

James Thomas Jackson, Ph.D., M.F.A., is an associate professor and coordinator of special education in the Department of Curriculum and Instruction at Howard University's School of Education. He also serves as project director of the university's Teacher Residency Program, a federally funded initiative that prepares and supports educators in urban schools. Since joining Howard in 2003, he has held roles as department chair, assistant director of teacher education and associate executive director of the Capstone Institute.

Jackson's research focuses on inclusion strategies for children with special needs, the effects of stress on students with emotional and behavioral disorders, and the influence of classroom environments on learning outcomes. He has received funding from the U.S. Department of Education, the National Science Foundation, the Spencer Foundation and the Institute for Education Sciences. His work has appeared in journals such as *Intervention in School and Clinic*, *Journal of Instructional Psychology* and the *South Carolina Journal of Teacher Education*. He has also written book chapters and reviews on culturally relevant teaching and education policy.

Before joining Howard, Jackson taught at Southern Illinois University Edwardsville, the George Washington University and St. Louis University, as well as in K-12 classrooms. He has served as a consultant for schools, universities and government agencies, including the U.S. Department of Education, the U.S. Department of Justice and the D.C. State Board of Education. He has also created and supported programs designed to mentor African American students and future educators, including Brothers in the Classroom, Minorities in Teacher Education and Project GAME.

Jackson holds a doctorate in special education and a master of fine arts degree in theater from Southern Illinois University at Carbondale. He earned a bachelor's degree in theater from South Carolina State University. His background in both education and theater informs his research and teaching, particularly his use of drama and expressive media to engage diverse learners.