

Joy Esboldt

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ACADEMIC APPOINTMENTS

Assistant Professor 2025-Present
University of Delaware, School of Education

EDUCATION

Ph.D. University of California, Berkeley 2024
School of Education
Ph.D. in Critical Studies of Race, Class, and Gender in Education
Designated Emphasis in Women, Gender, and Sexuality

M.Ed. University of Illinois, College of Education
Education Policy, Organization, and Leadership

B.A. Carleton College
Spanish Literature and Language
Concentration: Latin American Studies
MN Teaching Licensure: K-12 Spanish

AWARDS, FELLOWSHIPS, & HONORS

2024 The Judith Warren Little Fellowship
2023 National Academy of Education/Spencer Dissertation Fellowship
2022 P.E.O. Scholar Award
2022 Teaching Effectiveness Award for Outstanding Graduate Student Instructors
2021 Outstanding Graduate Student Instructor Award
2021-2023 California Teacher Education and Research Doctoral Fellowship
2020 Graduate Remote Instruction Fellowship
2022-2022 Marcus Foster Doctoral Fellowship
2017-2021 University of California Regents Fellowship for Graduate Study

GRANTS

2023 Center for Equity, Gender, & Leadership Research Conference Grant (\$2,000)
Haas School of Business, UC Berkeley

2021 Center for Race and Gender Graduate Student Research Grant (\$1,000)
University of California, Berkeley

2020-2023 Social Science Research Pathways Graduate Student Mentor Grant (\$3,000)
Institute for Research on Labor and Development, UC Berkeley

PUBLICATIONS

Peer Reviewed Articles and Chapters

Leonardo, Z., & **Esboldt, J.**, (2023) White woman: Or the abused abuser's role. In R. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International encyclopedia of education 4th edition* (pp. 93-10). Elsevier.

Scallon, AM., Bristol, T., & **Esboldt, J.** (2023) Teachers' perceptions of principal leadership practices that influence teacher turnover. *Journal of Research on Leadership Education*, 18(1), 80-102.

Bristol, T., & **Esboldt, J.** (2020) Curricular contradictions: Negotiating between pursuing National Board Certification and an urban district's direct instruction mandate. *Harvard Educational Review* 90(3).

In Revisions, Submission & Preparation

Esboldt, J. Mentoring for social justice. In M. Winn & L Winn (Eds.), *Encyclopedia of social justice in education*. Bloomsbury. (*accepted, in-revisions*)

Esboldt, J. Racialized change or nominal absorption? Racial equity discourses in district-wide professional development. (*revise & resubmit*)

Esboldt, J., Negotiations and enactments of mentoring tools and equity discourses in novice teachers' transformative learning. (*under review*)

Esboldt, J. The multiplicities of whiteness in combating antiblackness: Multileveled constraints shaping teacher learning in organizational efforts for justice. (*in preparation*)

Lebovitz, T. & **Esboldt, J.** The cultural politics of school choice: Teachers organizing for school integration. (*in preparation*)

Research Practice Partnership Members & **Esboldt, J.** What happens now? Navigating inter-institutional change in collaborative research. (*in preparation*)

Reich, E. & **Esboldt, J.** Navigating a torrential wave of expectations and requirements: The experiences and well-being of uncredentialed California Teachers (*in preparation*)

Reports, Reviews, Practitioner Publications & Public Briefs

Bae, A.; **Esboldt, J.**, & Munzer, A. (*forthcoming*) *Ethical AI: A primer for leaders*. (Research Brief). 21st Century California School Leadership Academy.

Esboldt, J., Bae, A., & Munzer A. (forthcoming) *Centering equity in systemic social emotional learning: Supports for school leaders*. (Research Brief). 21st Century California School Leadership Academy.

Bae, A.; **Esboldt, J.,** & Munzer, A. (forthcoming) *Inquiry-based learning and equity-centered leadership*. (Research Brief). 21st Century California School Leadership Academy.

Esboldt, J., Bae, A., & Munzer A. (2024) *Approaching research-practice partnerships: Considerations for equity-oriented school leaders*. (Research Brief). 21st Century California School Leadership Academy. <https://21cslacenter.berkeley.edu/publications/approaching-research-practice-partnerships>

Bae, A.; **Esboldt, J.,** & Munzer, A. (2024) *Equity-driven leadership in rural education*. (Research Brief). 21st Century California School Leadership Academy. <https://21cslacenter.berkeley.edu/publications/equity-driven-leadership-rural-education>

Esboldt, J., Bae, A., Sánchez Castillo, M., & Munzer, A. (2024) *Centering equity in school leadership communities of practice*. (Research-Practice Brief). 21st Century California School Leadership Academy. <https://21cslacenter.berkeley.edu/publications/communities-of-practice>

Esboldt, J., Luo, H., Sánchez Castillo, M., Munzer, A., & Murata, A. (2023) *Equity-centered school leadership coaching*. (Research-Practice Brief). 21st Century California School Leadership Academy. <https://21cslacenter.berkeley.edu/publications/equity-centered-school-leadership-coaching>

Luo, H., Sánchez Castillo, M., **Esboldt, J.,** Kim, M., Murata, A., & Munzer, A. (2023) *Insights for Educators and School Leaders: Understanding and addressing online hate speech*. (Research-Practice Brief). 21st Century California School Leadership Academy. <https://21cslacenter.berkeley.edu/publications/understanding-and-addressing-online-hate-speech>

Esboldt, J., Luo, H., Sánchez Castillo, M., & Kim, M. (2023) *Insights from California's TK educators and leaders*. (Practice Brief). 21st Century California School Leadership Academy. <https://21cslacenter.berkeley.edu/publications/insights-californias-tk-educators-and-leaders>

Esboldt, J., Luo, H., Sánchez Castillo, M., & Kim, M. (2022) *Educational innovations spurred by the pandemic*. (Practice Brief). 21st Century California School Leadership Academy. <https://21cslacenter.berkeley.edu/publications/educational-innovations-spurred-covid-19-pandemic>

Sánchez Castillo, M., Luo, H., **Esboldt, J.,** & Kim, M. (2022) *The impact of the teacher shortage on universal transitional kindergarten: Implications for progress*. (Research-Practice Brief). 21st Century California School Leadership Academy. <https://21cslacenter.berkeley.edu/publications/impact-teacher-shortage-utk>

Luo, H., Sánchez Castillo, M., **Esboldt, J.** & Kim, M. (2022) *Preparing California school leaders for young learners in the UTK initiative*. (Research Brief). 21st Century California

School Leadership Academy. <https://21cslcenter.berkeley.edu/publications/preparing-california-school-leaders-young-learners-utk-initiative>

Luo, H., Sánchez Castillo, M., **Esboldt, J.** & Kim, M. (2022) *Innovations in teaching during the pandemic*. (Research Brief). 21st Century California School Leadership Academy. <https://21cslcenter.berkeley.edu/publications/innovations-teaching-during-covid-19-pandemic>

Sánchez Castillo, M., Luo, H., **Esboldt, J.**, & Kim, M. (2022) *Diversifying the education workforce*. (Research Brief). 21st Century California School Leadership Academy. <https://21cslcenter.berkeley.edu/publications/diversifying-education-workforce>

Esboldt, J. & Bristol, T. (2018). [Review of the book *Systems for instructional improvement: Creating coherence from the classroom to the district office* by P. Cobb, K. Jackson, E. Henrick, & T. Smith]. *Teachers College Record*.

Published Conference Proceedings

Gunal-Aggul, Y., Horn, I., Shapiro, B., Oner, D., Metts, E., Chen, G., Shim, J., **Esboldt, J.**, Harmon, M., Yoon, S., Aldemir, T., & Jurow, S. (2024) Designing Participatory Teacher Learning Environments: Inquires, Methods, and Perspectives from Learning Sciences. *Proceedings of the 18th International Conference of the Learning Sciences*, <https://doi.org/10.22318/icls2024.752026>

Esboldt, J. (2023) Teaching, learning, and mentoring for equity: A multi-dimensional case study. *Proceedings of the 17th International Conference of the Learning Sciences*, 1815-1816.

CONFERENCE PRESENTATIONS

Referred, Peer Reviewed

Günel-Aggül, Y., Horn, I., Shapiro, B., Öner, D., Metts, E., Chen, G., Shim, J., **Esboldt, J.**, Harmon, M., Aldemir, T., & Yoon, S. (June 2024) *Designing participatory teacher learning environments: Inquiries, methods, and perspectives from the learning sciences* [Conference symposium] The International Society of the Learning Sciences Annual Meeting, Buffalo, NY.

Esboldt, J. (April 2024) *Woke binaries: When identities and practices are labeled in teacher learning* [AERA Promising Scholarship in Education Research Conference presentation]. The American Educational Research Association, Philadelphia, PA.

Rodgers, A., McCambly, H., Villanosa, K., Pemberton, A., Pedota, J., **Esboldt, J.**, Liera, R. & Felix E. (April 2024) *Studies of equity-minded organizational learning in educational contexts* [Conference Symposium]. The American Educational Research Association, Philadelphia, PA.

Esboldt, J. (April 2024) *Teachers' racial equity learning within new teacher mentoring conversations: Negotiating ideologies, discourses, and tools*. [Conference presentation]. The American Educational Research Association, Philadelphia, PA.

Leibovitz, T. & **Esboldt, J.** (April 2024) *The cultural politics of school choice: Teachers organizing for school integration*. [Conference presentation]. The American Educational Research Association, Philadelphia, PA.

Reich, E. & **Esboldt, J.** (April 2024) *Under a "torrential wave of expectations and requirements": The experiences of uncredentialed California teachers*. [Conference presentation]. The American Educational Research Association, Philadelphia, PA.

Esboldt, J. (March 2024) *Teachers as critical and constrained learners and actors for racial justice in schools*. [Conference Presentation]. The National Academy of Education Spring Retreat, Washington, D.C.

Esboldt, J. (November 2023) *Novice Teacher mentoring as organizational social justice leadership development: tensions, possibilities, and constraints*. [Conference presentation]. The University Council for Educational Administration, Minneapolis, MN.

Leibovitz, T. & **Esboldt, J.** (November 2023) *Teacher Leaders organizing for school integration: Organizational capacity and constraints for school equity*. [Conference presentation]. The University Council for Educational Administration, Minneapolis, MN.

Esboldt, J. (June 2023) *Teaching, learning, and mentoring for racial equity: A multi-dimensional case study*. [Conference presentation]. The International Conference of the Learning Sciences, Montreal, Canada.

Esboldt, J. (April 2023) *Teaching, learning, and mentoring for racial equity: Whiteness examined*. [Conference presentation]. The American Educational Research Association, Chicago, IL.

Esboldt, J. (March 2023) *Co-construction of organizational DEI discourses within a new teacher mentoring program*. [Conference presentation]. The DEI & Expertise in Racialized Organizations, The University of Columbia, New York, NY.

Esboldt, J. (November 2022) *Mechanisms of reproduction within equity a mentoring program*. [Conference presentation]. The University Council for Educational Administration, Seattle, WA.

Esboldt, J. (April 2022) *"Equity-oriented mentoring: Tools, tensions, and towards what ends?"* [Conference presentation]. The American Educational Research Association, San Diego, CA.

Leonardo, Z. & **Esboldt, J.** (April 2022) *White woman: Or, the abused abuser's role in educational stratification*. [Conference presentation]. The American Educational Research Association, San Diego, CA.

Esboldt, J. (November 2021) *Mirroring, adding, and pushing: Novice teachers and district racial frames*. [Virtual Conference presentation]. The University Council for Educational Administration, Columbus, Ohio.

Esboldt, J. (April 2021) *Uprooting legacies of White-women care in k-12 schooling*. [Virtual conference presentation]. Thinking Gender Conference, Los Angeles, CA.

Esboldt, J. (April 2021) *Teachers' work: a review on intersectionality and the personal, classroom, and school-wide work of teachers*. [Virtual conference presentation]. The American Educational Research Association, Miami, FL.

Esboldt, J. (April 2021) *Novice teacher engagement with district racial frames: Accounting for teacher identity, preparation, and professional context*. [Virtual conference presentation]. The American Educational Research Association, Miami, FL.

Esboldt, J. (August 2020) *white teacher engagement with district racial discourse*. [Virtual conference presentation]. The American Sociology Association, San Francisco, CA.

Esboldt, J. (Spring 2020) *Professional, preparational, & personal co-constructing influences on White teachers' understandings of race*. [Accepted conference presentation; event canceled]. The American Educational Research Association, San Francisco, CA.

Esboldt, J. (Fall 2019) *Accounting for the personal, preparational, and professional*. [Conference presentation]. University Council for Educational Administration, New Orleans, LA.

Esboldt, J. (Spring 2019). *White women and white supremacy in teaching: Ending hero and victim identities*. [Conference presentation]. American Educational Research Association, Toronto, CA.

Esboldt, J. (March 2018). *Educators coaching educators for racial equity: A preliminary analysis of a midwestern school district*. [Conference presentation]. The University of California Berkeley Research Day, Berkeley, CA.

Invited & Community Presentations

Esboldt, J. (February 2024) *The impact of mentoring tools and equity discourses of teachers transformative learning*. [Virtual, invited presentation]. Racialized and Gendered Organizations Working Group.

Esboldt, J. (July 2022). *Racial equity in mentoring program: Preliminary findings* [Virtual, invited presentation]. Research-Practice-Partnership Partner School District, [location withheld].

Esboldt, J. (March 2021). *Systems change: A conversation*. [Invited presentation]. The Marcus Foster Fellowship Launch Convening, Oakland, CA.

Esboldt, J. (June 2016). *Race in the Park: Community conversation*. [Invited presentation]. St. Louis Park Human Rights Commission, St. Louis Park, MN.

Esboldt, J. (November 2015). *Educational experts panel*. [Invited presentation]. Children's Defense Fund-MN Kid's Count Data Book Release, Minneapolis, MN.

Bailey, F., **Esboldt, J.**, Mareck, A., Mukherjee, P., & Reichert, S. (October 2015). *Would you like to unpack that?: The racial equity coaching at SLP*. [Presentation]. The National Summit of Courageous Conversations on Race Conference, Baltimore, MD.

RESEARCH EXPERIENCE

Teacher Educators as Policy Actors: The Racial Politics of Culturally Responsive-Sustaining Education Policy Implementation in Pennsylvania Teacher Education Programs 2024-
Collaborative Researcher

- Conduct interviews and observations of teacher education program
- Co-lead analysis, organization, and writing of academic manuscripts and public-facing research dissemination

Teachers as Critical and Constrained Learners and Actors for Racial Justice 2020-2024
Dissertation Project Research

- Co-designed a three-year co-participatory, qualitative case study with public school district mentoring program as part of a Research-Practice-Partnership
- Observed mentor PD, classrooms, and mentor meetings of four novice-teacher pairs, conducted semi-interviews, and met bi-weekly with mentor program leadership to explore how new teachers learn about and work towards racial equity within their organizational and sociopolitical context

21CSLA Bridging Research and Practice Initiative 2021-2024
Graduate student Researcher (Dr. Aki Murata, PI – UC Berkeley)

- Led interview research studies to investigate school leaders' experience with innovating in response to the pandemic and transitioning to UTK
- Coded and analyzed interviews for two practitioner briefs designed for researchers.
- Co-developed scope, organization, and writing of 5-plus practitioner-facing research briefs.
- Led research, design, and publication of practitioner-facing research brief on leadership coaching and communities of practice (*in progress*).

- Teacher Retention and Principal Leadership** 2019-2021
Graduate student researcher (Dr. Travis Bristol, PI – UC Berkeley)
- Led data analysis, including all transcript coding, theme organization, and conceptual development for teacher interviews on perception of principal leadership support in racially diverse middle schools
 - Co-wrote manuscript, led revision process
- Teacher Professional Development Constraints** 2018-2019
Graduate student researcher (Dr. Travis Bristol, PI – UC Berkeley)
- Led data analysis, including interviews and artifacts analysis on teacher professional development in National Board Certification and district organizational barriers
 - Co-wrote manuscript, led revision process
- The Development of Ambitious Instruction in Elementary Mathematics and English Language Arts** 2017-2019
Research Assistant (Dr. Peter Youngs, PI -University of Virginia)
- Conducted ~30 classroom video observations and ~15 interviews for longitudinal, mixed-methods study funded by National Science Foundation and The Spencer Foundation
 - Led project development, data collection, analysis, and manuscript production for contracted sub-project pilot: *Teachers' racial understandings and trainings*

RESEARCH & TEACHING AREAS OF INTEREST

Cultural, gender, and racial politics; educational (in)equity and justice; learning as ethical and political; micro-interactional analyses of social reproduction and social transformation; qualitative methods; racism, racialization, and whiteness; research-practice-partnerships; sociocultural and sociopolitical learning; teacher, leader, and organizational equity learning; teacher preparation and development

PROFESSIONAL EXPERIENCE

- Staff Writer** 2023-2024
 The Equity Collaborative
- DEI Consultancy Qualitative Researcher** 2022-2023
 [Name withheld, NDA]
- Equity Consultancy Organization Executive Assistant** 2017-2019
 The Equity Collaborative
- Racial Equity K-12 Instructional Coach** 2013-2017
 St. Louis Park Public Schools
- High School Teacher** 2009-2017
 St. Louis Park Public Schools

SERVICE AND LEADERSHIP

National/State/Community

Committee Member, <i>AERA Review of Research Award</i>	2024-2026
Head Editor for Editorial Support and Training, <i>The Berkeley Review of Education</i>	2022-2023
Committee Member, <i>Critical Educators for Social Justice Revolutionary Mentor Award (AERA)</i>	2022
Managing Editor, <i>The Berkeley Review of Education</i>	2018-2022
Facilitator, <i>Teacher Supervisors Discussion Series (CTERIN)</i>	2021
Facilitator, <i>Teacher Educator Interview Series</i>	2021
Peer reviewer for: <i>AERA Division G, Division K, Division C, UCEA, ISLS</i>	

University

Co-founder, facilitator, <i>Racialized-Gendered Organizations Working Group</i>	2022-
Graduate Student Mentor, <i>Social Science Research Pathways</i>	2021-

School of Education

Student Representative, <i>School of Education Curriculum Committee</i>	2021-2022
Student Representative, <i>School of Education Faculty Committee</i>	2018-2020
Member, <i>The Graduate School of Education Student Association (UCB)</i>	2018-2021

SELECT PROFESSIONAL TRAINING & CERTIFICATES

Certificate in Teaching and Learning in Higher Education, UC Berkeley
Remote Instruction Innovation Fellowship Training, UC Berkeley
Courageous Conversations about Race Affiliate Level II, Pacific Educational Group

Qualitative methods courses: Qualitative Research in African American Studies; Interview Methods; Participant Observation; Advanced Qualitative Methods in Education; Ethnography; Discourse Analysis; (Co)-Participant Observation in the Research Field

PROFESSIONAL MEMBERSHIPS

American for Educational Research Association (AERA)
American Sociological Association (ASA)
Critical Race Studies in Education Association (CRSEA)
International Studies of the Learning Sciences (ISLS)
University Council for Educational Administration (UCEA)