

EDUCATION:

May 2014 **Columbia University**, New York, NY. Doctor of Philosophy in Education Policy

June 2004 **Stanford University**, Stanford, CA. Master of Arts in Education

May 2003 **Amherst College**, Amherst, MA. Bachelor of Arts in English (distinction)

PROFESSIONAL EXPERIENCE:

Associate Professor (tenured). **University of California, Berkeley**. (July 2022 – Present)

Assistant Professor. **University of California, Berkeley**. (July 2018 – June 2022)

Faculty Affiliate: Institute for Research on Labor and Employment; Center for Research on Social Change

Peter Paul Assistant Professor. **Boston University School of Education**. (August 2017 – June 2018);

Assistant Professor of Education. **Boston University School of Education**. (July 2016 – August 2017)

Research and Policy Fellow. **Stanford Center for Opportunity Policy in Education**. (August 2014 – June 2016)

Faculty Advisor: Linda Darling-Hammond

Clinical Teacher Educator. **Boston Teacher Residency**. (June 2011 – July 2014)

English Teacher. **New York City Department of Education**. (September 2004 – June 2009)

AWARDS AND FELLOWSHIPS (selected):

American Educational Research Association Outstanding Reviewer (*Educational Researcher*) Washington, D.C., 04/2022

American Educational Research Association Early Career Award (Division-K), Washington, D.C., 04/2021

National Academy of Education/Spencer Postdoctoral Fellowship, Washington, D.C., 05/2020

Ford Foundation Postdoctoral Fellowship, Washington, D.C., 06/2019

Comparative and International Education Society, African Diaspora SIG Emerging Scholar, San Francisco, CA, 05/2019

Thomas B. Fordham Institute Emerging Education Policy Scholar, Washington, D.C., 9/2017

Peter Paul Career Development Professorship at Boston University, Boston, MA, 08/2017

American Association of Colleges for Teacher Education Teacher Diversity Research Award, Washington, D.C., 12/2015

National Academy of Education/Spencer Dissertation Fellowship, Washington D.C., 05/2013

Ford Foundation Dissertation Fellowship, Washington D.C., 05/2013 (**declined**)

American Educational Research Association Minority Dissertation Fellowship, Washington, D.C., 05/2013 (**declined**)

EDITED VOLUMES

1. Woodson, A. N. & **Bristol, T. J.** (Eds.) (forthcoming) *Men Educators of Color in U.S. Public Schools*. Routledge.
2. C.D. Gist & T. J. Bristol (Eds.). (2022) *Handbook of Research on Teachers of Color and Indigenous Teachers*. The American Educational Research Association

REFEREED PEER-REVIEWED PUBLICATIONS: (graduate students' names are marked with an asterisk)

3. Bristol, T. J., *Johnson, P., *Manchanda, S., (forthcoming). Culturally responsive professional development: One teachers union's professional learning community for Black male teachers. *Journal of Negro Education*.
4. White, T., **Bristol, T. J.**, & Britton, T. A. (2022). The role of a social justice learning community: A mixed-method exploration of efficacy in non-cognitive development between teacher fellowship recipients. *Urban Education*, doi [10.1177/00420859221114875](https://doi.org/10.1177/00420859221114875)
5. Scallon, A. M., **Bristol, T. J.**, & *Esboldt, J. (2021). Teachers' perceptions of principal leadership practices that influence teacher turnover. *Journal of Research on Leadership Education*, doi:[10.1177/194277512111034214](https://doi.org/10.1177/194277512111034214)
6. Bristol, T. J. & *Esboldt, J. (2020). Curricular contradictions: Negotiating between pursuing national board certification and an urban district's direct instruction mandate. *Harvard Educational Review*, 90 (3), 474 – 496.
7. Bristol, T. J. (2020). A tale of two types of schools: An exploration of how school working conditions influence Black male teacher turnover. *Teachers College Record*, 122 (3),1 – 41.
8. Bristol, T. J., Wallace, D. J, *Manchanda, S., & *Rodriguez, A. (2020). Supporting ethnoracially diverse male preservice teachers of color: Evidence from an alternative teacher certification program. *Peabody Journal of Education*, 95(5), 484-497.
9. Bristol, T. J. (2020). Black men teaching: Toward a theory of social isolation in organizations. *Race Ethnicity and Education*, 23(3), 288-306.
10. Noonan, J. & **Bristol, T. J.** (2020). "Taking care of your own": Parochialism, pride of place, and the drive to diversify teaching. *AERA Open*, 6 (4), 1 - 12
11. Bristol, T. J. & Shirrell, M. (2019). Who is here to help me?: The work-related social networks of teachers of color. *American Educational Research Journal*, 56(3), 868-898.
12. Bristol, T. J. & Goings, R. B. (2019). Exploring the boundary heightening experiences of Black male teachers: Lessons for teacher education. *Journal of Teacher Education*, 70(1), 51-64.
13. Bristol, T. J. & *Martin-Fernandez, J. (2019). The added value of Latinx and Black Teachers for Latinx and Black students: Implications for policy. *Policy Insights from Behavioral and Brain Science*, 6(2), 147-153.
14. Bristol, T. J. & Mentor, M. (2018). Policing and teaching: The positioning of Black male teachers as agents in the universal carceral apparatus. *The Urban Review*, 50(2), 1-17.
15. Bristol, T. J. (2018). To be alone or in a group: An exploration into how the school-based experiences differ for Black male teachers across one urban school district. *Urban Education*, 53(3), 1-21.

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16. Goings, R. B., **Bristol, T. J.**, & Walker, L. (2018). From refugee to teacher: The transition experiences of one Black male immigrant nontraditional health education major at an HBCU. *Journal for Multicultural Education*, 12 (2), 126-143.
17. Waite, S, Mentor, M., & **Bristol, T. J.** (2018). Growing our own: Reflections on developing a pipeline for male educators of color. *Journal of the Center for Policy Analysis and Research*, 1(1), 148-166.
18. Bristol, T.J. (2017). Why teachers and students stay home: A mixed-method analysis of teacher and student absenteeism across nine schools in Guyana. *International Journal of Comparative Education and Development*, 19(4), 134-149.
19. Snyder, J., & **Bristol, T. J.** (2015). Professional accountability for improving life, college, and career readiness. *Education Policy Analysis Archives*, 23(6), 1 – 30.
20. Bristol, T.J. (2015). Teaching Boys: Towards a theory of gender relevant pedagogy. *Gender and Education*, 27(1), 53-68.

SPECIAL ISSUES:

21. Gist, C. D. & **Bristol, T. J.** (2021). Learning from the voices of Black, Indigenous and People of Color Educators: Charting new directions for research, policy, and practice. *Phi Delta Kappan*, 103 (2), 4 – 7.
22. Woodson, A. N. & **Bristol, T. J.** (2020). Male teachers of color: Charting a new landscape for educational research. *Race Ethnicity and Education*, 23(3), 281-287.

BOOK CHAPTERS:

23. Bristol, T. J. & *Manchanda, S. (forthcoming). A historical examination of teacher certification exams. In M. T. Winn & L. T. Winn (Eds.), *The Encyclopedia of Social Justice in Education*. Bloomsbury
24. Bristol, T. J. & *Manchanda, S. (forthcoming). An examination of U.S. Black teachers' school-based experiences and impact: Policy implications for the international community. In S. Steinsdorff & M. Rüdiger (Eds.) *Teacher Education in a Global Community*.
25. Bristol, T. J. & *Ballard, A. (2022). Teaching in an age of state sanctioned lynching: Employing culturally sustaining pedagogy to respond to persistent social inequity. In D. Hucks, Y. Sealy-Ruiz, V. Showunmi (Eds.), *Purposeful teaching and learning in diverse contexts: Implications for equity, access, and achievement*. Charlotte: Information Age Publishing.
26. Bristol, T. J. & *Jones, M. E. (2022). Ethnoracially diverse teachers in Europe: A research brief. In C.D. Gist & T.J. Bristol (Eds.), *Handbook of Research on Teachers of Color and Indigenous Teachers*. American Educational Research Association.
27. Gist, C. D. & **Bristol, T. J.** (2022). Introduction. In C.D. Gist & T.J. Bristol (Eds.), *Handbook of Research on Teachers of Color and Indigenous Teachers*. American Educational Research Association.
28. Bristol, T. J. (2014). Not strangers: How social distance influences Black male teachers' perceptions of their male students of color. In Y. Sealy-Ruiz, C. Lewis, & I. Toldson (Eds.), *Teacher education and the black community*. Charlotte: Information Age Publishing.

NON-REFEREED PUBLICATIONS:

29. Gist, C. D. & **Bristol, T. J.** (2022). The keys to diversifying America's teaching corps. *The Washington Post*
30. Bristol, T. J., Gupton, S., Han-Harris, S. H., & Lillis, S. (2022). How to increase the diversity of California's educator workforce. *The California Department of Education*.
31. Bristol, T. J. (2022). How to diversify California's educator workforce. *EdSource*.
32. Bristol, T. J. (2021). 4 ways to get more Black and Latino teachers in K-12 public schools. *The Conversation*.
33. Bristol, T. J., Shirrell, M., & Britton, T. A. (2021). How does student-teacher matching affect suspensions for students of color? *Brookings Institute Brown Center Chalkboard*.
34. Gist, C. D. & **Bristol, T. J.** (2021). Learning from the voices of Black, Indigenous and People of Color Educators: Charting new directions for research, policy, and practice. *Phi Delta Kappan*, 103 (2), 4 – 7.
35. Gist, C. D., **Bristol, T. J.**, Bianco, M., & Goings, R. B. (2021). Finding strategies to bring Teachers of Color and Indigenous Teachers into the profession. *Phi Delta Kappan*, 103 (2), 8-11.
36. Gist, C. D., **Bristol, T. J.**, Mensah, M. F., & Philip, T. M. (2021). Committing to racial justice and equity for Teachers of Color and Indigenous Teachers. *Phi Delta Kappan*, 103 (2), 14-17.
37. Gist, C. D., **Bristol, T. J.**, Fenwick, L. T., & Akua, C. (2021). What roles do MSIs play in preparing Teachers of Color and Indigenous Teachers? *Phi Delta Kappan*, 103 (2), 20- 24.
38. Gist, C. D., **Bristol, T. J.**, Rios, F., & Cueto, D. (2021). Recruitment, hiring, and early-career induction support for Teachers of Color and Indigenous Teachers. *Phi Delta Kappan*, 103 (2), 27- 29.
39. Gist, C. D., **Bristol, T. J.**, Flores, B. B., Herrera, S., & Claeys, L. (2021). Effective mentoring practices for Teachers of Color and Indigenous Teachers. *Phi Delta Kappan*, 103 (2), 32-35.
40. Gist, C. D., **Bristol, T. J.**, & Kohli, R. (2021). Effective supports for Teachers of Color and Indigenous Teachers. *Phi Delta Kappan*, 103 (2), 38-41.
41. Gist, C. D., **Bristol, T. J.**, Wozolek, B., Irizarry, J., Brockenbrough, E. (2021). The power of intersectional interventions for Teachers of Color and Indigenous Teachers. *Phi Delta Kappan*, 103 (2), 44-47.
42. Gist, C. D., **Bristol, T. J.**, Easton-Brooks, D. (2021). The positive effect of Teachers of Color and Indigenous Teachers. *Phi Delta Kappan*, 103 (2), 50-53.
43. Gist, C. D., **Bristol, T. J.**, & Carter Andrews, D. J. (2021). Valuing the practices of Teachers of Color and Indigenous Teachers. *Phi Delta Kappan*, 103 (2), 56-59.
44. Gist, C. D., **Bristol, T. J.**, Carver-Thomas, D., Hylar, M., Darling-Hammond, L. (2021). Motivating Teachers of Color and Indigenous Teachers to stay in the field. *Phi Delta Kappan*, 103 (2), 61-65.
45. Gist, C. D., **Bristol, T. J.**, Brown, A. L., & Brown, K. D. (2021). Centering race and racism in educator diversity policies. *Phi Delta Kappan*, 103 (2), 68-71.

46. Bristol, T. J. (2019). The added value of Latino and Black teachers for Latino and Black students: Implications for the reauthorization of the higher education act. *Brookings Institute Brown Center Chalkboard*.
47. Bristol, T. J. & *Gordon, C. D. (2019). Desk review to support the development of the Guyana education sector plan 2019-2030. United Nations Children's Fund (UNICEF).
48. *Esboldt, J. & **Bristol, T. J.** (2018, November 8). [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*.
49. Stosich, E. L. & **Bristol, T. J.** (2018). Moving from teacher quality to advancing a new perspective on teaching quality: A critical synthesis. Stanford Center for Opportunity Policy in Education.
50. Bristol, T. J. (2017, February 21). Supporting novice teachers to develop culturally sustaining performance based assessments. *Education Week Teacher*.
51. Bristol, T. J. (2016, May 15). The troubling shortage of Latino and Black teachers – and what to do about it. *The Washington Post*.
52. Paris, D. & **Bristol, T. J.** (2016, May 14). Culturally sustaining pedagogy increases student engagement. *Education Week Teacher*.
53. Bristol, T. J. (2015). Male teachers of color take a lesson from each other. *Phi Delta Kappan*, 92 (2), 36-41.
54. Bristol, T. J. (2015). Professional development for male teachers of color. *ASCD Express*, 10, 13.
55. Bristol, T. J. & White, T. (2015, September 22). Three-part series on how school districts, teacher education programs, and alternative certification programs are responding to the call to increase the racial/ethnic diversity of America's teaching force. *Education Week Teacher*.
56. Bristol, T. J. & Goldenberg, C. (2015). Teachable moments and academic rigor: A mini-unit. *Edutopia*.
57. Bristol, T. J. (2015, April 28). Black male teachers: There aren't enough of them. *The Washington Post*.
58. Ladson-Billings, G., **Bristol, T. J.**, White, T. (2015, January 6). Response: The teachers of color disappearance crisis. *Education Week Teacher*.
59. Bristol, T. J. (2014). Race and violence should be a school-wide subject. *Edutopia*.
60. Marinell, W. H., Coca, V.M., Arum, R., Goldstein, J., Kemple, J., Pallas, A., **Bristol, T. J.**, Buckley, C., Scallon, A., & Tanner, B. (2013). Who stays and who leaves? Findings from a three-part study of teacher turnover in NYC middle schools. The Research Alliance for New York City Schools.

MANUSCRIPTS IN REVIEW:

61. Shirrell, M., **Bristol, T. J.**, & Britton, T. A. (revise and resubmit). The effects of student-teacher ethnoracial matching on exclusionary discipline for Asian American, Black, and Latinx Students: Evidence from New York City.
62. Bristol, T. J. & *Jones, M., Noonan, J. (revise and resubmit). Diversity mixed messages: Misalignment between stated policies and enacted practices aimed at hiring teachers of color.

63. *Manchanda, S., **Bristol, T. J.**, & Moss, C. (under review). Taking a step back: Pre-Teacher Education Factors that promote Black male teachers' entry into the teaching profession

MANUSCRIPTS IN PREPARATION:

1. Bristol, T. J., Mustafaa, F., *Torres, R. Preparedness to teach: Certification type, race, and gender.
2. Yuan, T. & **Bristol, T. J.** Cultivating new voices: Learning from the experiences of novice Asian American male teachers in one urban school district.

GRANTS: (Total: \$2, 877, 125)

Planning Grant for a University-based Research Center William and Flora Hewlett Foundation: \$63, 308 Principal Investigator: Travis J. Bristol	2022 - 2023
Oakland Unified Teacher Residency Study Crankstart: \$500,000 Principal Investigators: Sarah Glasband and Travis J. Bristol	2023 - 2024
Oakland Unified School District Uncredentialed Teacher Study William and Flora Hewlett Foundation: \$15,000 Principal Investigators: Moonhawk Kim and Travis J. Bristol	2021-2022
A Community of Practice for California Teacher Residency Programs Chan Zuckerberg Initiative: \$250,000 Principal Investigator: The California Lab and Travis J. Bristol	2021 - 2022
Preparing Veteran Teachers to Differentiate Learning for Novice Male Teachers of Color National Academy of Education/Spencer Foundation: \$70,000 Principal Investigator: Travis J. Bristol	2020 - 2022
Handbook of Research on Teachers of Color The Ewing Marion Kauffman Foundation: \$60,000 Principal Investigator: Conra Gist and Travis J. Bristol	2020 - 2022
An Exploration of a Professional Learning Community for Novice Male Teachers of Color Institute for Research on Labor and Employment: \$20,000 Principal Investigator: Travis J. Bristol	2020-2021
A Community of Practice for Education Leaders of Color Charles and Lynn Schusterman Family Foundation: \$367,800 Principal Investigator: Travis J. Bristol	2019 - 2021
Long-Run Impacts of Student-Teacher Ethnoracial Match in New York City Chan Zuckerberg Initiative: \$262,633 Principal Investigator: Travis J. Bristol, Matthew Shirrell, and Tolani Britton	2019 - 2021
Long-Run Impacts of Student-Teacher Ethnoracial Match in New York City Walton Family Foundation: \$262,634 Principal Investigator: Travis J. Bristol, Matthew Shirrell, and Tolani Britton	2019 - 2021

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Compton Unified School District Male Teachers of Color Support and Retention Study FEDCO Charitable Foundation: \$248,571 Principal Investigator: John Reveles and Travis J. Bristol	2019 - 2021
Handbook of Research on Teachers of Color Bill and Melinda Gates Foundation: \$202,500 Principal Investigator: Conra D. Gist and Travis J. Bristol	2019 - 2020
Developing Male Teachers of Color Ford Foundation: \$45,000 Principal Investigator: Travis J. Bristol	2019 - 2020
Development of the Guyana Education Sector Plan United Nations International Children's Emergency Fund (UNICEF): \$10,000 Principal Investigator: Travis J. Bristol	2018 - 2019
Early Career Learning Labs National Education Association: \$10,000 Principal Investigator: Travis J. Bristol	2018 - 2019
Student-Teacher Ethnoracial Match and Student Outcomes in Large Urban School Districts: Evidence from NYC William T. Grant Foundation: \$48,959 Principal Investigator: Matthew Shirrell and Travis J. Bristol	2018 - 2019
NYC Men Teach New York City Department of Education: \$255,000 Principal Investigator: Travis J. Bristol	2016 - 2019
Framing, Examining, and Charting the Landscape of Research on Teachers of Color Research Conference American Educational Research Association: \$35,000 Principal Investigator: Conra D. Gist and Travis J. Bristol	2018
Waltham Public Schools Teacher Diversity Study Nellie Mae Education Foundation: \$20,000 Principal Investigator: Travis J. Bristol	2017 - 2018
Relay Graduate School of Education Male Pre-service Teachers of Color Study Bill and Melinda Gates Foundation: \$30,000 Principal Investigator: Travis J. Bristol	2017 - 2018
Los Angeles Unified School District Male Teachers of Color Support Planning Grant California Community Foundation: \$5,000 Principal Investigator: Travis J. Bristol	2017 - 2018
Peter Paul Career Development Professorship at Boston University Trustees of Boston University: \$40,000 Principal Investigator: Travis J. Bristol	2017 - 2018

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Teacher and Leader International Survey (TALIS) Initial Teacher Preparation Study
Marion and Jasper Whiting Foundation: \$5,720
Researcher in Residence, Organization for Economic Co-operation and Development
Principal Investigator: Travis J. Bristol Summer 2017

Crafting Teacher Diversity Research Agenda
The Charles and Lynn Schusterman Family Foundation: \$2,500
Principal Investigator: Travis J. Bristol Spring 2017

Aspiring Teachers of Color: Teacher Preparation and Retention
Woodrow Wilson National Fellowship Foundation: \$20,000
Principal Investigator: Travis J. Bristol, Terrenda White, and Tolani Britton 2014 - 2015

Black Men of the Classroom
National Academy of Education/Spencer Foundation: \$25,000
Principal Investigator: Travis J. Bristol 2013 - 2014

Black Men of the Classroom
Albert Shanker Institute: \$2,500
Principal Investigator: Travis J. Bristol 2013 - 2014

PROFESSIONAL SERVICE:

(selected)

Editorial Board, *Urban Education*; *American Educational Research Journal*

Reviewer, Spencer Foundation; *Urban Education*; *Educational Researcher*; *Journal of Teacher Education*; *American Journal of Education*; *Education Policy Analysis Archives*; *Journal of African American Males in Education*; *AERA Open*; *Equity and Excellence in Education*; AERA Division-K annual conference submissions.

Chair, National Board for Professional Teaching Standards (Board of Directors); California Department of Education Educator Diversity Advisory Group

Board of Directors, Teach Plus; National Center for Teacher Residencies; Albert Shanker Institute

Discussant, American Educational Research Association Annual Conference

CONSULTANT:

(selected)

UNICEF; The World Bank; Council for Chief State School Officers; California State University; The New Teacher Project; California Teacher Residency Lab; New York City Department of Education; Boston Public Schools; Colonial School District (DE); Woodrow Wilson National Fellowship Foundation; Rowan University; Relay Graduate School of Education; SYPartners; Airbnb; XQ Super School Project

**PEER REVIEWED
CONFERENCES:**
(selected)

1. Bristol, T. J. & Cheung, R. (2022). How district leaders of color apply learning from an affinity group to design equitable schools. Paper presented in a symposium at the **2022 American Educational Research Association Annual Meeting**, San Diego, CA.
2. Bristol, T. J. & Cheung, R. (2022). Designing at the margins: How senior school district leaders of color learn to enact equitable policies and practices. Paper presented in a symposium at the **2022 American Educational Research Association Annual Meeting**, San Diego, CA.
3. Bristol, T. J. (2022). Becoming a critical educative mentor: Preparing veteran teachers to support novice male teachers of color. Paper presented in a symposium at the **2022 American Educational Research Association Annual Meeting**, San Diego, CA.
4. Bristol, T. J., Johnson, P., & Manchanda, S. K. (2021). Culturally responsive professional development: One teachers union's professional learning community for Black male teachers. Paper presented in a symposium at the **2021 American Educational Research Association Virtual Annual Meeting**.
5. Shirrell, M. & Bristol, T. J. (2020). The effects of student-teacher ethnoracial matching on exclusionary student discipline: Evidence from New York City. Paper presented in a symposium at the **2020 American Educational Research Association Annual Meeting**, San Francisco, CA. (Conference canceled)
6. Noonan, J., Bristol, T. J., & Jones, M. (2019). "Taking care of your own": Parochialism, pride of place, and the drive to diversify teaching. Paper presented at the **2019 American Educational Research Association Annual Meeting**, Toronto, ON.
7. Waite, S., Bristol, T. J., Mentor, M., Yuan, T., Haynes, R. (2019). Differentiating professional development to grow the capacity of novice male teachers of color: A qualitative methods exploration. Paper presented at the **2019 American Educational Research Association Annual Meeting**, Toronto, ON.
8. Bristol, T. J. & Mentor, M. (2018). Policing and teaching: How Black male teachers embrace and resist the encapsulated role of behavior manager. Paper presented at the **2018 American Educational Research Association Annual Meeting**, New York, NY.
9. Bristol, T.J. & Shirrell, M. (2017). Who is Here to Help Me?: The Work-Related Social Networks of Teachers of Color. Paper presented at the **2017 American Educational Research Association Annual Meeting**, San Antonio, TX.
10. Bristol, T.J. & Jaquith, A. (2016). Improving Schools through School-based Professional Development Aligned with the National Boards Certification Process. Paper presented at the **2016 American Educational Research Association Annual Meeting**, Washington, D.C.

11. White, T.C., Britton, T.A., **Bristol, T.J.**, Vilson, J.L. (2016). Education for Diverse Democracy Requires Democracy for Diverse Educators: Critical Insights from National Teaching Fellows. Paper presented in a symposium at the **2016 American Educational Research Association Annual Meeting**, Washington, D.C.
12. Stosich, E., Darling-Hammond, L., Snyder, J., **Bristol, T.J.**, Bae, S. (2016). Designing Systems of Support and Accountability for Meaningful Learning: Early Lessons from State Efforts. Paper presented in a symposium at the **2016 American Educational Research Association Annual Meeting**, Washington, D.C.
13. Bristol, T.J. (2016). Differentiating Professional Development for Male Teachers of Color. Paper presented at the **2016 American Association of Colleges for Teacher Education Annual Meeting**, Las Vegas, NV.
14. Bristol, T.J. (2016). A Tale of Two Types of Schools: An Exploration of How the School Working Conditions Influence Black Male Teacher Turnover. Paper presented in a symposium at the **2016 Sociology of Education Annual Meeting**, Pacific Grove, CA.
15. Bristol, T.J. (2015). Black Men of the Classroom: How School Organizational Conditions Influence Black Male Teachers' Experiences with Performance Pressure. Paper presented in a symposium at the **2015 Academy of Management Conference**, Vancouver, B.C.
16. Bristol, T.J., Benoit, G., & Sahle, S. (2014). Boston Teacher Residency Male Educators of Color Network: A Model for Urban School Districts. Paper presented at the **2014 American Educational Research Association Annual Meeting**, Philadelphia, PA.
17. Bristol, T.J. (2013). Organizational Purgatory: An Exploration into How the Within School Experiences of Black Male Teachers Differ Across One Urban School District. Paper presented at the **2013 American Educational Research Association Annual Meeting**, San Francisco, CA.
18. Bristol, T. J. (2012). Teaching Boys: Towards a Theory of Gender Relevant Pedagogy. Paper presented at the **2012 American Educational Research Association Annual Meeting**, Vancouver, B.C.
19. Bristol, T. J. (2012). The Role of Organizational Factors in the Retention and Attrition of Male Teachers of Color. Paper presented at the **2012 American Educational Research Association Annual Meeting**, Vancouver, B.C.
20. Bristol, T. J. (2011). Plantation, Prison, Pedagogy: An Exploration Into How Male Teachers Organize Their Classrooms to Resist the Correctional Environments In Which They Teach and Their Students Learn. **Paper presented at the 2011 American Anthropological Association**, Montreal, Q.C.
21. Bristol, T. J. (2011). Bigger Carrots & Bigger Sticks: A Mixed Method Analysis of Teacher and Student Absenteeism Across Nine Schools in Guyana. **Paper presented at the 2011 American Educational Research Association Annual Meeting**, New Orleans, LA.
22. Hatch, T., Grossman, P., **Bristol, T. J.**, Venson, E. (2008). From Practice to Practice: What Novice Teachers and Teacher Educators Can Learn From One Another. **Paper**

presented at the **2008 Annual Meeting of the American Educational Research Association**, New York, NY.

INVITED INTERNATIONAL PRESENTATIONS:

1. Bristol, T. J. (2022). The Impact of an Ethnoracially Diverse Workforce in England, the Netherlands, Germany, and Sweden. **Srinakharinwirot University**, Bangkok, Thailand.
2. Bristol, T. J. (2022). Profesores Afrodescendientes en LatinoAmerica. **Universidad del Rosario**, Bogota, Colombia.
3. Bristol, T. J. & Britton, T. A. (2022). K – 16 Education Policy: A Perspective from the United States. **Strathmore University**, Nairobi, Kenya.
4. Bristol, T. J. & Britton, T. A. (2022). Teacher Ethnoracial Diversity on both Sides of the Pond. **University College of London**, London, England.
5. Bristol, T. J. (2020). Teaching Senior School District Leaders of Color to Design Equitable Policies and Practices. Seventh Strength through Diversity Policy Forum at the **Organization for Economic Co-operation and Development**, Paris, France.
6. Bristol, T.J. (2017). Organizing for Educator Diversity: Promising Policies and Practices from the United States. Second Strength through Diversity Policy Forum at the **Organization for Economic Co-operation and Development**, Paris, France.
7. Bristol, T.J. (2012). Teaching Boys: Towards a Theory of Gender Relevant Pedagogy. **National Center for Research Education Development**, Georgetown, Guyana.

INVITED NATIONAL PRESENTATIONS:

(selected)

1. Bristol, T. J. (2022). Transforming Public School Systems to Develop Teachers and Leaders: The Next Phase of U.S. Education Reform. Keynote Address for the **University of Connecticut 2022 Philip E. Austin Lecture**, Storrs, CT.
2. Bristol, T. J. (2022). A Professional Learning Community for Teacher Educators. Keynote Address at the **California Teacher Residency Lab Symposium**, Sacramento, CA.
3. Bristol, T. J. (2022). Governors Education Symposium. **Hunt Institute**, Park City, UT.
4. Bristol, T. J. (2022). Learning how to Love and to Teach Other People's Children. Keynote Address at the **Region Nine Head Start Association Family Engagement and Cultural Effectiveness Conference**, Kona, HI.
5. Bristol, T. J. (2022). Who will teach? Who will lead our schools? **National Academy of Education Annual Meeting**, Washington, DC.

6. Bristol, T. J. (2022). Recommendations for Diversifying California's Workforce. **California Department of Education** (virtual presentation).
7. Bristol, T. J. (2022). Cross-Cutting Issues in Mental Health & Wellness Equity: Implications for Male Teachers of Color. Invited Presidential Session at the **2022 American Educational Research Association Annual Virtual Meeting**. San Diego, CA.
8. Bristol, T. J. (2021). Strategic Recruitment and Retention in Urban Contexts. Virtual Keynote Address at the **U.S. Department of Education 2021 Effective Educator Development Annual Summit**.
9. Bristol, T. J., El-Mekki, S., Cockrell, D., & Williams, J. (2021). #BlackMenTeach: Amplifying ways to recruit and retain Black male teachers. **The White House Initiative on Educational Excellence for African Americans**.
10. Bristol, T. J., (2021). Moving beyond Recruitment: Supporting and Retaining Teachers of Color. Virtual Keynote Address at the **University of California, Los Angeles School of Education and Information Studies Office of Justice, Equity, Diversity and Inclusion's Lecture Series**.
11. Bristol, T. J., (2021). Developing and Retaining Teachers of Color. Virtual Keynote Address at the **University of Southern California's Scholar of Color Lecture Series**.
12. Kraft, M., Bartlett, L., **Bristol, T. J.** (2021). Being a teacher: The experience of the last year. Panel presentation at the Teaching and the Teacher Workforce Amid the Struggles of COVID-19 and for Racial Justice. **National Academies of Sciences, Engineering, and Medicine Virtual Conference**.
13. Davis, J.E., **Bristol, T. J.**, Carey, R. L., & Wright, B. L. (2021). Boys and Men of Color: New Possibilities for Engaged and Collaborative Education Research and Practice. Invited Presidential Session at the **2021 American Educational Research Association Annual Virtual Meeting**.
14. Hill, H. C., Grossman, P. L., Remillard, J., **Bristol, T. J.**, Cohen, J. J., Guillen, L., Kang, H., van Es, E., & Stroupe, D. (2021). Designing for impact: Design choices in teacher education research. Invited Division K Symposium at the **2021 American Educational Research Association Annual Virtual Meeting**.
15. Bristol, T.J. (2021). A Broken Pipeline. Keynote Address at the **Harvard Data Strategic Project Virtual Convening**.
16. Bristol, T. J. (2021). Our Urgency of Now: Diversifying California's Teacher Workforce. Keynote Address at the **California Department of Education Virtual Equity Thought Leader Series**.
17. Bristol, T. J. (2021). Developing and Retaining Teachers of Color. Virtual Keynote Address at the **Brandeis University Education Program Speaker Series**.
18. Bristol, T. J. (2021). Designing Schools to Support Black Boys and Black Male Teachers. Virtual Keynote Address at the **Situating Teachers of Color Voice Virtual Conference at Kansas State University**.

19. Bristol, T. J. (2021). How to Organize Race and Gender Policies with Educational Institutions. Virtual Keynote Address at the **Sonoma State Social Justice Week**.
20. Bristol, T. J., King, J. B., & Rodrigues, K. (2020). Covid-19 and Racial Equality: A National Reckoning in Public Education. Panel discussion at **the National Association of Black Journalists and National Association of Hispanic Journalists 2020 Virtual Convention**.
21. Gist, C. & **Bristol, T. J.** (2020). An Intersectional Examination of the Research Base on Teachers of Color and Indigenous Teachers: What Works, Under What Conditions, and For Whom? Invited Presidential Session at the **2020 American Educational Research Association Annual Meeting**, San Francisco, CA. (Conference canceled)
22. Bristol, T.J. (2019). Recruiting and Supporting Teachers of Color: Starting with Ourselves. Keynote Address at the **Association of Teacher Education**, Burlington, VT.
23. Bristol, T.J. (2019). Reimagining Teacher Education to Support Teachers of Color. Keynote Address at **Brooklyn College**, Brooklyn, NY.
24. Bristol, T.J. (2019). The Research Base on Teacher Diversity. Keynote Address at the **Council for Chief State School Officers Network for Transforming Educator Preparation**, Omaha, NE.
25. Bristol, T.J. (2019). Recruiting and Supporting Teachers of Color: Starting with Ourselves. Keynote Address at the **National Center for Teacher Residencies**, Chicago, IL.
26. Bristol, T.J. (2019). Ensuring our Classrooms are Representative of Our Communities. Keynote Address at **5th Annual Trellis Unconference**, San Francisco, CA.
27. Bristol, T.J. (2019). Policy Levers for Supporting Teachers of Color. **Obama Foundation: My Brother's Keeper Rising**, Oakland, CA.
28. Bristol, T. J. (2018). Policing and Teaching: Making Teacher Ethnoracial Diversity Matter: The Role of the Legal Community. Keynote Address at **Charles Hamilton Houston Institute for Race & Justice at Harvard Law School**, Cambridge, MA.
29. Bristol, T. J. (2018). Supporting and Retaining an Ethno-racially Diverse Educator Workforce: At the Intersection of Research, Policy, and Practice. Keynote Address at the **University of Pennsylvania Graduate School of Education**, Philadelphia, PA.
30. Bristol, T. J. (2018). Policy Levers for Increasing the Ethnoracial Diversity of Teachers in Urban Public Schools. Keynote Address at **Brown University**, Providence, RI.
31. Bristol, T. J. (2017). More than Recruitment: Supporting and Retaining Teachers of Color. Keynote Address at **Yale University**, New Haven, CT.
32. Bristol, T.J. (2017). Research that Informs Practice and Policy Solutions for Increasing, Supporting, and Retaining Teachers of Color. **Harvard Graduate School of Education**, Cambridge MA.

33. Bristol, T.J. (2017). The Role of White Allies for Teachers of Color. Keynote Address at the **National Board Resource Center at Stanford University**, Stanford, CA.
34. Bristol, T.J. (2017). The Urgency of Teacher Racial/Ethnic Diversity. Keynote Address at **Wheaton College**, Norton, MA.
35. Bristol, T.J. (2017). People and Relationships: Engaging Families and Students in Developing Innovative Programs. Keynote Address at the **Georgia Innovation Summit**, Athens, GA.
36. Bristol, T.J. (2016). Research on the Effects of a Non-Diverse Teaching Force Coupled with Recommendations for Research, Practice, and Policy. Keynote Address at the **U.S. Department of Education National Teacher Diversity Summit**, Washington D.C.
37. Bristol, T.J. (2016). A Call to Increase the Racial & Ethnic Diversity of Tennessee's Teaching Force: The Intersection of Research, Policy, & Practice. Keynote Address **State Collaborative on Reforming Education**, Nashville, TN.
38. Bristol, T.J. (2016). Policy and Practice Recommendations for Recruiting, Supporting, and Retaining Teachers of Color. Keynote Address at **Montclair State University**, Montclair, NJ.
39. Bristol, T.J. (2015). Black Men of the Classroom: How the Organizational Conditions in Schools Affect Black Male Teachers' Experiences and Retention. Keynote Address at the **Race and Social Justice in Education Symposia at the University of Michigan**, Ann Arbor, MI.

TEACHING:

Fall 2019, Spring 2021, Fall 2021, Fall 2022: What is the Role of Race in Urban Schools? (EDUC 181), University of California, Berkeley.

Fall 2021, Fall 2022: Organizational Policy and Teachers' Work (EDUC 262F), University of California, Berkeley.

Spring 2021: Shaping Education Policy: An Introductory Course for Aspiring Teachers, Researchers, and Policymakers, (EDUC 225) University of California, Berkeley.

Summer 2019: Urban School Leadership and Management. (EDUC 262A), University of California, Berkeley.

Spring 2019: Teaching, Learning, and Equity. (EDUC 231), University of California, Berkeley.

Fall 2018: Race, Identity, and Culture in Urban Schools. (EDUC 181), University of California, Berkeley.

Spring 2017, 2018: Analyzing Foundations of Teaching. (ED 503), Boston University School of Education.

Fall 2016, 2017: Analyzing Foundations of Teaching. (ED 502), Boston University School of Education.

MEDIA MENTIONS:
(selected)

“The ‘Great Resignation’ hits school boards. Only 38% of members want to run for reelection,” **USA Today**, November 4, 2022

<https://www.usatoday.com/story/news/nation/2022/11/04/great-resignation-school-boards-research/10618795002/>

“New guide pairs research and policy on recruiting, retaining teachers of color,” **Education Week**, October 31, 2022 <https://www.edweek.org/leadership/new-guide-pairs-research-and-policy-on-recruiting-retaining-teachers-of-color/2022/10>

“Want to reduce suspension for students of color? Look to teachers of color,” **Education Week**, March 2, 2022 <https://www.edweek.org/leadership/want-to-reduce-suspensions-for-students-of-color-look-to-teachers-of-color/2022/03>

“What ‘Abbott Elementary’ gets right about Black teachers,” **Education Week**, February 22, 2022 <https://www.edweek.org/teaching-learning/opinion-what-abbott-elementary-gets-right-about-black-teachers/2022/02>

“Teachers are losing hope that this can be a catch-up year,” **Education Week**, February 8, 2022 <https://www.edweek.org/leadership/teachers-are-losing-hope-that-this-can-be-a-catch-up-year/2022/02>

“4 changes schools can make to recruit teachers of color,” **Education Week**, December 7, 2021 <https://www.edweek.org/leadership/4-changes-schools-can-make-to-recruit-teachers-of-color-and-keep-them-around/2021/12>

“Study: Suspensions of students of color go down when teachers of color are in charge,” **Diverse Issues in Higher Education**, November 5, 2021 <https://www.diverseeducation.com/students/article/15281068/study-suspensions-of-students-of-color-go-down-when-teachers-of-color-are-in-charge>

“How R.I. educators of color created a space and found support during the COVID-19 pandemic,” **Boston Globe**, September 10, 2021 <https://www.bostonglobe.com/2021/09/10/metro/how-ri-educators-color-created-space-found-support-during-covid-19-pandemic/>

“Virus, technology, unrest make stressful year for teachers,” **ABC News**, May 3, 2021 <https://abcnews.go.com/US/wireStory/virus-technology-unrest-make-stressful-year-teachers-77450115>

“Most states fail to measure teachers’ knowledge of the ‘science of reading,’ report says,” **Education Week**, March 23, 2021 <https://www.edweek.org/teaching-learning/most-states-fail-to-measure-teachers-knowledge-of-the-science-of-reading-report-says/2021/03>

“Strategies for retaining teachers of color and making schools more equitable,” **KQED**, February 8, 2021 <https://www.kqed.org/mindshift/57280/strategies-for-retaining-teachers-of-color-and-making-schools-more-equitable>

“Teachers in High-Poverty Schools Penalized Unfairly on Observations, Study Says,” **Education Week**, December 14, 2020 <https://www.edweek.org/teaching-learning/teachers-in-high-poverty-schools-penalized-unfairly-on-observations-study-says/2020/12>

“The public school funding divide,” **Axios**, November 14, 2020 <https://www.axios.com/hard-truths-deep-dive-education-funding-987870a5-e62f-4e00-8433-8bd8c2991af1.html>

“How COVID-19 is hurting teacher diversity,” **Education Week**, September 14, 2020 <https://www.edweek.org/ew/articles/2020/09/14/how-covid-19-is-hurting-teacher-diversity.html>

“Effective anti-racist education requires more diverse teachers, more training,” **National Public Radio**, July 8, 2020 <https://www.npr.org/sections/live-updates-protests-for-racial-justice/2020/07/08/889112818/what-it-would-take-to-get-an-effective-anti-racist-education>

“Stop giving inexperienced teachers all the lower-level math classes, reformers argue,” **Education Week**, May 5, 2020 <https://www.edweek.org/ew/articles/2020/05/06/stop-giving-inexperienced-teachers-all-the-lower-level.html>

“Compton school looking at new ways to help African-American students,” **ABC7**, February 22, 2020 <https://abc7.com/compton-schools-dominguez-high-school-black-students-african-american-student-achievement/5957966/>

“Professor pushes for diversity in teacher workforce,” **Berkeley News**, February 19, 2020 <https://news.berkeley.edu/2020/02/19/professor-pushes-for-retention-of-men-of-color-in-teaching/>

“Teacher bonuses and classroom prep: Inside Newsom’s \$900 million plan for California Schools,” **The Sacramento Bee**, February 3, 2020 <https://www.sacbee.com/news/politics-government/capitol-alert/article239505543.html>

“I Feel That I’m Needed’: An Effort to Keep Male Teachers of Color in the Classroom,” **KQED**, December 22, 2019 <https://www.kqed.org/news/11791913/how-to-keep-male-teachers-of-color-in-the-classroom>

“6 of the 10 leading Democratic Candidates say they will Boost Teacher Diversity. Here’s how,” **Chalkbeat**, August 29, 2019 <https://www.chalkbeat.org/posts/us/2019/08/29/6-of-the-10-leading-democratic-candidates-say-they-will-boost-teacher-diversity-heres-how/>

“Teaching Force in Mass. Public Schools Still Overwhelmingly White,” **Boston Public Radio**, April 9, 2018 <http://www.wbur.org/edify/2018/04/09/overwhelmingly-white-teaching-force-massachusetts>

“Teaching’s Diversity Problem,” **Bostonia**, March 1, 2018 <https://www.bu.edu/bostonia/winter-spring18/teacher-recruitment-and-diversity/>

“Program Aims to Increase Diversity of Portland Teachers,” **Maine Public Radio**, August 1, 2017 <http://mainepublic.org/post/program-aims-increase-diversity-portland-teachers#stream/0>

“Alabama Schools Struggle with Teacher Diversity,” **Al.com**, July 13, 2017 http://www.al.com/news/index.ssf/2017/07/why_its_important_to_have_a_di.html

“Experts Discuss how to Find – and Keep – Teachers of Color,” **neaToday**, June 2, 2017 <http://neatoday.org/2017/06/02/experts-discuss-teacher-diversity/#>

“Boston Program Supports Male Educators of Color,” **Education Week**, April 25, 2017 <http://www.edweek.org/ew/articles/2017/04/26/boston-program-supports-male-educators-of-color.html>

“Massachusetts Should Diversify Teaching Force and Here’s How,” **The Boston Globe**, February 22, 2017 <https://www.bostonglobe.com/opinion/editorials/2017/02/22/mass-should-diversify-teaching-force-and-here-how/BvZWKQ8Cn2BKhisWztYZVL/story.html>

“Black Male Educators Renew Focus on Recruitment, Retention,” **The Philadelphia Tribune**, October 18, 2016 http://www.phillytrib.com/news/black-male-educators-renew-focus-on-recruitment-retention/article_14a6b572-cc90-5e09-a0f9-03f52dfa718a.html

“There is a Shortage of Male Teacher of Color. NYC is Working to Fix That,” **Huffington Post**, July 25, 2016 http://www.huffingtonpost.com/entry/nyc-men-teach_us_578e7e40e4b07c722ebc8a22

“Tennessee Education Collaborative Shows Need for Diverse Teachers,” **The Tennessean**, July 18, 2016 <http://www.tennessean.com/story/news/education/2016/07/18/tennessee-education-collaborative-shows-need-diverse-teachers/87242672/>

“Black, Male Teachers: A Dwindling Demographic,” **Education Week**, February 17, 2016 <http://www.edweek.org/ew/articles/2016/02/17/black-male-teachers-a-dwindling-demographic.html?qs=travis+bristol>

“Keeping Black Men in Front of the Class,” **National Public Radio**, October 20, 2015 <http://www.npr.org/sections/ed/2015/10/20/446858885/keeping-black-men-in-front-of-the-class>

“Stanford Researchers Develop Secondary School Curriculum to Address Race and Police Violence,” **Stanford University**, June 9, 2015 <http://news.stanford.edu/thedish/2015/06/09/stanford-researchers-develop-curriculum-to-address-race-and-police-violence/>