

Chris Seeger, PhD

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EDUCATION

DOCTOR OF PHILOSOPHY, INTERNATIONAL EDUCATION, MAY 2019

Dissertation Title: An Equity-Centered Approach to Teaching in High-Poverty Schools
Committee: Dr. Jenice View, Dr. Seth Parsons, Dr. Kathleen Ramos, Dr. Paul Gorski
George Mason University, Fairfax, Virginia

MASTER OF EDUCATION, SOCIAL FOUNDATIONS OF EDUCATION, MAY 2013

University of Virginia, Charlottesville, Virginia

BACHELOR OF SCIENCE, MAJOR: POLITICAL SCIENCE, MAY 2007

University of Tennessee, Knoxville, Tennessee

UNIVERSITY-LEVEL TEACHING

INSTRUCTOR, EDLF 8384 LAB OF PRACTICE FOR QUALITATIVE INQUIRY, SPRING 2021

UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE VIRGINIA, USA

- Support 30 doctoral students with a semester-long qualitative research study
- Provide feedback and support for qualitative research design, data collection, data management, analysis, and writing

PROFESSIONAL EXPERIENCE

POSTDOCTORAL RESEARCH ASSOCIATE

THE CENTER FOR RACE AND PUBLIC EDUCATION IN THE SOUTH, SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT, UNIVERSITY OF VIRGINIA, 2020-PRESENT

- Collaborate with faculty and students as a team member of the Teachers in the Movement oral history project (www.teachersinthemovement.com)
- Supervise and collaborate with an undergraduate research assistant
- Create engaging K-12 curriculum resources about racism and African American Histories (<https://educatingfordemocracy.education.virginia.edu>)

- Co-organizer of the 2020 Teachers in the Movement Institute, a 3-day online webinar for teachers about teaching critical history in the era of Black Lives Matter, featuring panels of teachers, scholars, and a keynote from Dr. Bettina Love
- Study: Critical Race Analysis of the Virginia standardized history curriculum, complete
- Study: Mixed methods analysis of the experiences of social justice teachers in spring 2020, first phase, survey and exploratory factor analysis are complete, second phase of follow-up interviews in spring 2021
- Study: The experiences of Black teachers in white schools after *Brown v Board*, an analysis of video-recorded interviews from the Teachers in the Movement archive, data analysis phase

CREATOR, WWW.HISTORYDILEMMAS.COM 2019-PRESENT

- Write US History curriculum materials for middle and high school students
- Create historical narratives that present diverse perspective through a critical historical lens
- Encourage historical thinking skills
- Develop and maintain website
- Maintain social media promotion and engagement, email marketing
- Facilitate online professional development for teachers

MIDDLE SCHOOL US HISTORY AND CIVICS TEACHER 2013-2019

FAIRFAX COUNTY PUBLIC SCHOOLS, VIRGINIA, USA

- Adapted US History curriculum for English learners and students with IEPs
- Adapted curriculum to be more relevant to students' lived experiences
- High-poverty school context
- Used a class set of iPads to facilitate a tech-centered curriculum
- Fostered mutual respect and trust with students
- Emphasized engagement, fun, and real-world connections
- Taught US History through a critical lens, centered the experience of marginalized groups, examined counter-narratives
- Used engaging historical artifacts, like old rotary phones, vintage clothing, and record players

SUBSTITUTE TEACHER 2010-2013

ARLINGTON COUNTY PUBLIC SCHOOLS, VIRGINIA, USA

- Taught all grade levels and subjects
- Long-term middle school art teacher assignment
- Long-term 6th grade Civics assignment

CONFERENCE PRESENTATIONS

- 2021, Presenter at the Annual Meeting of the American Educational Research Association: Equity-centered Instructional Adaptations in High-poverty Secondary Schools. Division K, Section 02: Teacher Agency, Teacher Leadership, and Teacher Activism Within and Beyond the Classroom
- 2021, Presenter at American Association of Physical Anthropologists, invited symposium: Connecting with youth scholars in the era of COVID-19. Session title: Committed to Justice, Struggling to Teach: The experiences of social justice educators in spring 2020. Co-authors: Tiffany Mitchell Patterson (lead author) and Kate McGrath.
- 2020, Presenter at the College and University Faculty Assembly of the National Council for the Social Studies Conference: The Instructional Adaptations of Equity-Centered Social Studies Teachers in High-Poverty Schools.
- 2017, Presenter at the Free Minds, Free People Conference, Loyola University: Improve Your Teaching by Asking for Student Feedback. Co-presented with 7th grade students Erwin Hernandez-Rodriguez and Kriscia Aldana.
- 2017, Presenter at 17th annual International Conference on Diversity in Organizations, Communities, and Nations, University of Toronto: Adaptive Visioning in High Poverty Schools: Overcoming Challenges to Pursue Equity.
- 2013, Presenter at 11th annual ALAS Education Across the Americas Conference, Teachers College, Columbia University: Applied Freirian Theory in the Atlantic Coast of Nicaragua: Autonomy as an Alternative.

RESEARCH

- I am currently studying the experiences of social justice educators in the 2020-2021 school year, along with my colleagues Dr. Tiffany Mitchell Patterson and Dr. Kate McGrath. An initial survey of 100 self-identified social justice educators provided a suitable data set for an exploratory factor analysis. EFA results suggest a 12 item, two-factor solution: (a) *confidence in social justice teaching*, and (b) *social*

justice teaching practices. MANOVA results indicate that participants who teach in high poverty schools have similar confidence levels in social justice teaching as teachers in wealthier schools, but high poverty school teachers were more likely to experience challenges with implementing social justice teaching practices, including difficulties with curriculum design. These initial findings highlight the need for further research in order to understand the systemic forces and challenges teachers face in high poverty schools exacerbated by the COVID-19 pandemic. This EFA phase of the study is being prepared for publication. Follow up interviews are planned for Spring 2021.

· I recently conducted a critical race analysis of the Virginia Standardized history curriculum. A content analysis indicates that the curriculum is highly skewed towards a white man's perspective of history, with white men appearing 166 times, and Black women appearing only 10 times. Black people were much more likely to be described as a monolithic racial group, rather than as individuals. Conversely, white people were almost always described as individuals and almost never as a racial group. The areas of the standards that describe racism and white supremacy use softened and misleading language to avoid holding white people accountable for crimes against humanity. The results indicate a need to completely reconstruct the standards from the perspectives of Black women and men, and other historically marginalized groups. This study has been submitted for publication.

· I recently studied how teachers in high-poverty schools adapt their curriculum and pedagogy to be more equitable. For my dissertation study, I interviewed 10 teachers in the Washington, DC region about the challenges they face and how they adapt their curriculum. The teachers described a variety of instructional adaptations that represent "theory in action," exemplifying concepts such as culturally relevant pedagogy and critical pedagogy. The teachers provided a wide-ranging collection of best practices for supporting students and confronting barriers to equity in high-poverty communities. This study is currently under review for publication.

PUBLICATIONS

· Seeger, C., Parsons, S., View, J. (2021) Equity-Centered Instructional Adaptations in High-Poverty Schools. *Education and Urban Society*. (Accepted April 27, 2021)

- Seeger, C., Mitchell Patterson, T., Paz, M. (under review) White Supremacy and Anti-Black Racism in the Virginia History Standards. *Curriculum Inquiry*
- Seeger, C, Paz, M. (accepted book chapter manuscript) “White Liberalism and the Social Studies Curriculum” in the upcoming book: *The Other Elephant: How White Liberalism Perpetuates Racism in Education*. Edited by Drs. Cheryl E. Matias, Taharee Jackson, and Paul Gorski.
- Seeger, C. (2020) Unmasking Racism- It’s time to teach white male violence, *The Faculty*, <https://medium.com/the-faculty/unmasking-racism-ee8d776b933e>
- Seeger, C. (2017) Improve Your Teaching by Asking for Student Feedback, *Teaching Tolerance*, <https://www.tolerance.org/magazine/improve-your-teaching-by-asking-for-student-feedback>

CONSULTING

- Member- Teacher Advisory Committee for the Culturally Relevant and Inclusive Education Practices Advisory Committee, Virginia Department of Education, January-July 2021

PROFESSIONAL DEVELOPMENT

- Co-Organizer (with Dr. Tiffany Mitchell Patterson and Dr. Derrick Alridge) of the 2020 Teachers in the Movement Institute, a 3-day online institute about teaching in the era of Black Lives Matter. Presented by the Center for Race and Education in the South, at the University of Virginia. Panels included K-12 teachers, scholars, and artists:
<https://www.youtube.com/watch?v=bn5M-5Q2pmQ>
<https://www.youtube.com/watch?v=35YD8iymSOY>
- Member, DC-Area Educators for Social Justice, MS and HS People’s History Curriculum Working Group, 2020-present.

- Presenter, Professional Development Session, November, 2019, Harlem Middle School Social Studies Department, Loves Park, IL. “Using Historical Dilemmas in the Social Studies Classroom”

- Presenter, Professional Development Session, October, 2019, University of West Virginia, Master’s level Social Studies Methods Course, “Using Historical Dilemmas for Engagement and Critical Thinking”

- Presenter, August 2017, Fairfax County Public Schools, Social Studies District-Wide Professional Development Session, “Using Cartoons and Comics in US History”