&M-SA Institute for School and Community Partnerships 2020–present
6–8 Social Studies TEKS Review Committee (Texas Education Agency) 2022
Southwest Keys Community Youth Development Program Coalition 2022–2023
Delegation of the European Union: Curriculum Consultation 2010
Minneapolis Online Curriculum Development 2009–2011

Honors and Awards

Faculty Champion Award: Mays Center for Experiential Learning and Community Engagement 2022
Nominee: Barbara Burch Award for Faculty Leadership in Civic Education 2022
Nominee: Qualitative Research SIG Outstanding Book Award 2020
Alumni Initiate: Delta Chi Fraternity, “Man of Action” 2020
Nominee: Early Career Award in Qualitative Research Methodology 2017
Pi Lambda Theta 2009
Faculty Fellowship: Indiana University 2009–2013
Goethe Institute: Transatlantic Outreach Program 2007

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: Online instructor via Moodle 2008 & 2009
G.E.D. Teacher, Lehman Center 2002–2003 & 2008–2009
Broadway School Program for Teen Mothers 2004–2006
Sheridan Global Arts and Communications School: 7th Grade 1995–1996
Folwell Middle School: Social Studies Teacher, Grades 6–8 1991–1995

Shakopee Mdewakanton Dakota Community 1990–1991

Education Coordinator

Teaching Licenses

Texas Teaching Certification, Social Studies (Grades 7–12), TEA ID #2256432 Exp. June 30, 2029
California Teaching License (Social Science), License No. 110184543 Exp. December 1, 2026
California ESL Certificate Exp. December 1, 2026