

*Curriculum Vitae of*  
**LAKIA M. SCOTT**

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## **Education**

- 2014 Ph.D. University of North Carolina at Charlotte (Charlotte, NC)  
College of Education, Curriculum & Instruction  
Department of Middle, Secondary, and K-12 Education  
Emphasis: Urban Education
- 2009 M.Ed. Prairie View A&M University (Prairie View, TX)  
College of Education, Department of Curriculum & Instruction  
Major: Reading Education
- 2005 B.A. Texas Southern University (Houston, TX)  
School of Communication, Journalism Department  
Major: Journalism, Minor: Computer Science

### **Texas Licensure & Certifications**

- 2008-2020 English Language Arts & Reading (4-8) Instructor Certification  
2011 Virtual Instructor Certification Program  
2009 Distance Learning (Blackboard Learning) Instructor Certification

## **Academic/Teaching Experiences**

### **Postsecondary**

- 2014-present *Assistant Professor*, Department of Curriculum & Instruction, Baylor University  
2009-2011 *Reading & English Instructor*, College Preparatory Department

### **K-12 Education**

- 2014 *Kindergarten Teacher*, PAISD Jumpstart Summer Program, Port Arthur, TX  
2011-2012 *Elementary Reading Tutor*, Sylvan Learning Centers, Charlotte, NC  
2006-2009 *English Language Arts & Reading Instructor*, Pro-Vision Middle School, Houston, TX  
2003-2005 *Tutor*, McArthur Elementary, Houston, TX

## **Awards and Special Recognition**

- 2016 *Armstrong Browning Library Teaching Fellow*, Baylor University  
2015 *Top Faculty Paper*, Entertainment Studies Division, AEJMC  
2015 *Nominee*, Claude A. Eggertsen Dissertation Prize, History of Education Society  
2015-2016 *Faculty Research Fellow*, Institute for Oral History, Baylor University

2015            *Summer Sabbatical*, School of Education, Baylor University  
 2013-present   *Center Affiliate*, Center for Minority Serving Institutions, University of Pennsylvania  
 2012            *Best Paper in Session Award*, 2012 Orlando International Academic Conference  
 2011-2014      *Doctoral Fellow*, Urban Education Collaborative, UNC Charlotte

## Refereed Scholarship

### JOURNAL PUBLICATIONS

- Scott, L. M.**, Venegas, E. M., Crenshaw, C., & Zhu, T. (Under Review). "Bodies are not commodities": Examining the impact and influences of a social justice curriculum on anti-human trafficking awareness and advocacy.
- Scott, L. M.**, & Watson, M. (Under Revision). Educational discontent: Modern-day student protests and activism as a means for educational equity in public schools.
- Scott, L. M.**, & Venegas, E. (Under Revision). Teaching the other: Pre-service teacher perspectives on teaching in an urban classroom.
- \***Scott, L. M.**, & Venegas, E. (In Press). Linguistic hegemony today: Recommendations for eliminating language discrimination. *Journal for Multicultural Education*.
- LeCompte, K., & **Scott, L. M.** (In Press). "She played to win": Babe Didrickson Zaharias. *Social Education*.
- Moody, M., & **Scott, L. M.** (2016). Rap music literacy: Millennial audience reception to lyrics depicting independent women. *Journal of Media Literacy Education*, 7(3), 54-72.
- \*King, E.T., & **Scott, L. M.** (2014). English as a gatekeeper: A conversation of linguistic capital and American schools. *Journal for Multicultural Education*, 8(4) 226-236.
- +**Scott, L. M.**, Allen, A., & Lewis, C. W. (2014). Dispelling disparities for African American male students: A review of three charter school models. *Journal for African American Males in Education*, 5(1), 1-22.
- +Allen, A., **Scott, L. M.**, & Lewis, C. W. (2013). Racial micro-aggressions and African American and Hispanic students in urban schools: A call for culturally affirming education. *Interdisciplinary Journal of Teaching and Learning*, 3(2), 117-129.
- +**Scott, L. M.**, & Lewis, C. W. (2013). Understanding the urban dialect: Code-switching and technology integration models to enhance literacy practices for twenty-first century African American learners. *National FORUM of Multicultural Issues Journal*, 10(2) 40-48.
- +**Scott, L. M.** (2013). Continued directions for urban education: Towards a model of promise, practice, and possibility. *Urban Education Research & Policy Annuals*, 1, 5-6.
- +**Scott, L. M.** (2013). Appropriating the language in urban classes via rap parties. *Journal of Adult and Adolescent Literacy*, 56(8), 633-633.
- +**Scott, L. M.**, & Lewis, C. W. (2011). Nontraditional college students: Assumptions, self-perceptions, and directions for a meaningful academic experience. *The International Journal of Interdisciplinary Social Sciences*, 6(4), 1-10.

+**Jones (Scott), L.** (2010). Single-sex impacts on male secondary education. *National FORUM of Multicultural Issues Journal*, 7(1), 1-8.

## BOOK PUBLICATIONS

### Authored/Co-Authored Works

Wiggan, G. & **Scott, L. M.** (2015). *Last of the Black Titans: The role of historically Black colleges and universities in the 21<sup>st</sup> century*. Rotterdam, Netherlands: Sense Springer Publishers.

+Wiggan, G., **Scott, L. M.**, Watson, M., & Reynolds, R. (2014). *Unshackled: Education for freedom, student achievement and personal emancipation*. Rotterdam, Netherlands: Sense Springer Publishers.

### Edited/Co-Edited Works

**Scott, L. M.**, & Purdum-Cassidy, B. (2016). *Lessons from the field: Culturally affirming literacy practices for urban elementary students*. Lanham, MD: Rowan & Littlefield Publishing Group.

## BOOK CHAPTER PUBLICATIONS

**Scott, L. M.** (2016). The continued era of language discrimination: Implications for linguistic equality in public school education. In L. M. Scott & B. Purdum-Cassidy (Eds.) *Lessons from the field: Culturally affirming literacy practices for urban elementary students*. Lanham, MD: Rowman & Littlefield Publishing Group.

**Scott, L. M.**, & Watson, M. (2016). “Started from the bottom now we here”: Helping educators to empower urban students about their futures by liberating them from cultural past. In L. M. Scott & B. Purdum-Cassidy (Eds.) *Lessons from the field: Culturally affirming literacy practices for urban elementary students*. Lanham, MD: Rowman & Littlefield Publishing Group.

**Scott, L. M.** (2016). Chapter 3: Culturally responsive teaching in diverse classrooms - Dialect use in the classroom (pp. 55-55). In R. T. Vacca, J. L. Vacca, and M. Mraz, *Content area reading: Literacy and learning across the curriculum* (12th ed.). Boston, NY: Pearson.

**Scott, L. M.** (2016). Voices from the field: Rap it out: Code-switching in the urban classroom (pp. 65-66). In R. T. Vacca, J. L. Vacca, and M. Mraz, *Content area reading: Literacy and learning across the curriculum* (12th ed.). Boston, NY: Pearson.

+Starker, T. V., Mariella-Walrond, H., Leggett-Watson, A., & **Scott, L. M.** (2014). The legacy lives, “I leave for you a thirst for education” – Dr. Bethune’s vision in action: A study of the impact of an HBCU on teachers and educational leaders. In Y. Sealey-Ruiz, I. Toldson & C.W. Lewis (Eds.) *Teacher education and Black communities: Implications for equity, access, and achievement*. Charlotte, NC: Information Age Publishing.

## BOOK REVIEWS

### Academic Texts

**Scott, L. M.** (2015). A critical review of Education for the New Frontier: A promising text for

educators, researchers, and students about the history of black post-secondary education, lesser known African American greats, and implications for continuing Black intellectual thought in academia. *Urban Education*, 1-6. DOI: 10.1177/0042085915602533

### Children's Literature

- Scott, L. M.** (2015). "Being disabled does not mean being unable": Emmanuel's dream realized. *First Opinions-Second Reactions*, 8(2), 6-8.
- +**Scott, L. M.** (2012). Discovery and imagination: Two books that break routine. *First Opinions-Second Reactions*, 5(1), 26-28.
- +**Scott, L. M.** (2012). Rain won't stop our shine. *First Opinions-Second Reactions*, 4(3), 28-29.

### RESEARCH & POLICY BRIEFS

- +**Scott, L. M.** (2012). *E-learning as the educational equalizer for developing nations* (UNCC Urban Education Collaborative Policy Report, October 2012, No. 1) Charlotte, NC: University of North Carolina at Charlotte, College of Education, Urban Education Collaborative.
- +**Scott, L. M.** (2012). *Advantages of single-gender schooling environments for African American males: Implications for policy makers and suggestions for pedagogical reform* (UNCC Urban Education Collaborative Policy Report, May 2012, No. 1) Charlotte, NC: University of North Carolina at Charlotte, College of Education, Urban Education Collaborative.
- +**Scott, L. M.** (2012). *Potential pitfalls for incorporating district-wide e-learning devices in urban school populations: Implications for schools and districts* (UNCC Urban Education Collaborative Policy Report, March 2012, No. 1) Charlotte, NC: University of North Carolina at Charlotte, College of Education, Urban Education Collaborative.
- +**Scott, L. M.** (2011). *Addressing the literacy needs of African American male learners: A cry for educational reform*. (UNCC Urban Education Collaborative Policy Report, September, 2011, No. 1) Charlotte, NC: University of North Carolina at Charlotte, College of Education, Urban Education Collaborative.
- +**Scott, L. M.** (2011). *Examining the implications of NCLB in African American early literacy achievement: Recommendations for educators* (UNCC Urban Education Collaborative Policy Report, September, 2011, No. 1) Charlotte, NC: University of North Carolina at Charlotte, College of Education, Urban Education Collaborative.

### CONFERENCE PROCEEDINGS

#### International/National Proceedings

- +**Scott, L. M., & Lewis, C. W.** (2012, January). Embracing code-switching and technology practices to advance urban African American student reading and writing achievement. *Paper presented at the 2012 Orlando International Academic Conference*. Orlando, FL.
- +**Jones (Scott), L.** (2010, July). Single-sex schooling and implications in secondary education. *Poster presented at 1<sup>st</sup> Annual International Conference/Symposium on Research in Urban Education: Best Practices for Global Learners*. Livingston, Zambia.

**State/Local Proceedings**

- +**Scott, L. M.** (2013, April). What works: Four great resources for novice educators in urban settings. *Poster presented at the 1<sup>st</sup> Annual UNCC Graduate Student Symposium*. Charlotte, NC.
- +**Jones (Scott), L., & Kadhi, T.** (2009). Evaluating the relationship between Texas Higher Education Assessment (THEA) scores and graduation rates among college students. Paper presented at the *Annual Region 6 Meeting for the Texas Chapter of National Association of Multicultural Education*. Prairie View, TX.

**Refereed Presentations****NATIONAL/INTERNATIONAL CONFERENCES**

- Venegas, E. & **Scott, L. M.** (Under Review). *"They see me as the rich, White lady": Othering perceptions in the urban literacy classroom*. Paper proposal submitted to AERA. San Antonio, TX.
- LeCompte, K., **Scott, L. M.**, & Blevins, B. (Under Review). *"iEngage" freedom school: Affirming community cultural wealth through advocacy and action*. Paper proposal submitted to AERA. San Antonio, TX.
- Bryant, A., Watson, M., & **Scott, L.M.** (Under Review). *"But I teach Black authors!": A Critical Review of the Historical Works of Gloria Ladson-Billings*. Paper proposal submitted to AERA. San Antonio, TX.
- Venegas, E., **Scott, L.M.**, LeCompte, K., Zhu, T., & Moody-Ramirez. (Under Review). *Critical mirrors: Diverse college students' perspectives of stereotypes depicted in popular films about college*. Paper proposal submitted to AERA. San Antonio, TX.
- Preston, D., & **Scott, L. M.** (Under Review). *Feeding the PhD Pipeline: Understanding the role of undergraduate mentorship, networking, and social capital at HBCUs*. Paper proposal submitted to AERA. San Antonio, TX.
- Cassidy, B., & **Scott, L. M.** (Under Review). *Celebration and innovation: Culturally affirming literacy practices for urban elementary students*. Symposium proposal submitted to the 2017 Association of Teacher Educators Annual Conference. Orlando, FL.
- LeCompte, K., & **Scott, L. M.** (2016, December). *"She played to win": Babe Didrikson Zaharias*. Paper presented at the 96<sup>th</sup> Annual Conference of the National Council of Social Studies. Washington, DC.
- Scott, L. M.** (2016, November). *"Something you can't put into words": Multi-generational themes about experiences in attending an HBCU*. Paper proposal submitted to the 41<sup>st</sup> Annual Conference of the Association for the Study of Higher Education. Columbus, OH.
- Scott, L. M.** (2016, September). *A multi-generational study of examining the experiences and career outcomes of attending a historically Black university*. Paper proposal submitted to the 51<sup>st</sup> Annual Organization for Education Historians. Chicago, IL.
- Scott, L. M.** (2016, April). A "good choice" for Black students: Examining African American students' perceptions about attending an HBCU. Roundtable presented at the 56<sup>th</sup> Annual Meeting of the American Educational Research Association. Washington, DC.

- \*Venegas, E., & **Scott, L. M.** (2016, February). *Teaching “the other”*: Altering pre-service teachers’ preconceptions of urban students. Paper presented at the 2016 Association of Teaching and Learning Annual Meeting. Chicago, IL.
- Scott, L. M.**, & Cassidy, B. (2016, February). *Lessons from the field: Culturally affirming literacy practices for urban elementary students*. Moderated special panel presentation at the 2016 Association of Teaching and Learning Annual Meeting. Chicago, IL.
- \*Dana, M., & **Scott, L. M.** (2016, February). *Voices from the field: Culturally relevant and affirming best practices from successful elementary literacy educators of African American and Hispanic/Latino(a) students*. Paper presented at the 2016 Association of Teaching and Learning Annual Meeting. Chicago, IL.
- Howell, L., **Scott, L. M.**, Purdum-Cassidy, B., & Merritt, B. R. (2016, January). *Differentiating for diverse student populations: The use of instructional technology to make learning meaningful*. Paper presented at the 14<sup>th</sup> Annual Hawaii International Conference on Education. Honolulu, HI.
- Crenshaw, C., & **Scott, L. M.** (2015, November). *Teaching human trafficking curriculum in high schools: Does it work?* Paper presented at the 95<sup>th</sup> Annual Conference of the National Council of Social Studies. New Orleans, LA.
- \*Venegas, E., & **Scott, L. M.** (2015, October). *Hegemonic language conflict: Attacks on language diversity*. Poster presentation accepted to the 2015 American Association of Teaching and Curriculum Conference. Portland, ME.
- Scott, L. M.**, & Crenshaw, C. (2015, October). *“Bodies are not commodities”*: Examining the impact of an anti-human trafficking curriculum on students and teachers. Paper presented at the 25<sup>th</sup> Annual International NAME Conference. New Orleans, LA.
- Scott, L. M.** (2015, September). *Through a multi-generational lens: Reflections on One Family’s Black college experience*. Paper presented at the 100<sup>th</sup> Annual Association for the Study of African American Life and History Convention. Atlanta, GA.
- Scott, L. M.**, & Scott, D. (2015, September). *Understanding today’s HBCUs through student perspectives, enrollment trends, and leadership models*. Paper presented at the 100<sup>th</sup> Annual Association for the Study of African American Life and History Convention. Atlanta, GA.
- Moody, M., & **Scott, L. M.** (2015, August). *Millennial audience reception to lyrics depicting independent women*. Paper presented at the 2015 Association for Education in Journalism and Mass Communication Conference. San Francisco, CA.
- \*Watson, M., & **Scott, L. M.** (2015, April). *The Trojan horse of 21<sup>st</sup> century education: Neoliberalism, outsourcing, and privatization*. Paper presented at the 55<sup>th</sup> Annual Meeting of the American Educational Research Association. Chicago, IL.
- \*King, E. & **Scott, L. M.** (2015, March). *English as a gatekeeper: Conversations of linguistic capital and American schools*. Poster presented at the Teachers of English to Speakers of Other Languages (TESOL) 2015 International Convention, Toronto, Canada.
- Scott, L. M.**, & Medina, A. L. (2014, November). *Black students – White teacher: Examining how race*

*influences perceptions of social justice pedagogy*. Roundtable presented at the 24<sup>th</sup> International Annual Conference for the National Association of Multicultural Education. Tucson, AZ.

Mraz, M., Rickelman, B., **Scott, L.**, Sturtevant, E., & Davis-Duerr, J. (2014, October). *Launching a career in higher education: Keys to success*. Panel presented at the Annual Conference for the Association of Literacy and Researchers. Del Ray Beach, FL.

Medina, A. L., **Scott, L. M.**, & Gartlan, S. (2014, October). *Conducting a program evaluation of a teachers institute: Development, implementation, and future directions*. Poster presented at the 28<sup>th</sup> Annual Conference of the American Evaluation Association. Denver, CO.

**Scott, L. M.** & Watson, M. (2014, September). *Douglass Academy student protest: A modern-day Marxian analysis of educational marginalization and discontent*. Paper presented at the 99<sup>th</sup> Annual Association for the Study of African American Life and History Convention. Memphis, TN.

**Scott, L. M.** (2014, September). *Examining the significance of the Black college experience in the 21<sup>st</sup> century: African American student perspectives*. Paper presented at the 99<sup>th</sup> Annual Association for the Study of African American Life and History Convention. Memphis, TN.

+**Scott, L. M.** & Allen, A. (2014, April). *Culturally affirming education for African American and Hispanic students: Dispelling microaggressions in public education*. Paper presented at the 54<sup>th</sup> Annual Meeting of the American Education Research Association. Philadelphia, PA.

+**Scott, L. M.**, Watson, M. & Childers-McGee, C. (2014, April). *Started from the Bottom: Empowering and liberating urban African American students through cultural & historical resiliency*. Paper presented at the 54<sup>th</sup> Annual Meeting of the American Education Research Association. Philadelphia, PA.

+Starker, T. V., Mariella-Walrond, H., Leggett-Watson, A., & **Scott, L. M.** (2014, April). *Relevance and rigor in the 21st Century... An examination of the impact of HBCU's on teacher preparation*. Paper presented at the 54<sup>th</sup> Annual Meeting of the American Education Research Association. Philadelphia, PA.

+Starker, T. V., Mariella-Walrond, H., Leggett-Watson, A., & **Scott, L. M.** (2014, February). *History in action – the legacy lives: A study of the impact of an HBCU on teachers*. Paper presented at the 2014 Association of Teacher Educators Annual Conference. St. Louis, MO.

+Starker, T. V., Mariella-Walrond, H., Leggett-Watson, A., & **Scott, L. M.** (2014, January). *A legacy in action, living the dream: A study of the impact of an HBCU on teachers and educational leaders*. Paper presented at the 2014 Hawaii International Conference on Education. Honolulu, HI.

+**Scott, L. M.**, & Mraz, M. (2013, November). *Increasing reading and writing outcomes for urban students via rap parties, social media, and other unconventional teaching tools*. Paper presented at the Annual Conference for the Association of Literacy & Researchers. Dallas, TX.

+Medina, A. L., **Scott, L. M.**, & Gartlan, S. (2013, October). *How to evaluate a teacher institute: A look into the Charlotte Teachers Institute*. Poster presented at the 27<sup>th</sup> Annual Conference of the American Evaluation Association. Washington, DC.

+Wiggin, G., **Scott, L. M.**, Watson, M., & Reynolds, R. (2013, October). *Towards an education for freedom: Connecting the historical past to present-day attempts in access and opportunity for African American student achievement*. Panel presented at the 98<sup>th</sup> Annual Association for the Study of African American Life and History Convention. Jacksonville, FL.

- +**Scott, L. M.**, & Watson, M. (2013, October). *Resiliency then and now: A no excuse approach for African American student educational goal attainment and personal emancipation*. Paper presented at the Inaugural National Black Doctoral Network Conference. Philadelphia, PA.
- +**Scott, L. M.** (2013, April). *The Douglass Academy student protest*. Roundtable presented at the 53<sup>rd</sup> Annual Meeting of the American Education Research Association. San Francisco, CA.
- +Watson, M., & **Scott, L. M.** (2013, April). *Plan b schools: Systems of privilege for African American marginalized students*. Poster presented at the 53<sup>rd</sup> Annual Meeting of the American Education Research Association. San Francisco, CA.
- +**Scott, L. M.** (2012, November). *An anti-oppressive education: Implications from successful urban school communities*. Poster presented at the National Conference for the National Association for Multicultural Education Conference. Philadelphia, PA.
- +**Scott, L. M.**, & Lewis, C. W. (2012, January). *Embracing code-switching and technology practices to advance urban African American student reading and writing achievement*. Paper presented at the 2012 Orlando International Academic Conference. Orlando, FL.
- +**Scott, L. M.**, & Lewis, C. W. (2011, July). *Nontraditional college students: Assumptions, self-perceptions, and directions for a meaningful academic experience*. Paper presented at the 6<sup>th</sup> International Conference on Interdisciplinary Social Sciences. New Orleans, LA.
- +**Jones (Scott), L.** (2010, July). *Single-sex schooling and implications in secondary education*. Poster presented at the 1<sup>st</sup> Annual International Conference/Symposium on Research in Urban Education: Best Practices for Global Learners. Livingston, Zambia.

#### STATE/LOCAL CONFERENCES

- Scott, L. M.** (2016, April). *In our time: Reflections on the Black college experience through a multi-generational lens*. Oral history project presented at the 5<sup>th</sup> Annual Conference of the Texas Oral History Association. Waco, TX.
- \*Venegas, E., & **Scott, L. M.** (2016, April). *Countering linguistic hegemony in public schools through culturally affirming pedagogy and practice*. Paper presented at the 2016 Texas National Association for Multicultural Education Conference. Denton, TX.
- Moody-Ramirez, M., Lewis, T., Nichols, C. P., & **Scott, L. M.** (2016, January). *Single and singled out: A complicated conversation*. Panel presented at the 2015 Texas Women in Higher Education Conference. Lubbock, TX.
- \***Scott, L. M.**, & Venegas, E. (2015, April). *Increasing perspective about teaching the other: White preservice teacher preconceptions about urban schools*. Paper presented at the 2015 Texas National Association for Multicultural Education Conference. Lubbock, TX.
- +**Scott, L. M.** (2013, April). *What works: Four great resources for novice teachers in urban settings*. Poster presented at the 1<sup>st</sup> Annual Graduate Student Symposium hosted by the UNCC Urban Education Collaborative, UNCC Urban Educators for Change, and the UNCC Graduate & Professional Student Government. Charlotte, NC.



- +**Scott, L. M.** (2012, April). *Understanding the urban dialect: Home language transition models used to enhance literacy practices for African American students*. Paper presented at 11th Annual Region 6 Meeting of the Texas Chapter for the National Association for Multicultural Education. College Station, TX.
- +**Scott, L. M., & Gartlan, S.** (2012, February). *Charlotte Teachers Institute: A professional development model that demonstrates promise for teacher effectiveness measures*. Paper presented at the 2012 North Carolina Association for Research in Education Annual Meeting. Winston-Salem, NC.
- +**Scott, L. M., & Larke, P.** (2011, April). *The role of dialect in African American student achievement*. Paper presented at the 10<sup>th</sup> Annual Region 6 Meeting for the Texas Chapter of the National Association for Multicultural Education. Mesquite, TX.
- +**Jones (Scott), L.** (2009, March). *Single-sex impacts on male secondary education*. Paper presented at the Annual Region 6 Meeting for the Texas Chapter of the National Association of Multicultural Education. Prairie View, TX.
- +**Jones (Scott), L., & Kadhi, T.** (2009, March). *Evaluating the relationship between THEA scores and graduation rates among college students*. Paper presented at the Annual meeting for the Texas Chapter of the National Association of Multicultural Education. Prairie View, TX.

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\* = Research conducted with graduate/undergraduate student

+ = Research conducted prior to/during doctoral studies

## Non-Refereed Research

### EVALUATION REPORTS

#### National Reports

- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, July). *GESA survey analysis*. Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, July). *Cultural competence: An integral aspect of meeting the needs of children and youth who are refugees*. Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, July). *Title IX – Trainer of Trainers Session – Salt Lake City, Utah*. Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, May). *5<sup>th</sup> Annual Great Teachers for our City Schools Summit: ELL Achievement*. Denver, CO: Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, May). *5<sup>th</sup> Annual Great Teachers for our City Schools Summit: Helping teachers build parent engagement*. Denver, CO: Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, May). *Conducting investigations - Bismark, North Dakota*. Denver, CO: Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, May). *Investigating civil rights complaints*. Denver, CO: Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, May). *5<sup>th</sup> Annual Great Teachers for our City Schools Summit: Helping teachers build parent engagement in urban schools*. Denver, CO: Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, April). *Building support for urban student success: What should I really know about English Language Learners*. Denver, CO: Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, April). *Staff development for Frazer, Montana Schools*. Denver, CO: Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, April). *Their student, my child: An evaluation of a conference presentation*. Denver, CO: Interwest Equity Assistance Center – U.S. Department of Education.
- Lewis, C., Watson, M., Farinde, A. & **Scott, L. M.** (2012, February). 2012 RET E3 Pre-Test Results. Washington, DC: National Science Foundation.
- Lewis, C., Watson, M., Farinde, A. & **Scott, L. M.** (2012, February). 2012 RET E3 Post-Test Results. Washington, DC: National Science Foundation.

**Local Reports**

- Johnson, S., & **Scott, L. M.** (2015, June). *2014 Tour II: Alabama & Georgia tour questionnaire report*. Houston, TX: Promoting Achievement in Communities Everywhere (PACE).
- Scott, L. M.** (2015, May). *Fostering diversity through professional development, community partnerships, and student engagement*. Killeen, TX: Liberty Hill Middle School.
- Scott, L. M.** (2014, July). *PAISD Jumpstart Program: Summary and Recommendations for Summer 2014*. Port Arthur, TX: Port Arthur Independent School District (PAISD).
- Kilgore, B., & **Scott, L. M.** (2013, December). *2013 great 8 tour satisfaction questionnaire report*. Houston, TX: Promoting Achievement in Communities Everywhere (PACE).
- Medina, A., & **Scott, L. M.** (2013, December). *Implementing the CTI curriculum unit: A case study*. Charlotte, NC: Charlotte Teachers Institute.
- Scott, L. M.**, & Medina, A. (2013, November). *CTI program evaluation project 2012-2013 final report*. Charlotte, NC: Charlotte Teachers Institute.
- Scott, L. M.**, & Medina, A. (2013, October). *Longitudinal evaluation matrix: Recapping the scope of the CTI program evaluation project from 2010 and beyond*. Charlotte, NC: Charlotte Teachers Institute.
- Scott, L. M.**, & Medina, A. L. (2013, August). *CTI in the classroom: A report on CU usage for 2012 fellows*. Charlotte, NC: Charlotte Teachers Institute.
- Scott, L. M.**, & Medina, A. L. (2013, July). *CMS student perspectives on CTI and non-CTI curriculum units*. Charlotte, NC: Charlotte Teachers Institute.
- Scott, L. M.**, & Medina, A. L. (2013, May). *Curriculum unit development as assessed by seminar leaders*. Charlotte, NC: Charlotte Teachers Institute.
- Scott, L. M.**, & Medina, A. L. (2013, April). *Fellows 2012 questionnaire report*. Charlotte, NC: Charlotte Teachers Institute.
- McKinney, S., & **Scott, L. M.** (2013, March). *2012 HBCU tour east coast edition student satisfaction questionnaire report*. Houston, TX: Promoting Achievement in Communities Everywhere (PACE).
- McKinney, S., & **Scott, L. M.** (2013, March). *2012 HBCU tour southern comfort edition student satisfaction questionnaire report*. Houston, TX: Promoting Achievement in Communities Everywhere (PACE).
- Medina, A.L., & **Scott, L. M.** (2013, March). *CTI-inspired curriculum unit: Assessment and recommendations report*. Charlotte, NC: Charlotte Teachers Institute.
- Scott, L. M.** (2013, February). *Exploding canons summary report: All the time in the world*. Charlotte, NC: Charlotte Teachers Institute.
- Scott, L. M.** (2012, February). *Teachers as scholars summary report: African American literature and*

*the Civil Rights movement*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M., & McKinney, S.** (2013, January). *2011 HBCU tour student satisfaction questionnaire report*. Houston, TX: Promoting Achievement in Communities Everywhere (PACE).

**Scott, L. M.** (2012, December). *Exploding canons summary report: Sustainability and beyond*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M., & Medina, A.L.** (2012, December). *Charlotte teachers institute program evaluation 2011-2012: Final report*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M., & Medina, A.L.** (2012, December). *Classroom observations report*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M., & Medina, A.L.** (2012, October). *Fellows 2011 questionnaire report*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M.** (2012, October). *Responses from fellow survey: Subject areas, topics, and faculty for 2013 CTI seminars*. Charlotte, NC: Charlotte Teachers Institute.

Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, September). *Who are you?... Access to college and career (student survey)* – Pathways to Respecting American Indian Civil Rights.

Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, September). *Who are you?... Access to college and career (adult survey)* – Pathways to Respecting American Indian Civil Rights.

**Scott, L. M., & Medina, A. L.** (2012, August). *Summer camp 2012 survey report: Responses from the 2012 pilot summer camp participants*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M.** (2012, June). *CTI curriculum unit usage survey report from 2011-2012 cohort*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M., & Medina, A.** (2012, April). *Curriculum unit analysis report for 2011-2012 cohort*. Charlotte, NC: Charlotte Teachers Institute.

Medina, A. L., & **Scott, L. M.** (2012, April). *Leaders and repeaters interview report*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M., & Medina, A.** (2012, March). *Fellow interviews report: 2011-2012 cohort reflections and recommendations on the CTI program, seminar, and curriculum unit development experience*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M.** (2012, March). *3UpTown evaluation & summary report: Tchaikovsky chats*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M., & Medina, A.** (2012, March). *From the Seminar Leaders' perspective: An evaluation reporting of CTI participation and future directions*. Charlotte, NC: Charlotte Teachers Institute.

Lewis, C., Watson, M., Farinde, A., & **Scott, L. M.** (2012, February). *A final report to the Charlotte Housing Authority*. Charlotte, NC: Charlotte Housing Authority.

Medina, A. L., & **Scott, L. M.** (2012, February). *A Closer Look at the CTI seminars: Seminar observation & descriptive narrative report*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M.** (2012, January). *Exploding canons evaluation & summary report: Mysteries of mummies of the world*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M.** (2011, October). *Exploding Canons evaluation & summary report: The changing landscapes of political conventions*. Charlotte, NC: Charlotte Teachers Institute.

**Scott, L. M.** (2011, August). *Exploding Canons evaluation & summary report: The unexpected impact of Romare Bearden*. Charlotte, NC: Charlotte Teachers Institute.

### **K-12 EDUCATIONAL RESOURCES**

+**Scott, L. M.**, & Watson, M. (2013, March). *Ask away: Responses for Piedmont middle school 8<sup>th</sup> graders*. Charlotte, NC: Piedmont Middle School.

### **PRESENTATIONS**

#### **Invited Presenter/Guest Lecture at Conference Venue**

**Scott, L. M.** & Ramirez, M. (2016, April). *Depicting “independence” in rap music lyrics: Recommendations for critical media literacy practices in today’s schools*. Invited guest speakers at the Multiple Literacies: “Reading” and “Writing” Diverse Texts in a Digital Age Symposium. Waco, TX.

**Scott, L. M.** (2015, September). *Modern-day mean girls: Insights, perspectives, and critical reflection*. Featured guest presenter at the My Sister’s Keeper Retreat 2015. Waco, TX.

**Scott, L. M.** (2014, October). *Talking, Tweeting, and Texting: Appropriating Oral and Written Language Styles in the 21<sup>st</sup> century classroom*. Paper presented at the 2014 Texas Association for the Improvement of Reading Conference. Waco, TX.

#### **Invited Presenter/Guest Lecture at University**

**Scott, L. M.** (2016, March). *Higher education access and opportunity for traditionally marginalized students: Understanding today’s minority-serving institutions*. Presentation prepared for an undergraduate leadership and social action course in the Leadership Studies Program at Baylor University. Waco, TX.

**Scott, L. M.** (2016, March). *How about those strategies? Comprehension and vocabulary strategies revisited in elementary science content*. Presentation prepared for an undergraduate science methods course in the Curriculum & Instruction Department at Baylor University. Waco, TX.

**Scott, L. M.** (2015, October). *Using literacy strategies and organizers in elementary science instruction*. Presentation prepared for an undergraduate science methods course in the Curriculum & Instruction Department at Baylor University. Waco, TX.

**Scott, L. M.** (2014, March). *Examining the intersection between social justice pedagogy and public school curriculum: The ethnic studies ban in Tucson Arizona*. Presentation prepared for a graduate student course (master’s level) in the Curriculum & Instruction Department at the University of North Carolina at Charlotte. Charlotte, NC.

- Scott, L. M.** (2013, July). *What is participatory action research?* Presentation prepared for a doctoral student course in the Educational Leadership Department at the University of North Carolina at Charlotte. Charlotte, NC.
- Scott, L. M.** (2013, July). *A discussion on case study methodology.* Presentation prepared for a doctoral student course in the Educational Leadership Department at the University of North Carolina at Charlotte. Charlotte, NC.
- Scott, L. M.** (2013, June). *A snapshot: Qualitative and quantitative research.* Presentation prepared for a doctoral student course in the Educational Leadership Department at the University of North Carolina at Charlotte. Charlotte, NC.
- Scott, L. M.** (2013, April). *Examining the significance of the Black college experience: What are the attitudes and perceptions of 21<sup>st</sup> century African American college-bound teens?* Presentation prepared for a graduate students and faculty at North Carolina State University as part of the Building Future Faculty Program. Raleigh, NC.
- Scott, L. M.** (2013, March). *A case for ethnic studies: Readings and critical reflections about "Precious Knowledge."* Presentation prepared for a graduate student course (master's level) in the Curriculum & Instruction Department at the University of North Carolina at Charlotte. Charlotte, NC.
- Scott, L. M.** (2012, October). *A critical review of Meyer's "As Long as They Don't Move Next Door": A framework for understanding historical influences on racial segregation in urban schools.* Presentation prepared for a doctoral student course in the Curriculum & Instruction Department at the University of North Carolina at Charlotte. Charlotte, NC.
- Scott, L. M.** (2012, October). *A doctoral student's perspective on coursework and support canals for the Urban Education PhD.* Doctoral recruitment session for CMS educators for the Urban Education strand department members at the University of North Carolina at Charlotte. Charlotte, NC.
- Scott, L. M.** (2012, August). *The truth about getting your PhD: Perceptions versus realities from one doctoral student's lived experiences.* Doctoral student orientation for faculty members and doctoral students at the University of North Carolina at Charlotte. Charlotte, NC.

#### **Invited Presenter/Guest Lecturer for Teacher Institute**

- Medina, A. L., & **Scott, L. M.** (2012, December). *Glancing ahead: Conversations based on CTI 2011-2012 evaluation results.* CTI Executive Committee meeting for Charlotte Teachers Institute. Davidson, NC.
- Scott, L. M.** (2012, October). *Fellow responses regarding subject areas, topics, and leaders for 2013 CTI seminars.* Seminar Coordinator member meeting for Charlotte Teachers Institute. Charlotte, NC.
- Scott, L. M.,** & Medina, A. L. (2012, May). *Executive evaluation summary for phase one of the Charlotte Teachers Institute program evaluation project.* University Advisory Council meeting for Charlotte Teachers Institute. Charlotte, NC.
- Scott, L. M.** (2012, May). *Summary account for teacher leaders inside the institute: A recap of 2011-2012 for CTI.* Steering committee member meeting for Charlotte Teachers Institute. Charlotte, NC.

**Invited Presenter/Guest Lecture for Public School Entity**

- Scott, L. M.** (2016, March). *Increasing students' critical thinking skills across the content areas by activating prior knowledge, making connections, and asking questions*. Professional development presentation to Santa Elena Elementary School Faculty. Santa Elena, Costa Rica.
- Scott, L. M.** (2015, January 15). *Building a community through diversity awareness*. Professional development presentation to Liberty Hill Middle School Faculty and Staff. Killeen, TX.
- Scott, L. M.** (2015, January 6). *Issues in Diversity*. Professional development presentation to Liberty Hill Middle School Faculty and Staff. Killeen, TX.
- Scott, L. M.** (2013, August). *Tech-savvy tools for the urban classroom*. Professional development session hosted by the Oakdale Professional Development Institute for CMS elementary educators.
- Scott, L. M.** (2013, April). *Appropriating language for the 21<sup>st</sup> century urban learner using pop-culture & social media*. Professional development session hosted by the Center for Adolescent Literacies for CMS STEM educators.
- Scott, L. M.** (2013, February). *Let's talk college: An informal session about the truths, myths, and anxieties of attending*. Special presentation to high school students at North Mecklenburg High School. Charlotte, NC.
- Scott, L. M.** (2013, February). *Scholarships within reach: College opportunities for students with something extra-curricular*. Special presentation to high school students at West Mecklenburg High. Charlotte, NC.
- Scott, L. M.** (2013, February). *Pathways to college: The personal journey starts now*. Special presentation to middle school students at Piedmont Middle School hosted by the UNCC Urban Education Collaborative. Charlotte, NC.
- Hancock, S. D., **Scott, L. M.**, Watson, M., & Farinde, A. (2012, August). *The iPad curriculum: A review of purpose, goals, and connection to common core*. In-service training for teachers and administrators at the Anita Stroud Foundation. Charlotte, NC.
- Hancock, S. D., **Scott, L. M.**, Watson, M., & Farinde, A. (2012, August). *How to create meaningful and sustainable technology activities*. In-service training for teachers and administrators at the Anita Stroud Foundation. Charlotte, NC.
- Scott, L. M.** (2012, August). *Techno-Education & Assessment: Learning the Ins and Outs with the iPad*. In-service training for teachers and administrators at the Anita Stroud Foundation. Charlotte, NC.

**Invited Presenter/Guest Lecture at Community Functions**

- Scott, L. M.** (2016, April). *How to thrive (and not just survive) in college: STAND*. Macedonia Baptist Church 2016 scholarship recipients. San Antonio, TX.
- Scott, L. M.** (2014, November). *Understanding postsecondary institution types and the best college fit*. College tour high school participants of the PACE 2015 Summer College Tours. Houston, TX.
- Watson, M., & **Scott, L. M.** (2013, July). *Don't judge a Greek by their colors! Let's talk fraternities and*

*sororities*. College tour high school participants of the PACE Great 8 College Tour 2013. Atlanta, GA.

**Scott, L. M.** (2013, July). *Time management and budgeting 101*. College tour high school participants of the PACE Great 8 College Tour 2013. Columbia, SC.

**Scott, L. M.** (2013, July). *Picking the perfect roomie*. College tour high school participants of the PACE Great 8 College Tour 2013. Greensboro, NC.

**Scott, L. M.** (2013, July). *The four-year plan: Learning how to schedule your courses*. College tour high school participants of the PACE Great 8 College Tour 2013. Knoxville, TN.

**Scott, L. M.** (2013, July). *A discussion on the cultural traditions of HBCUs*. College tour high school participants of the PACE Great 8 College Tour 2013. Jonesboro, AR.

**Scott, L. M.** (2013, July). *The pros and cons of attending a college out of state*. College tour high school participants of the PACE Great 8 College Tour 2013. Pine Bluff, AR.

**Scott, L. M.** (2012, December). *Becoming college savvy: What does it all mean?* College tour high school participants and parents at the PACE Great 8 College Tour 2013 student meeting. Houston, TX.

**Scott, L. M.** (2012, July). *Student leadership and time management: skills you can use now to achieve academic success*. College tour high school participants at the PACE East Coast Edition HBCU Tour 2012. Williamsburg, VA.

**Scott, L. M.** (2012, July). *How to get a free education for the rest of your life: scholarship procurement*. College tour high school participants at the PACE East Coast Edition HBCU Tour 2012. Williamsburg, VA.

**Scott, L. M.** (2012, July). *In college, we are in the majority, but are we the mean-jority?* College tour high school participants at the PACE East Coast Edition HBCU Tour 2012. Norfolk, VA.

**Scott, L. M.** (2012, July). *Our connection to Charleston's dark past: A review of slavery in the South*. College tour high school participants at the PACE East Coast Edition HBCU Tour 2012. Sumter, SC.

**Scott, L. M.** (2012, June). *Academic behaviors you can use now to reach your goals*. College tour high school participants at the PACE Southern Comfort HBCU Tour 2012. Tuskegee, AL.

**Scott, L. M.** (2012, June). *The out-of-state experience: Our greatest fears realized*. College tour high school participants at the PACE Southern Comfort HBCU Tour 2012. Marietta, GA.

**Scott, L. M.** (2012, June). *The art of securing scholarships & writing a power essay*. College tour high school participants at the PACE Southern Comfort HBCU Tour 2012. Atlanta, GA.

**Scott, L. M.** (2012, June). *Student leadership and time management: Critical factors for high school and beyond*. College tour high school participants at the PACE Southern Comfort HBCU Tour 2012. Marietta, GA.

**Scott, L. M.** (2012, June). *What's in a major: Choosing the right fit for college success*. College tour high school participants at the PACE Southern Comfort HBCU Tour 2012. Grambling, LA.



**Scott, L. M.** (2012, June). *Why HBCUs: What's the significance?* College tour high school participants at the PACE Southern Comfort HBCU Tour 2012. Shreveport, LA.

**Scott, L. M.** (2011, July). *What's important for a college application?* College tour high school participants at the PACE HBCU Tour 2011. Houston, TX.

**Scott, L. M.** (2011, July). *College 101: Campus life and transitions to adulthood.* College tour high school participants at the PACE HBCU Tour 2011. Houston, TX.

**Scott, L. M.** (2010, June). *Becoming college-bound: The nature of studying, preparing, and excelling at your high school goals to achieve college success.* High school female participants and leaders at the V-STAR Dance Camp 2010. Houston, TX.

## **Sponsorship and Grant Procurement**

### **INTERNAL**

**Scott, L. M.** (2016, March). University Teaching Development Grant for Exploration in Costa Rica (\$1,500). Role: Principal Investigator. **(Funded)**

**Scott, L. M.** (2015, February). Voices from the field: Success stories from urban elementary literacy educators in greater Waco public schools (\$4,385). Role: Principal Investigator. **(Funded)**

## **Courses Taught**

### **UNDERGRADUATE LEVEL COURSES**

#### **Special Topics in Education: Qualitative Research**

Semester: Fall 2015; Section 02; Role: Instructor (Independent Study)

This course allows for undergraduate researchers to take part in the data collection and analysis process utilizing qualitative techniques. Specifically, students learn about case study research and reporting.

#### **Literacy Instruction in the Elementary School**

Semesters: Fall 2014 – current; Sections 01 & 02; Role: Instructor

This course serves as praxis for examining methods of teaching reading in the elementary school. The course includes atypical and typical language and literacy development in children in the elementary school.

#### **Teaching Language Arts to Elementary School Learners**

Spring 2014, Section 001; Role: Teacher Assistant

This course includes ten hours of field experiences for in-service teachers. Additionally, the curriculum is centered on teaching Language Arts in grades K-6, including how the study of language acquisition and growth inform and guide instructional practice. There is an emphasis on methods for fostering growth in speaking, listening, writing, and reading across the curriculum.

**Teaching Reading to Intermediate Grade Learners**

*Semesters: Fall 2014 – current; Section 001; Role: Teacher Assistant*

The main components of this course include research, theory, and instructional practice related to integrating the communication processes with subject areas, vocabulary, comprehension, study skills, authentic, assessment-based instruction, and addressing the needs of diverse and struggling readers. Additionally, the course includes an extensive field-based component.

**Multicultural Education: Modifying Instruction for Urban Learners**

*Fall 2013, Sections 001, 003; Role: Instructor*

This course assists teachers in developing strategies for differentiating instruction to meet the learning needs of all members of elementary classrooms, including but not limited to, students at risk for school failure, gifted students, and individuals from culturally diverse backgrounds. There will also be a focus on socioeconomic class, religion, language, and gender.

**Beginning Writing Skills**

*Semesters: Summer 2010, Spring 2011, Summer 2011; Role: Instructor*

This course is designed for systematic study and review of applicable grammatical forms and proper punctuation in a gradual progression from sentence structure to paragraph writing. The course offers opportunities to develop basic writing skills and to enhance critical thinking.

**Preparation for College English**

*Semesters: Fall 2009, Spring 2010; Role: Instructor*

This course provides a comprehensive review of the fundamental of composition and grammar with emphasis on paragraph writing, beginning theme construction, and mechanical and syntactical correctness. It provides students with opportunities to develop critical reading and writing skills through reading and discussing the works of professional writers.

**College Student Success**

*Semesters: Fall 2010, Spring 2011; Role: Instructor*

This course covers psychology of learning and success, and examines factors that underlie learning, success, and personal development in higher education. This course also emphasizes student responsibility and techniques in behavior modification. Topics covered include information processing, memory, strategic learning, self-assessment and regulation, self-management, goal setting and commitment, motivation, educational and career planning, decision-making, networking, emotional intelligence, and learning styles. Techniques of study such as time management, listening and note taking, text marking, library and research skills, preparing for examinations, and utilizing learning resources are covered. It includes courses in college orientation and developments of students' academic skills that apply to all disciplines.

**Basic Reading Skills**

*Semester: Spring 2011; Role: Instructor*

This course assists students in improving basic reading skills. Following assessment, students are taught word recognition, basic vocabulary skills, and literal comprehension, such as main idea and details.

**Reading Comprehension**

*Semesters: Summer 2010, Fall 2010; Role: Instructor*

This intermediate reading course is designed to continue the sequential process of reading with emphasis on reading comprehension and vocabulary development. Selected readings will be used for intensive work in literal and inferential meanings.

**College Reading Techniques**

*Semesters: Fall 2009, Spring 2010, Fall 2010, Spring 2011; Role: Instructor*

This course is designed for the development of reading skills beyond the basic skills on an individual basis. Emphasis is placed on further development of comprehension, vocabulary, and interpretation of nonfiction articles and reading speed.

## GRADUATE LEVEL COURSES

### **Issues in Diversity**

*Semester: Spring 2016; Section 01; Role: Instructor*

This course is for educators interested in issues related to diversity in learning settings and the exploration of culture in educational contexts. It is designed so that through the process of reading, writing, discussion and debate, students can explore those social, political, and educational issues that relate to the education of students in a culturally diverse world.

### **Special Topics in Education: Examining School Choice in Rural and Urban Communities**

*Semester: Fall 2015; Section 01; Role: Instructor (Independent Study)*

This course examines the current scope of literature on the effects of school choice, zoning, and redistricting policies in rural and urban school contexts. From the course, students develop a keen awareness for how education policy, taxation, and student achievement are closely intertwined.

### **Research and Practice in Student, School, and Community Success**

*Spring 2015, Section 01; Role: Instructor (Independent Study)*

This course serves as a research practicum for graduate level students. Specifically, the course will investigate factors of school choice and its influence on students, administration, and district- and state-wide policies. Through historical, contemporary, social, cultural, and political perspectives presented throughout the literature, it is a goal for those enrolled to better understand the debates surrounding school choice, vouchers, privatized education, and alternative education options.

### **Introduction to Qualitative Research Methods**

*Summer I 2013, Section 001; Role: Teaching Assistant*

RSCH 8111 is an introductory qualitative research course providing an overview of different qualitative research traditions frequently utilized by educational researchers. The course aims to provide students with an overview of qualitative research including its theoretical underpinnings and current research practices as well as a preliminary research experience that involves textual/narrative data collection and analysis.

### **Power, Privilege and Education**

*Spring 2013, Section 001; Role: Teaching Assistant*

This course addresses the critical interconnections of race, class, gender, sexuality, power, and privilege in education and beyond. It investigates how these intersections influence individual and group level outcomes. The course decodes issues of power and privilege in schools and society, and explores how this awareness can help create an entirely new social landscape. Responsibilities included: assisting in course re-design and development, monitoring of social media student posts and responses, evaluate student presentations, provide critique for written work submitted, and lead a lecture presentation and following discussion for two course sessions.

### **Teaching Reading to English Language Learners**

*Spring 2013 and Spring 2014, Sections 001,002; Role: Teaching Assistant*

The purpose of this course is to prepare education and reading professionals theoretically and practically to teach English language learners and help them to acquire literacy in English. Responsibilities included: leading a lecture presentation and following discussion for two course sessions, monitoring weekly reflections and responses via Moodle site, providing attendance updates to instructor, and evaluating student assignments pertinent to lectures presented.

**Teaching in Urban Environments***Spring 2011, Section 001; Role: Teaching Assistant*

This course provides educators with historical perspectives, pedagogical knowledge and insights concerning educational experience of teachers and learners in urban environments. This course addressed cognitive, psychomotor and affective aspects of teaching and learning in urban environments. Assisted in the course by monitoring online discussion posts and facilitating further discussion on current events and critical issues in the field. Additionally, assisted with course design by working with course instructor on modifications to course assignments, projects, and student correspondence requirements.

**Urban Schools and Communities***Fall 2010, Section 011; Role: Teaching Assistant*

This course provides sociological, historical, philosophical, anthropological, and political dimensions of urban schools and community change; issues and contexts grounded in core disciplines of the social sciences. Assisted in the course by monitoring online discussion posts and facilitating further discussion on current events and critical issues in the field. Additionally, assisted with course design by working with course instructor on modifications to course assignments, projects, and student correspondence requirements.

**Service****SERVICE TO THE PROFESSION****Editorial Positions**

2014 – present	Reviewer, <i>Literacy Research and Instruction</i>
2013 – present	Reviewer, <i>Urban Education</i>
2011 –2013	Founding Editor, <i>Urban Education Research &amp; Policy Annuals</i>

**Professional Memberships**

2014 – Present	Association of Teacher Educators Conference Proposal Reviewer, ATE Summer Conference (2015) Conference Proposal Reviewer, ATE Annual Conference (2016)
2013 – Present	Association of Literacy Educators and Researchers (ALER) Conference Proposal Reviewer, ALER Annual Conference (2015)
2013 – Present	Association for the Study of African American Life and History (ASALH)
2012 – Present	National Chapter of the National Association for Multicultural Education (NAME)
2011 – Present	American Educational Research Association (AERA)
2016 – current	Executive Board Member, TXNAME
2008 – Present	Member, TXNAME

**SERVICE TO THE UNIVERSITY****Baylor University**

2016 – current	Advisory Council Member, First in Line
2015 – current	Advisory Board Member, LEAD LLC
2015 – current	Secondary Advisor, She's the First (Baylor)
2015 – current	Graduate Faculty Member
2015 – current	Primary Advisor, Pursue Mentoring Organization
2015 – current	Mentor, Dream Maker Minority Mentorship Program

**School of Education**

2016 – current            Chair, Education LLC Scholarship Committee  
 2015 – current            Advisor, Education LLC Service Committee  
 2015 – current            Advisory Board Member, Education LLC

**Student Advisor/Committee Service***Dissertation*

Committee Member, Jodie Maki, Curriculum & Instruction, Ed.D. (in progress)  
 Committee Member, Elena Venegas, Curriculum & Teaching, Ph.D. (in progress)

*Master's Theses*

Committee Member, Tonya B. Lewis, M.A. in Journalism, Public Relations and New Media (Fall 2015)

*Honors' Theses*

Committee Member, Rebecca McHenney, B.S. Ed. (Spring 2015)

**SERVICE TO THE COMMUNITY****Church Service**

2015 – current            Member, Toliver Chapel Missionary Baptist Church  
 2010 – current            Member, New Beginnings Interdenominational Church  
                                  Board Director (2015 – 2016)  
                                  Youth Ministry Director (2015 – current)

**Promoting Achievement in Communities Everywhere (PACE)**

2012 – current            Board Member Emeritus  
 2011 – current            Co-Founder, Executive Director

**Delta Sigma Theta Sorority, Inc.**

2015 – current            Member, Waco Alumnae Chapter  
 2007 – 2011                Member, Journalism Chair, Houston Alumnae Chapter  
 2005 – 2007                Member, HBCU Tour Chair, Brazosport Area Alumnae Chapter  
 2005                            Initiate/Member, Delta Gamma Chapter (Texas Southern University)

**Jack & Jill of America, Inc.**

2016 – current            Member

**Special Events in the Greater Waco Area**

Judge, South Central Region 2015 Children's Cluster, Jack and Jill of America, Inc. (2015)  
 Participant, Back to School Community Festival, Delta Alpha Omega Chapter of Alpha Kappa Alpha, Inc. (2015)  
 Guest Speaker, ASCENDS Formal, Delta Alpha Omega Chapter of Alpha Kappa Alpha, Inc. (2015)

## News, Media Coverage

Hamilton, M. (2016, June 17). When it comes to learning, don't let your kids suffer from the “summer slide”. *KWTX*. <http://www.kwtx.com/content/misc/061716--383474121.html>

Jones, D. (2016, May 9). Historically Black colleges are fighting to keep their schools: They're fighting not just to preserve their schools, but to preserve a piece of American history. *Texas Standard*. <http://www.texasstandard.org/stories/historically-black-colleges-are-fighting-to-keep-their-schools/>

Morales, C. (2016, March 31). Behind the story: Historically Black colleges and universities. *KWBU*. <http://kwbu.org/post/behind-story-historically-black-colleges-and-universities>

Morales, C. (2016, March 23). The last of the Black titans, a conversation with Lakia Scott. *KWBU*. <http://kwbu.org/post/last-black-titans-conversation-lakia-scott>