

QUINITA D. OGLETREE, Ph.D.

Curriculum Architect · Early Childhood & Family Education · Formation Scholar
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PROFESSIONAL PROFILE

Curriculum architect, early childhood and family-education scholar, and formation practitioner with more than two decades of experience designing learning experiences for Black children, families, and the educators who serve them. Doctoral training in Urban Education and Early Childhood, with a Master of Divinity grounding work at the intersection of education, family, and faith community. Founder of Each Child Can LLC and developer of three original frameworks for belonging, identity, and formation. Proven record building and administering community-based early childhood and family programs and securing more than \$700,000 in program funding.

ACADEMIC EXPERIENCE

2012-2008	Doctor of Philosophy Texas A&M University Teaching, Learning, and Culture, College of Education, College Station, Texas Curriculum and Instruction Emphasis: Urban Education and Early Childhood
2007-2004	Master of Education University of Houston, College of Education, Houston, Texas Educational Psychology Emphasis: Early Childhood Education and Gifted Education
2000-1996	Master of Divinity Virginia Union University, Samuel D. Proctor School of Theology, Richmond, Virginia Emphasis: Religion
1996-1992	Bachelor of Arts Virginia Union University, Department of Psychology, Richmond, Virginia Emphasis: Psychology and Urban Education

PROFESSIONAL EXPERIENCES

Present- 2022	Clinical Assistant Professor	Texas A&M University
2022-2021	Visiting Assistant Professor	Texas A&M University
2021-2012	Lecturer	Texas A&M University
2025-2000	Administrator/Youth Pastor/Assistant Director/First Metropolitan Church	

Responsible for payroll of 45-person staff; Hired, managed, and evaluated 15-person staff; Submitted and supervised grants (Houston Wildlife; United Way Bright Beginnings,); Designed and implemented human resources for childcare center; Created and implemented budget for childcare center; Created staff incentive and professional development program; Assisted in creating partnerships in the community.

Taught infants to preteen. Managed Title I program at CyFair ISD in FMIDC private

school. Organized and planned events that ranged from 10-350 people.

2014-2013 **Adjunct Faculty** **Sam Houston State University**

Organized and taught ECHE 3313 Early Childhood Cognition, a face-to-face undergraduate level class.

2012-2010 **Research Associate/ Graduate Administrative** **Texas A&M University**

Center for Urban School Partnerships (CUSP)

Designed, analyzed, and evaluated CUSP projects including professional development programs with Aldine and Houston ISDs. Engaged in operational and managerial responsibilities for the National Journal of Urban Education; Created a format for online delivery all the National Journal of Urban Education and Practice Journal via the Texas Digital Library; Mentored new graduate and teaching assistants.

2012-2010 **Graduate Assistant/Teacher Assistant** **Texas A&M University**

Teaching, Learning, & Culture,

Responsibilities included team teaching graduate and undergraduate courses in urban education and other courses as needed; assisted in developing curricula for new graduate courses including online courses using Moodle; conducted research in urban schools and the Center for Urban School Partnerships; engaged in co-advisement experiences with major professor; assisted with production of national refereed journal; earned a technology certificate in the virtual instructor program; engaged in multiple service projects urban schools.

AWARDS/HONORS

- 2026 Association of Teacher Educators' Inquiry Initiative Cohort Four
- 2026 Association of Teacher Educators' Dr. W. Robert Houston Leadership Academy
- 2026 Clinical Practice Fellow (Association of Teacher Educators)
- 2023 Hullabaloo Teacher of the Year Nominee
- 2023 TLAC Department Service Award
- 2022 Hullabaloo Teacher of the Year Nominee
- 2021 TLAC Departmental Achievement Teaching Excellence Award
- Early Career Faculty Pre-Conference Seminar 2017, Division K, American Educational Research Association
- Honorable Mention, 2013 Dissertation of the Year, American Association of Blacks in Higher Education
- "Top-Off" Doctoral Student Award, Teaching, Learning, & Culture, Texas A&M University, \$10,000 Award
- Barbara Bush Fellow, 2010-2011, Family Literacy, \$25,000 Fellowship

- Member, Kappa Delta Pi
- Psychobiology Fellow, University of Florida, Summer 1995
- Presidential Scholar, Virginia Union University, 1996-1992

PUBLICATIONS

Refereed Articles

*Denotes written with students

Pittman, R. T., McCoy, W., Latimer-Hearn, D., **Ogletree, Q.**, & Downing, G. (2026). Centering language and identity to advance a culturally relevant science of reading framework for African American students. *Urban Education*, 0(0).
<https://doi.org/10.1177/00420859261417342> [Blind peer reviewed. Impact factor: 1.7.]

*Redwine Johnson, V., Crawford, A., Grice, S. & **Ogletree, Q.** (2024). The esoteric relationship among Black teachers: A collaborative autoethnography exploring how schools work as a disservice to Black teachers. *Black Educology Mixtape Journal*. 2(1), 6.

*Young, J., Williams, J., Diaz Beltran, A., James, M., Ogletree, Q, Neshyba, M., & Worley, C. (2024). Utilizing the urban education typology: A content analysis of selected citations. *Urban Education*.

Young, J., Young, J., Williams, J., Neshyba, M., **Ogletree, Q.**, & James, M. (2023). Talking back: An analysis of the scope and impact of Critical Race Theory and its usage in educational research. *SAGE Open*, 13(3), 21582440231192112.

Wandix-White, D., Young, J., & **Ogletree, Q.** (2023). The same but better: Why some Black girls prefer virtual learning. *Journal of Online Learning Research*, 9(2), 141-161.

James, M. C., Diaz Beltran, A C., Williams III, J. A., Young, J., Neshyba, M., & **Ogletree, Q.** (2022). We matter too: Employing counterstorytelling to expose the equity paradoxes arresting mattering and racial healing among faculty of color. *International Review of Qualitative Research*. 14(4), 669-692. doi: 10.1177/19408447211049524

James, M., Williams III, J. A., Diaz Beltran, A. C., Neshyba, M., **Ogletree, Q.**, Young, J., & (2021). The equity paradox typology: A application of critical race methodology to redress racial harm against faculty of color. *Qualitative Inquiry*, 27(10), 1221-1232.

Ogletree, Q., & Diaz Beltran, A.C. (2021). Treading water: Faculty of Color teaching multicultural classes during the pandemic. *Race and Pedagogy Journal: Teaching and Learning for Justice*, 5(2) 10.

Williams, J. A., James, M., Beltrán, A. C. D., Young, J., Neshyba, M. V., & **Ogletree, Q.** (2021). Employing the urban education typology through a critical race spatial analysis. *The Urban Review*, 1-31.

Ogletree, Q. (2013). The impact of family literacy programs on the expressive vocabulary and alphabet knowledge of culturally, linguistically, economically, and ethnically diverse students in an Even Start Program in Texas. *National Journal of Urban Education and Practice* 7(2), 148-161.

Ogletree, Q. (2013). Building bridges between home and school with multicultural literature: Increasing reading engagement and achievement. *The Advocate* 32(1), 22-27.

Ogletree, Q. & Larke, P. (2010). Implementing multicultural practices in early childhood education. *National Forum of Multicultural Issues Journal*, 7, 1-9.

Book Chapters

Ogletree, Q. (2026). *Been There*. Southwest Region Arts and Letters Committee of Delta Sigma Theta Sorority, Inc.

Ogletree, Q., & Wandix-White, D. (2026). Understanding the vitality of community in the classroom. *Mosaic Urban*

*Redwine-Johnson, V. & **Ogletree, Q.** (2026). Being culturally relevant and responsive in the classroom. *Mosaic Urban*

Williams, K., & **Ogletree, Q.** (2018). Intersections of race and class in preservice teacher education: Advancing Educational Equity. In N. Carter & M. Vavrus (Eds), *Pushing Toward Social Justice in Schooling: Intersectionalities in Teaching and Teacher Education*.

Ogletree, Q. (2017). I am not alone: Overcoming abuse and rejection. In D.Y. Ford, J. L. Davis, Y. Sealey-Ruiz, & M. Trotman Scott (Eds.), *Gumbo Soup for the Soul: Stories to Inspire Gifted Girls and Women of Color*.

Ogletree, Q. & Ford, D. (2015). Underachievement and African-American students. In G. Scarlett (Ed.) *The SAGE Encyclopedia of Classroom Management*. New York: New York.

Book Chapters (accepted)

*Fontenot, D., Boggs, C. & Ogletree, Q. From Observation to Belonging: A Peer-Led Critical Conversations Framework for Preparing Early Childhood Educators in Culturally Responsive Field Practice. In C. Turner & M. Turner (Eds.) *Teaching for Belonging: Asset-Based, Inclusive, and Culturally Responsive Pedagogies in Early Childhood Education*.

Books

Williams, J. & **Ogletree, Q.** (Eds.). (2026). *Mosaic Urban*. Cognella.

Carter, N., **Ogletree, Q.** & Williams, K. (Eds.). (2025). *Woman to Woman*. Our Daily Bread.

Under Review

*Bango, E., Edosomwan, K., & **Ogletree, Q.** Higher use, lower ratings: A QuantCrit study of early education in Black neighborhoods.

*Fontenot, D. & Ogletree, Q. From Passion to Preservation: Prosocial Strategies for Teacher Wellness and Sustainable Practice

PRESENTATIONS

International Refereed

- ***Ogletree, Q.** & Andrews, D. (2026, November). *Creating Community Through Service: Faculty Lessons from the Inaugural Year of the Haynes Teacher Corps*. International Conference on Urban Education. Dominican Republic.
- *Fontenot, D., Boggs, C., & **Ogletree, Q.** (2026, November). *Connecting Through Conversation: A Reflective Model for Cultivating Effective Teacher Observations*. International Conference on Urban Education. Dominican Republic.
- Swajada-Hardy, M., Williams, J., & **Ogletree, Q.** (April, 2026). *Investigating the impact of Title IX sexual harassment policies on the K-12 experience*. American Educational Research Association Annual Meeting, Los Angeles, California.
- Boggs, C., Fontenot, D., & **Ogletree, Q.** (April, 2026). *Cultural awareness in action: A pen pal program as a pedagogical tool for preservice teachers*. American Educational Research Association Annual Meeting, Los Angeles, California.
- *Bogg, C., Reschman, L. & **Ogletree, Q.** (2025, April). *Building bridges: Pen pal Programs as a Pathway to Just Education Renewal*. American Educational Research Association. Denver Colorado.
- Ogletree, Q.** (2025, April). Education Renewal. *Addressing the Impacts of Christian Nationalism*. American Educational Research Association. Denver Colorado.
- *Boggs, C. & Ogletree, Q. (2024, November). *Community Collaboration in Action: A SoLT Study on Pen Pals Programs for Service*. International Conference on Urban Education. Cancun, Mexico.
- Ogletree, Q.** (2024, November). Unlocking Opportunities: *Reflecting on Field-Based Experiences of Preservice Teachers*. International Conference on Urban Education. Cancun, Mexico.
- Ogletree, Q.,** Ogletree, L., & Williams, K. (2024, April). *Chasing her dreams: Navigating Racial and Gender Injustices*. American Educational Research Association. Philadelphia, Pennsylvania.
- Ogletree, Q.** (2022, November). *"I Got You": Preparing educators to teach and support students of color*. National Association for the Education of Young Children. Washington, DC.
- James, M., Young, J., Neshyba, M., **Ogletree, Q.** (2022, November). *Setting the record straight: What the public should know about critical race theory?* International Conference on Urban Education. Cancun, Mexico.
- Wandix-White, D., **Ogletree, Q.,** & Young, J. (2022, November). *The same but better: Why some Black girls prefer virtual learning*. International Conference on Urban Education. Cancun, Mexico.
- Ogletree, Q.** & Ogletree, L. (2019, July). *What is needed for African American Females to exceed in STEM at PWIs*. 17th International Conference on Excellence, Gifted Education,

- Innovation, & Creativity in Basic-Higher Education & Psychology. Prairie View, Texas
- Ogletree, Q.** (2017, November). *Teaching using Bank's Transformational and Social Justice Approaches in PWI education classes*. International Conference on Urban Education. San Juan, Puerto Rico.
- Williams, K. & **Ogletree, Q.** (2017, April). *Intersections of race and class in preservice teacher education: Advancing Educational Equity*. American Educational Research Association. San Antonio, Texas.
- Ogletree, Q.** (2015, April) *Examining gifted enrollment and access of African American students in a Texas suburban school district*. American Educational Research Association. Chicago, Illinois.
- Ogletree, Q.** (2014, April, symposium organizer), Bonner, F., Staples, J., Louis, D., & James, M. *Facing current issues in urban education: Race, class, and gender* (Symposium). American Educational Research Association. Philadelphia, Pennsylvania.
- Ogletree, Q.** (2014, April). *Urban teachers' beliefs about diversity: Critical analysis of race, gender, and class*. American Educational Research Association. Philadelphia, Pennsylvania.
- Ogletree, Q.** (2010, July) *Using multicultural literature to facilitate global learning*. 1st Annual International Conference/Symposium on Research in Urban Education: Best Practices for Global Learners. Johannesburg, South Africa.

National Refereed

- *Boggs, C. & **Ogletree, Q.** (2027, March) *Exploring Teacher Needs in Inclusive Classrooms*. Council for Exceptional Children. Columbus, Ohio.
- Ogletree, Q.** (2026, December). *Belonging as Infrastructure. A Curricular Practice for Reducing Racial Inequality in Teacher Preparation*. National Association of Early Childhood Teacher Educators. Washington, DC.
- Ogletree, Q.** (2026, September). *The Ones that Keep the Altar Lit. Abundance, Trust, and Repair: Black Theological Perspective on Giving Project*. Lake Institute on Faith and Giving.
- Ogletree, Q.** (2026, July). *Belonging-Centered Field Design: A Theoretical Framework for Understanding Pedagogical Persistence in Urban Teacher Preparation*. Association of Teacher Educators, Seattle, Washington.
- *Fontenot, D., Boggs, C. & **Ogletree, Q.** *From Passion to Preservation: Prosocial Strategies for Teacher Wellness and Sustainable Practice*. Association of Teacher Educators, Seattle, Washington.
- Ogletree, Q.** (2026, June). *Mapping Belonging in Teacher Prep at PWIs: Identity, Culture, and Candidate Readiness*. National Association of Early Childhood Teacher Educators' Conference. Virtual Conference.

*Fontenot, D., Boggs, C., & **Ogletree, Q.** (2026, February). *From Peer Support to Pedagogical Growth: Transformational Leadership in a Field-Based Teacher Preparation Program*. Association of Teacher Educators, Arlington, VA

*Reschman, L., Boggs, C., & **Ogletree, Q.** (2025, September). *Stars in Alignment: Teacher-Led Constellation Support for Urban School Transformation*. The School Turnaround National Conference. Charlotte, North Carolina.

*Fontenot, D. & **Ogletree, Q.** (2025, March). *Sister Circles as an Intervention for Black Women Educators in PK-12 Settings*. New Orleans, Louisiana.

Ogletree, Q., & Williams, K. (2025, March). *Faith, Resilience, and Joy: The Cornerstones of African American Women Breaking Boundaries*. American Association of Blacks in Higher Education. National Harbor, Maryland

Ogletree, Q., Ogletree, L., & Williams, K. (2022, December). *Chasing her dreams: Navigating AP classes in Predominantly White High School*. Research on Women and Education, American Educational Research Association SIG Annual Fall Conference. Houston, Texas.

Ogletree, Q. (2013, October). *Using literature in early childhood classrooms to engage students*. Pursuing Extraordinary Outcomes in Public Education National Conference. Charlotte, North Carolina.

Ogletree, Q. (2013, March). *Writing retreats: A pathway to publication through strategic engagement*. American Association of Blacks in Higher Education. Atlanta, Georgia.

Ogletree, Q. (2011, April). *Evaluating children's literature: A component of a culturally responsive family literacy Program*. National Center for Family Literacy. Louisville, Kentucky.

Vasquez, J., Friday, A., & **Ogletree, Q.** (2011, April). *Laying the groundwork: Cost effective and efficient home-based literacy interventions*. National Center for Family Literacy. Louisville, Kentucky.

Ogletree, Q. (2010, November). *Using critical literacy to build culturally sensitive classrooms*. National Alliance of Black School Educators. Ft. Worth, Texas.

Ogletree, Q. (2010, November). *African American children and early childhood education: The history and the implications on current policy and programs*. National Association for the Education of Young Children. Anaheim, California.

Ruebush, L., Spikes, S., & **Ogletree, Q.** (2010, May). *Recruitment, induction, renewal, job satisfaction, and retention of Texas high school science teachers*. American Educational Research Association. Denver, Colorado.

State Refereed

*Fontenot, D., Bogg, C., & **Ogletree, Q.** (2025, June). *Bridging theory and practice: Critical conversation in field-based teacher preparation*. Texas Association of Teacher Educators. The Woodlands, Texas.

Ogletree, Q. (2023, November). *Who takes care of you? Nurturing educators, The*

essential role of self-care in teacher wellbeing. Texas Association for the Education of Young Children. Round Rock, Texas.

Ogletree, Q. (2013, June). *Selecting Multicultural Children's Literature.* Texas School Ready! Early Childhood Summer Institute. San Antonio, Texas.

Ogletree, Q. (2010, November). *Utilizing multicultural literacy in gifted classrooms.* Texas Association of Gifted and Talented. Ft. Worth, Texas.

Ogletree, Q. (2009, November). *Culturally responsive teaching in gifted classrooms.* Texas Association of Gifted and Talented. Houston, TX.

Ogletree, Q. & Larke, P. (2009, March). *Implications of multicultural education on early childhood education.* Paper presented at the annual meeting of the Texas National Association of Multicultural Education. Prairie View, TX.

Ogletree, Q. (2008, November). *Technology and gifted and talented students in elementary school.* Texas Association of Gifted and Talented. Dallas, TX.

Local Refereed

Ogletree, Q., & Fontenot, D. (2025, May). *Building Community through Creative Check-Ins: Using Padlet to Enhance Student Engagement.* 2025 Hullabaloo U All Instructor Symposium. College Station, Texas.

Ogletree, Q. (2024, March). *Narrowing the Selection: The Banning of Picture Books.* TAMU Early Childhood Summit. College Station, Texas.

Ogletree, Q. & Ogletree, L. (2023, April). *Relevance of human intuition and learning.* Texas A&M University, Transformational Teaching and Learning Conference, College Station, Texas.

Ogletree, Q. (2020, October). *Integrating Technology into the Classroom.* Lone Star College. Online.

Ogletree, Q. (2020, October). *Creating Community in Online Classes.* Culture in Action. Lone Star College. Online.

Ogletree, Q. (2019, November). *A Reflection of the Impact of Study Abroad as an Older Adult Student.* Inaugural International Education Biennial, Conroe, TX.

Ogletree, Q. (2009, April). *Transformative staff meetings that relax, revive, and rejuvenate the staff.* Houston Area Association for the Education of Young Children. Galveston, TX.

Ogletree, Q. (2009, April). *Using technology to connect with parents.* Houston Area Association for the Education of Young Children. Galveston, TX.

Ogletree, Q. (2009, April). *Making books come alive for preschoolers.* Houston Area Association for the Education of Young Children. Galveston, TX.

GRANTS

Funded

Ogletree, Q. (2025). First Metropolitan Church: Discernment Lab Congregational Cohort. Forum

for Theological Education. \$15,000.

Ogletree, Q. (2025). First Metropolitan Church: Healthy Body, Healthy Mind, Healthy Faith Community. The Institute for Spirituality and Health at the Texas Medical Center. \$10,000.

Ogletree, Q. (2024). Critical Conversations about Culture, Communities and Schools: Building Retention into Introductory Teacher Educator Class. School of Education and Development Teaching Excellence Grant. \$14,988.60.

Ogletree, Q., Svajda-Hardy, M., & Williams, J. (2024). Investigating the Impact of Title IX Sexual Harassment Policies on the K-12 Experience. School of Education and Development Catapult Grant. \$29,999.90.

Ogletree, Q. (2024-2023). Texas A&M University, School of Education and Human Development Student Impact Grant, \$3,310.

Wandix-White, D, Young, J., & **Ogletree, Q.** (2022-2021). The same but better: Why some Black Girls prefer virtual learning. AERA Division C Equity Research Grant.

Ogletree, Q., James, M., Neshyba, M., Diaz Beltran, A., Young, J., & Williams, J. (2021). Teacher Education Improvement and Innovation (I2) Mini-Grant \$9,900

Ogletree, Q. (2018-2017). Hurricane Harvey Home Repair. Greater Houston Community Foundation. \$100,000.

Ogletree, Q. (2018-2016). Combining Science and Faith using the D.I.C.E. Model. Fuller Theological Seminary and John Templeton Foundation, \$24,500.

Ogletree, Q., Horn, C, & Ogletree, E. (2011-2009). Camp Culture, Texas Parks and Wildlife. \$47,800.

Ogletree, Q. (2007-2005). *Bright Beginnings*. United Way of Houston, \$200,000.

Submitted

Ogletree, Q. (2026). Homeplace: A Belonging-Centered Family Literacy Pilot. \$25,000. (under review).

Ogletree, Q. (2026). The Formation Table: Where community is found and identity is formed. \$2,386.254. (under review).

Ogletree, Q. & Simpson, C. (2023). TEFB 273 Clinical Experiences. School of Education and Development Teaching Excellence Grant. \$14,988.60. (Not funded).

PROFESSIONAL DEVELOPMENT

Fall 2026

TAMU Center for Teaching Excellence

Student Experience Project Community of Practice: Aggie Experience Project.

Spring 2026

HOWDI2: Highlighting Online Work and Driving Innovative Instruction.
TAMU CEHD

Fall 2025	<i>TAMU Center for Teaching Excellence</i> Perplexity AI for Teaching and Research: A Practical Introduction Strategies and Approaches: Helping Students Understand the Nature of Participation and Discussion
Summer 2025	<i>TAMU Center for Teaching Excellence</i> Connecting Classrooms and Communities: An Introduction to Community-Engaged Learning
Fall 2024	IDEATE: Innovation and Design for Exploration and Analysis in Teaching Excellence. Online community of practice. TAMU CTE.
Spring 2024	<i>TAMU Center for Teaching Excellence</i> Scholarship of Teaching Yield Learning Excellence (STYLE)- Scholarship of Teaching and Learning (SoTL) Certificate Program
Spring 2023	<i>TAMU, Faculty Affairs,</i> Roadmap for successful tenure-track academic career workshop.
Fall 2022	Student Engagement and Learning Using Relationships, Resilience, and Reflection. Online workshop. TAMU. Unlocking the Power of Play: Using Game-Based Learning to Develop Student's 21st Century Skills. Online workshop. TAMU.
Spring 2022	<i>Association of College and University Educators</i> Certificate in Effective Instruction <i>University of Michigan</i> Teaching Works- 2022 Spring Coaching Institute
Spring 2021	<i>University of Michigan</i> Teaching Works
Summer 2020	<i>TAMU Center for Teaching Excellence</i> Equipping for Mentoring Increasing Student Motivation & Engagement Online Using Active Learning Design Thinking for Engaged Learning How to Embed Tasks in a Teacher Education Syllabus TAMUS's edTPA Local Evaluation Workshop
Summer 2017	<i>RACE Mentoring</i> Writing for Publication
Summer 2014	<i>RACE Mentoring</i> Writing Workshop
Spring 2014	<i>TAMU</i> Quality Matters

Fall 2011

TAMU

Virtual Instructor Certification Program

TEACHING EXPERIENCES

Title of Courses

Instructor

TEXAS A&M UNIVERSITY, College Station, Texas

- ECDE 352 Partnering with Families in Early Childhood. (Spring 2027)
- EDCI 602 Cultural Foundations of Education (Summer 2025, online; Summer, 2024, online; Fall 2023, online; Summer, 2023, online; Spring 2023; Summer 2022, online; Spring 2022, online; Summer 2021; Summer, 2020; Summer 2019, online; Spring 2018, graduate)
- EDCI 630 Urban Education (Spring 2014, online, graduate)
- EDCI 642 Multicultural Education: Theory, Research & Practice (Fall 2022)
- EDCI 643 Teaching in Urban Environments (Spring 2018, online; Fall 2018, online; Summer, 2017, online; Fall 2016; Fall 2015; Fall 2014, online, graduate)
- EDCI 645 (Fall 2026, online; Fall 2025, online)
- EDCI 648 Urban Schools and Communities (Spring 2023, online; Fall 2018, online; Spring 2018, graduate)
- EDCI 677 Strategies for Teaching in Culturally Pluralistic Society (Spring 2027; Fall, 2026, online)
- Spring 2026, online; Summer 2016, online, graduate)
- INST 222 Foundations of Education - Community, Values and Civics. (Fall 2026)
- INST 222 Foundations of Education in a Multicultural Society (Spring 2026; Fall, 2025 (Haynes); Spring, 2025 (Haynes); Fall 2024; Spring 2024; Fall, 2023; Fall 2022, Haynes; Spring, 2021, online; Spring 2020, online; Fall 2019, online; Fall 2017; Spring 2017; Fall 2016; Spring 2016; Fall 2015, undergraduate)
- TEFB 273 Introduction to Education in United States and Global Contexts (Spring 2027; Fall, 2026)
- TEFB 273 Introduction to Culture, Community, Society and Schools (Spring, 2026; Fall, 2025(HTC); Spring, 2025, Fall 2024; Spring 2024; Fall, 2023 Lohman/Hullabaloo; Spring 2023; Fall 2022, Lohman/Hullabaloo, Spring 2022; Fall 2021 Hullabaloo; Spring, 2021; Fall 2020 Hullabaloo; Spring 2020; Fall 2019; Spring 2018; Fall 2017, undergraduate)

Instructor

SAM HOUSTON STATE UNIVERSITY, Huntsville, Texas

- ECHE 3313 Early Childhood Cognition (Fall 2014, Spring 2014, undergraduate)

Title of Courses Co-Taught

University Level

Team-Instructor

TEXAS A&M UNIVERSITY, College Station, Texas

- EDCI 673 Analysis of Teaching Behavior (Spring 2016; Spring 2015, online, graduate)
- EDCI 630 Urban Education (Spring 2017; Fall 2016; Spring 2016; Fall 2015; Spring 2015; Fall, 2014; Spring 2013, online, graduate)
- EDCI 643 Teaching in Urban Environments (Fall 2013, online, graduate)

Teaching Assistant

TEXAS A&M UNIVERSITY, College Station, Texas

- EDCI 630 Urban Education under the supervision of Dr. Norvella Carter (Spring 2012, online; Fall 2010, hybrid, graduate)
- EDCI 673 Analysis of Teaching Behavior under the supervision Dr. Norvella Carter (Spring 2012, online, graduate)
- INST 462 Curriculum and Instruction for Middle Grades under the supervision of Dr. Kamala Williams (Fall 2011, hybrid, undergraduate)
- EDCI 641 African American Learner under the supervision of Dr. Kamala Williams (Spring 2011, hybrid, graduate)

SERVICE

Graduate Students Advised

Master Student Advisor

Albiter Vazquez, A. (current)
Ancira, A.(August 2023)
Cash, K. (August 2023)
Coleman, S. (current)
Flores, A. (current)
Hayes, L. (December 2023)
Luntz, A. (August 2023)
Minter, S. (May, 2023)
O'Neil, J. (current)
Salazar, D. (current)
Stokes, H. (current)
Vaughn, R. (May 2022)
Warren, J. (August 2023)
Wright, B. (May 2023)

Alvarado, A. (current)
Cascante, S. (May 2022)
Ceasar, D. (current)
Done, R. (August 2023)
Goynes, K. (August 2023)
Klam, A. (August 2023)
Mendez, E. (August 2023)
MKize, N. (current)
Randazzo, M. (current)
Scott, S. (August 2023)
Summerlin, C. (current)
Walker, A. (current)
Woodruff, C. (August 2023)
Yanartas, Z. (current)

Doctoral Committees

Dawson, R, (EHRD)
Grice, S. (TLAC)

Gonzalez, R. (TLAC-EDD)
Turner, M. (TLAC-December 2024)

Professional Service

Departmental

- **2027-2026, Member**, TLAC A1 Committee
- **2027-2026, Member**, TLAC Executive Committee
- **2027-2022, Co-Chair**, Urban Education, TLAC
- **2027-2022, Member**, Carter-Larke Lecture Series
- **2027-2023, Member**, TLAC Awards Committee
- **2026-2023, Member**, TLAC Undergraduate Committee

- **2025-2024, Member**, TAMU, ECE Search Committee, Department of Teaching, Learning, and Culture
- **2024-2023, Member**, TAMU, Multicultural/Urban Associate Professor Search Committee, Department of Teaching, Learning, & Culture
- **2024-2023, Chair**, TLAC Clinical Awards
- **2024-2023, Member**, ACES Assistant Professor Search Committee, Department of Teaching, Learning and Culture
- **2023-2022, Member**, TAMU, ECE Search Committee, Department of Teaching, Learning, and Culture
- **2023-2022, Member**, TAMU, Multicultural/Urban Tenure Track Search Committee, Department of Teaching, Learning, and Culture
- **2022, Member**, TAMU, Search Committee Assistant Professor, Department of Teaching, Learning and Culture
- **2022, Member**, TLAC Achievement Award Committee

College

- **2026-2025**, Member, CEHD, Distance Education Committee
- **2022, Member**, TAMU, Search Committee, aggieTerm Program Manager, School of Education
- **2022-2021, Member**, TAMU, Raise Your Hand Texas/Raising Texas Teachers
- **2022-2021, Member**, TAMU, Early Childhood Interest Group
- **2022-2020, Affiliated Faculty**, TAMU, Aggie Homework Helpline
- **2021, Co-Developer**, TAMU, Distance Education Training Module
- **2020, Interview**, TAMU, <https://education.tamu.edu/should-you-send-your-child-back-to-the-classroom/>

University

- **2024-2023, Member**, TTLC, Steering Committee. Center for Teaching Excellence.

National

- **2021, Interview**, KBTX, <https://www.kbtx.com/2021/08/10/classroom-confident-adjust-your-childs-sleep-schedule-early-incrementally/>
- **2020, Interview**, Community Impact, <https://communityimpact.com/houston/conroe-montgomery/education/2020/09/19/we-care-about-you-and-your-whole-health-conroe-area-school-districts-emphasize-importance-of-social-emotional-learning-upon-reopening/>
- **Secretary** (2022-2021). American Educational Research Association, Multicultural/Multiethnic Education SIG
- **Communications Chair** (2018-2014). American Educational Research Association, Critical Examination of Race, Ethnicity, Class, and Gender in Education Special Interest Group (SIG).
- **Assistant Program Chair** (2014-2012). American Educational Research Association Critical Examination of Race, Ethnicity, Class,

- and Gender in Education Special Interest Group (SIG).
- **Member** of the review board on the CUSP Urban Briefs (2012-2011)

International

- **Chairperson**, 2010 1st Annual International Conference/Symposium on Research in Urban Education: Best Practices for Global Learners. Johannesburg, South Africa

Community Service

- **Member/Coordinator**, Teen/Children's Ministry, First Metropolitan Church, Houston, TX (2014-1998). Planned several three days Teen Conferences with over 250 teens attending. Planned and coordinated spring break college tours (2017- 2008).
- **Camp Instructor**, Girls Scouts, Houston, TX, (2021-2014, 2009-2008).

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA) (2025-2009)

- Divisions
 - Educational Policy and Politics (2014-2012)
 - Teaching and Teacher Education (2025-2011)
 - Social Context of Education (2018-2011)
 - Learning and Instruction (2014-2011)
 - Curriculum Studies (2014-2011)
- SIGS
 - Literature Student (2013-2012)
 - Paulo Freire, Critical Pedagogy, and Emancipation (2018-2014)
 - Research in Reading and Literacy Student (2013-2012)
 - Urban Learning, Teaching and Research (2025-2024)
 - Critical Perspectives on Early Childhood Education (2025-2012)
 - Research on Giftedness, Creativity, and Talent Student (2015)
 - Critical Examination of Race, Ethnicity, Class, and Gender in Education (2025- 2009)
 - Early Education and Child Development (2025-2009)
 - Multicultural/Multiethnic Education: Theory, Research and Practice Students (2025-2009)
 - Research Focus on Black Education (2025-2009)
 - Talent Development of Students Placed at Risk Student (2013)

Houston Area Association for the Education of Young Children (HAAEYC) (2025-2005)

International Reading Association (IRA) (2015-2012)

National Association for the Education of Young Children (NAEYC) (2025-2005)

National Association of Multicultural Education (NAME) (2014-2010)

RACE Mentoring (2025-2013)

Texas Association of Gifted and Talented (TAGT) (2018-2008)