

Peter A. Scaramuzzo, Ph.D.

Curriculum Vita
Updated: January 2026



Texas A&M University
Department of Teaching, Learning & Culture
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My work explores curriculum theory, philosophy of education, and critical, ecocentric, and arts-based pedagogies, with a focus on postmodernism, currere, and discomfort pedagogy. Additionally, I engage with queer theory, feminist pedagogy, multicultural, social justice education, and intersectionality to inform critically compassionate approaches to teacher education. Methodologically, I draw on qualitative, post-qualitative, and mixed methods research, including narrative inquiry, critical discourse analysis, content analysis and action research. Additional interests include critical and queer film studies, LGBTQ cultural studies, and literacy.

EDUCATION

Ph.D. **Curriculum & Instruction, 2025**
Texas A&M University, Department of Teaching, Learning & Culture, College Station, TX 77840
Dissertation title: *A critical dehumanist curriculum theoretical inquiry into inter and nondisciplinary ecocentric education as necessary through a Queer Theoretical lens*
Chair: Patrick Slattery

M.A. **Education, 2006**
University of Connecticut, Neag School of Education
Storrs, CT 06269
Thesis title: *Investigating the British National Curriculum and its effects on teachers' planning processes in London*
Advisory committee Chair: David Moss; Wendy Glenn

B.S. **English, 2004**
University of Connecticut, Neag School of Education
Storrs, CT 06269

Certificates and Training

Women and Gender Studies Certificate, 2025
Texas A&M University, College Station Texas 77840

Advanced Research Methods Certificate, 2025
Texas A&M University, College Station Texas 77840

Film Studies Certificate, 2025
Texas A&M University, College Station Texas 77840

NYS SBL | SDL Leadership Program, 2016
Massachusetts College of Liberal Arts,
North Adams, MA 01247

Montessori Training Certification, 2008
Cincinnati Montessori Secondary Training Education Program
Xavier University,
Cincinnati, OH 45207

Teaching Certification
New York State, Professional | Connecticut State, Professional

EMPLOYMENT

2022-2025 Teacher, K-12, English
Cooperative Arts & Humanities High School
New Haven, CT 06510

2019-2021 Graduate Research Assistant/Non-Teaching
Texas A&M University, Department of Teaching, Learning & Culture
College Station, TX 77840

2019 Teaching Assistant, Higher Education
Texas A&M University, Department of Teaching, Learning & Culture
College Station, TX 77840

2017-2019 Instructor/Graduate Research Assistant
Texas A&M University, Department of Teaching, Learning & Culture
College Station, TX 77840

2018 Teaching Assistant, Higher Education
Texas A&M University, Department of Teaching, Learning & Culture
College Station, TX 77840

2016 Instructor,
Massachusetts College of Liberal Arts,
North Adams, MA 01247

2016	<u>Teaching Assistant, Higher Education</u> Massachusetts College of Liberal Arts, North Adams, MA 02147
2014	<u>Curriculum Writer</u> New York City Department of Education Middle School Quality Initiative, New York City, NY 11201
2009-2017	<u>Teacher, K-12</u> New York City Department of Education, Emolior Academy, Bronx, NY 10460
2007-2009	<u>Teacher, K-12</u> Springfield Public Schools, Alfred G. Zanetti Montessori Magnet School, Springfield, MA 01104

PUBLICATIONS

Refereed Journal Articles

Pittman, A., Gang, H., Fantus, S., & **Scaramuzzo, P.** (2025). “A Scar in Each of Us”: 2SLGBTQ+ College Student Wellbeing in Texas During the COVID-19 Pandemic. *Annals of LGBTQ Public and Population Health*.

Yan, S., **Scaramuzzo, P.**, & Slattery, P. (2021). Fear disclosing the fundamental ambiguity of being a human: On fear and moral education. *International Journal of Fear Studies*, 3(2), 101-111.

Scaramuzzo, P., Bartone, M., & Young, J.L. (2021). A conceptualization framework of allyship: Bidirectional Allyship between Black Heterosexual Women and White Gay Males. *Cultural Studies ↔ Critical Methodologies*, 21(5). <https://doi.org/10.1177/15327086211035354>

McIntush, K.E., Askari, N.H., Garza, K.A., **Scaramuzzo, P.**, Norton, M., & Burlbaw, L.M. (2021). The impact of an introductory course on Ph.D. students: A qualitative analysis of student perceptions. *Mid-Western Educational Researcher*, 33(2), 111-147. <https://www.mwera.org/MWER/>

Durand, E.S., Glenn, W.J., Moore, D., Groenke, S., **Scaramuzzo, P.** (2021). Shaping Immigration Narratives in Young Adult Literature: Authorship and Paratextual Features of USBBY Awards (2006-2019). *Journal of Adolescent & Adult Literacy*, 64(6), 665-674. <http://dx.doi.org/10.1002/jaal.1149>

Scaramuzzo, P., Singleton, J., Raven, S. (2020). Transformative holistic learning experiences through study abroad: Place-based pedagogy with pre/in-service teachers. *Journal of Transformative Learning*.

Suarez, M. I., Asadi, L., **Scaramuzzo, P.**, Slattery, P., & Mandala, C. R. (2020). Using photovoice as arts-based instruction for grieving: LGBTIQ+ students and the Pulse nightclub shooting. *International Journal of Qualitative Studies in Education*, 33(6), 639–654.
<https://doi.org/10.1080/09518398.2020.1753257>

McIntush, K., Zhou, X., Asakari, N., Widdison, Y., Keese, J., Burgess, M., **Scaramuzzo, P.**, Norton, M., & Waxman, H. (2019). Pre-service teacher efficacy in culturally responsive teaching and social-emotional learning. *The Texas Forum of Teacher Education: The Journal of the Texas Association of Teacher Education*.

Book Sections

Scaramuzzo, P., Calabrese, J.E., & Craig, C.J. (2025). A narrative inquiry investigating teacher burnout at a Bronx New York middle school in 2020. Singer, E.A., Etchells, M.J., & C.J. Craig (Eds.), *Drawn to the Flame: Teachers' Stories of Burnout*. Emerald Publishing.

Scaramuzzo, P. (2019). [ECO-]Queering U.S. K-12 environmental curricula: An epistemic conceptual investigation into Queer pessimisms serving as pragmatics to navigate current environmental castrations. In Trifonas, P.P (Ed.), *Springer International Handbooks of Education. Handbook of Theory and Research in Cultural Studies and Education*. Springer.

Yan, S., **Scaramuzzo, P.**, Slattery, P., & Clough, M. (2019). Moral education in troubled times: Insights from Barad, Levinas, and Baumann. In S. L. Raye., S. Masta., S. T. Cook., & J. Burdick (Eds.), *Ideating pedagogy in troubled times: Approaches to identity, theory, teaching, and research* (pp. 49-61). Information Age Press.

Book Review

Scaramuzzo, P. (2018). Review of LGBTQ issues in education: Advancing a research agenda. *International Journal of Lesbian, Gay, Bisexual, and Transgender Youth*. In Wimberly, G.L. (Ed.). Taylor & Francis Group. AERA: American Educational Research Association.

Press

Out to Lunch Lecture Series Spring 2019 roster (n.d.). Retrieved from
<https://rainbowcenter.uconn.edu/out-to-lunch-lecture-series/>

Katz, Chelsea. The Eagle. Retrieved from
https://www.theeagle.com/news/local/conference-at-texas-a-m-promotes-diversity-in-childrens/article_6923a310-acf4-517c-bec0-d286a2665f25.html

Celebrating & Exploring Diversity through K-12 Literature & Literacies conference.
<https://tlac.tamu.edu/research/celebrating-exploring-diversity/>

“Word Generation ELA Launch Lesson.” MSQI [Middle School Quality Initiative] Stories, Video 1. Film. New York: MSQI, 2015. Retrieved from:
<https://vimeo.com/94650018>

Fertig, Beth. WNYC 93.9/National Public Radio [NPR]. “Middle School: A ‘Hot mess’ of Distractions.” 8 March. 2015: Print and Broadcast. Retrieved from <http://www.wnyc.org/story/cutting-through-distractions-with-care/>

Harvey, Sheena. Aussie. New York: Case Study: NYC DOE Secondary Literacy Pilot Emolior Academy: x383. Print.

Peter Scaramuzzo, Borsella, Lee. Middle School Quality Initiative Professional Development Video Series: Language Acquisition Across the Content Areas. Film. New York: MSQI, 2014.

Peter Scaramuzzo, Borsella, Wexler. Middle School Quality Initiative Professional Development Video Series: Word Generation Year 1, Teaming and Implementation. Film. Interview. New York: MSQI, 2013.

"Starfish Stories: Emolior Academy, Bronx, New York..." *IDE Update* 15 (Sept. 2009): 3. Print.

Fahey, Rich. “Graduates give.” *Springfield Educator* [Springfield, MA] Spring 2009. Print.

Graham, George. “Class gift to aid teachers, students.” *Sunday Republican* [Springfield, MA] 9 Nov. 2008: Print.

PRESENTATIONS

Domestic Presentations

Scaramuzzo, P., & Young, J. (2025, November 19-23). Allyship as a locus for solidarity, connection, emancipation, and praxis through the sharing of our stories. A presentation at the National Association for Multicultural Education (NAME) 2025 Annual Conference. New Orleans, California.

Wandix-White, D., & **Scaramuzzo, P.** (2024, November 16). Investigations into the impact of positionality in higher education instruction. A research study presented at the National Association for Multicultural Education (NAME) 2024 Annual Conference. Anaheim, California.

Scaramuzzo, P., Calabrese, J.E., & Craig, C.J. (2022, April 25). A narrative inquiry investigating teacher burnout at a Bronx New York middle school in 2020. A paper presented at the American Educational Research Association (AERA) 2022 Annual Conference. San Diego, California.

Askari, N.H., Monroy-Burgess, M., Garza, K.A., McIntush, **Scaramuzzo, P.**, K., Waxman, H., & Viruru, R. (2021, April 9-12). A mixed methods investigation into pre-service teachers' exposure to culturally responsive teaching and social emotional learning in a teacher preparation program. A paper presented at the American Educational Research Association (AERA) 2021 Annual Conference. Orlando, Florida.

Calixto, A., Couri, D., Drain, M., Neshyba, M., **Scaramuzzo, P.**, Slattery, P. (2020, May 26-May 30). *Title not solidified*. A paper submitted to the National Conference on Race and Ethnicity in American Higher Education (NCORE).

Scaramuzzo, P., Raven, S., & Singleton, J. (2020, April 17-21). Texas pre-service teachers in Costa Rica: Holistic impact of international study abroad experiences on future educators. A paper submitted for presentation at the American Educational Research Association (AERA) 2020 Annual Conference. San Francisco, California. <http://tinyurl.com/rfp2qup>

Askari, N.H., Garza, K.A., McIntush, K.E., **Scaramuzzo, P.** (2020, February 12-14). The impact of a Ph.D. induction program: A qualitative study on doctoral student perspectives. A paper presented at Southwest Educational Research Association, Arlington, TX.

Garza, K.A., Perez-Hughes, S., **Scaramuzzo, P.** (2020, February 12-14). Untangling the entangled: Three educators' reflections on their shared international study abroad in Costa Rica. A paper presented at Southwest Educational Research Association, Arlington, TX.

Pittman, A., Kabani, F., Pack, A., Kesterke, M.J., Alonso, J.P., Kraft, D., **Scaramuzzo, P.**, Abu-Baker, A., Bustamante, J.J., Vinal, C. (2019, October 23). Poster presentation at the IPER 5 Symposium. Texas A&M University, Bryan, TX.

Scaramuzzo, P., Widdison, Y., Zhou ,X., Askari, N., Keese, J., McIntush, K., Norton, M., Burgess, M., Waxman, H. (2019, June 10-11). Preservice teacher efficacy in multicultural content, pedagogy, and socio-emotional learning. A presentation at the Texas Association of Teacher Educators 2019 Annual TxAte Conference. San Antonio, TX.

Slattery, P., **Scaramuzzo, P.**, Gale, T., Rahn, R., & Couri, D. (2019, March 22). Inclusivity of LGBTIQ and health education. A panel at the 2nd Annual Race, Identity, and Social Equity Conference (RISE). Texas A&M University, College Station, TX.

Keese, J., Garza, K., Askari, N., McIntush, K., Norton, M., and **Scaramuzzo, P.** (2019, February 6-8). Retaining your future scholars: A content analysis of coaching and mentoring in a first-year doctoral education course. A presentation at the Southwest Education Research Association (SERA). San Antonio, TX.

McIntush, K.E. Norton, M., Askari, N., Garza, K., Keese, J., **Scaramuzzo, P.**, & Burlbaw, L. M. (2019, February 6-8). The face of a doctoral orientation course: Overview of doctoral candidates' identity during transition. A presentation at the Southwest Education Research Association (SERA), San Antonio, TX.

Scaramuzzo, P., & Slattery, P. (2018, October). Curriculum field mentorships as necessary Queer activist praxis: LGBTQI faculty and students collaborate. A presentation at the 2018 Curriculum & Pedagogy Annual Meeting. New Orleans, LA.

Scaramuzzo, P. (2018, October). Liberal New York to conservative Texas: An abductive autoethnographic account exploring ignited social justice praxis through multicultural discursive educative practices. A paper submitted for presentation at the 2018 Curriculum & Pedagogy Annual Conference.

Yan, S., **Scaramuzzo, P.**, & Slattery, P. (2018, October). Reconceptualizing identity categories in education through Baradian New Materialism. A paper submitted for presentation at the 2018 Curriculum & Pedagogy Annual Conference.

Scaramuzzo, P. (2018, September 4-5). Get your kids jazzed up! Why Katy Perry's Firework is fabulous as a literary lens to authentically engage students in critical intersectional analyses of identity, perspective, and inclusivity. A presentation submitted to the Celebrating and Exploring K-12 Literature and Literacies Conference (CEDK12). Texas A&M University, College Station, TX.

Scaramuzzo, P. (2018, May 30-June 1). On becoming Foucault. A paper presented at the 3rd Annual Currere Exchange Retreat and Conference. Miami University, Oxford, OH.

Yan, S., Digari, S., **Scaramuzzo, P.**, Asadi, L., Suarez, M., & Slattery, P. (2018, April 11-13). Reconceptualizing the category of sex in education in a world of vibrant matter and intra-acting naturecultures. A paper presented at the American Association for the Advancement of Curriculum Studies (AAACS) annual conference. St. John's University, New York, NY.

Suarez, M. I., Asadi, L., **Scaramuzzo, P.**, & Slattery, P. (2017, October 18). Using photovoice as arts-based instruction for grieving: LGBTIQ+ students and the Pulse nightclub shooting. A paper presented at the Curriculum & Pedagogy Annual Conference. New Orleans, LA.

Suarez, M. I., Asadi, L., **Scaramuzzo, P.**, & Slattery, P. (2017, October 4). Using photovoice as arts-based instruction for grieving: LGBTIQ+ students and the Pulse nightclub shooting. A presentation at the Department of Teaching, Learning, and Culture Brown Bag Series. Texas A&M University, College Station, TX.

Suarez, M. I., **Scaramuzzo, P.**, Asadi, L., & Slattery, P. (2017, April 26). We all have a pulse: Epigenetics, proleptic eschatology, and creating a culture of understanding. A paper presented at the American Association for the Advancement of Curriculum Studies Annual Conference. The University of Texas at San Antonio, San Antonio, TX.

Suarez, M. I., **Scaramuzzo, P.** & Slattery, P. (2016, October 20). We all have a pulse: Epigenetics, proleptic eschatology, and creating a culture of understanding. A paper presented at the Curriculum & Pedagogy Conference. Cleveland, OH.

Scaramuzzo, P., et al. (2016, June). Creating a collaborative team. Middle School Quality Initiative through Office of Interschool Collaborative Learning. A roundtable presented at City Knowll Middle School. Manhattan, NY.

Scaramuzzo, P. (2015, December). Trading places: Helping parents help their children. Supports for parents in reinforcing school at home. A presentation at Emolior Academy. Bronx, NY.

Scaramuzzo, P. (2015, December). A crash course in creating consistency and cohesion across the disciplines using ELA strategies and practices. A presentation at Emolior Academy. Bronx, NY.

Scaramuzzo, P. (2014, November). Encouraging inclusivity through strategic language. A presentation at Emolior Academy. Bronx, NY.

Scaramuzzo, P., Monteza, I., & Torres, S. (2014, September). Quick and concrete supports for ELLs. A presentation at Emolior Academy. Bronx, NY.

Scaramuzzo, P. (2014, January). Logistics, impact, and next steps for tiered intervention at Emolior Academy. A presentation at the Middle School Quality Initiative bi-annual meeting. New York, NY.

Scaramuzzo, P. (2013, December). Using DRP Data: Data analysis and implications for instruction. A presentation at Emolior Academy. Bronx, NY.

Scaramuzzo, P., & Davidson, S. (2013, October). Word Generation: Purpose and plan for second year at Emolior. A presentation at Emolior Academy. Bronx, NY.

Scaramuzzo, P., & Berg, R. (2010, November). Using multigenre texts to promote student writing. A presentation at the Assembly on Literature for Adolescents of the National Council of Teachers of English annual conference. Orlando, FL.

International Presentations

Scaramuzzo, P., Singleton, J., & Raven, S. (2019, April 5-9). Transformative holistic learning experiences through study abroad: Place-based pedagogy with pre/in-service teachers. A presentation at the American Education Research Association (AERA) 2019 Annual Conference. Toronto, Canada.

Suarez, M.I., Asadi, L., **Scaramuzzo, P.**, Slattery, P., & Mandala, C.R. (2019, April 5-9). Using arts-based methods for grief: *Pulse* and LGBTQ+ students. A paper presented at the American Educational Research Association (AERA) 2019 Annual Conference. Toronto, Canada.

Scaramuzzo, P. (2018, December 9-12). Liberal New York to conservative Texas: An abductive autoethnographic account exploring ignited social justice praxis through multicultural discursive educative practices A paper presented at the 6th World Curriculum Studies Conference. Melbourne, Australia.

Invited Lectures & Panels

Scaramuzzo, P. (2021, January). LGBTQ2IQ+ topics and issues in research: A Q&A with an Iranian higher education research team led by Amin Davoodi [multiple universities represented, Iran]

Scaramuzzo, P., et al. (2020, November). LGBTQ+ topics and issues in healthcare: Guest lecturer on panel and break-out room facilitator presented to pre-service future healthcare undergraduate professionals. Texas A&M University, College Station, Texas. *Facilitated by Dr. Dianne Kraft.*

Scaramuzzo, P. (2020, October). Experiences in doctoral research at TLAC. Presented in EDCI 601: Disciplinary Knowledge in Curriculum & Instruction at Texas A&M University, College Station, TX.

Alonso, J., Kabani, F., Kesterke, M., Pack A., Pittman, A., **Scaramuzzo, P.** (2020, April 28). “Development of an Interprofessional Team to Improve LGBTIQ+ Health Education in Texas. Project ECHO through the Office of Interprofessional Education & Research (IPER). Texas A&M University, College Station, TX. *Facilitated as a part of National Interprofessional Health Care Month.*

Scaramuzzo, P. (2020, January). Dismantling expectations of the “ugly American” in international and culturally distinct spaces: Preparation for pre-service teaching in Italy. Presented in INST 363: ESL Methods II – Italy at Texas A&M University, College Station, TX.

Scaramuzzo, P. (2019, September 24 & 26). Gender and sexuality diversity. Guest Lecturer. Presented in HLTH 342.500: Human Sexuality at Texas A&M University, College Station, TX.

Scaramuzzo, P. (2019, April 11). LGBTQI identit/ies as educative pedagogies within conservative spaces. Guest Lecturer. Presented at the Out-to-Lunch Lecture Series, Rainbow Center, University of Connecticut, Storrs, CT.

Scaramuzzo, P. (2018, February 12 & 14). Gender and sexuality diversity. Guest Lecturer. Presented in HLTH 342.501: Human Sexuality at Texas A&M University, College Station, TX.

Scaramuzzo, P. (2018, September 18 & 20). Gender and sexuality diversity. Guest Lecturer. Presented in HLTH 342.501: Human Sexuality at Texas A&M University, College Station, TX.

Scaramuzzo, P. (2018, September 18 & 20). Gender and sexuality diversity. Guest Lecturer. Presented in HLTH 342.500: Human Sexuality at Texas A&M University, College Station, TX.

Scaramuzzo, P. (2018, February 8 & 15). Gender and sexuality diversity. Guest Lecturer. Presented in HLTH 342.501: Human Sexuality at Texas A&M University, College Station, TX.

Scaramuzzo, P. (2018, February 8 & 15). Gender and sexuality diversity. Guest Lecturer. Presented in HLTH 342.500: Human Sexuality at Texas A&M University, College Station, TX.

Scaramuzzo, P. (2017, October 14). Diversity in children’s literature. Guest Instructor. Presented in RDNG 461: Teaching Reading Through Children’s Literature. Guest at Texas A&M University, College Station, TX.

Slattery, P., & **Scaramuzzo, P.** (2017, September 28). Gender and sexuality diversity. Guest Lecturer. Presented in HLTH 342.500: Human Sexuality at Texas A&M University, College Station, TX.

Scaramuzzo P., et al. (2016). “Lens on Equity: Creating Engaging and Safe Learning Environments for LBTQ Students.” Office of Interschool Collaborative Learning. New York Law School, Manhattan, NY. *Facilitated by GLSEN Director, Dr. Eliza Byard.*

PROFESSIONAL EXPERIENCES

Grants

2020 Lyle-Spencer Foundation Small Research Grant “LGBT Educators in K-12 Schools: The Impact of Visibility.” Sara Raven (PI), Isaac Sabat (Co- PI). Kevin Jennings, Peter Scaramuzzo, & Toni Kostecki, Submitted to Lyle-Spencer Foundation Small Research Grant for 50,000.

2019 “LGBT Educators in K-12 Schools: The Impact of Visibility.” Sara Raven (PI), Isaac Sabat (Co- PI). Kevin Jennings, **Peter Scaramuzzo**, Anthony Kostecki, Patrick Slattery. Submitted to Lyle-Spencer Foundation Small Research Grant for 50,000.

2019 Valerie Hill-Jackson (PI). Patrick Slattery, Monica Neshyba, Peter Scaramuzzo, Tenesha Gale. Funded by Texas A&M University Diversity Seed Grant for 7,000. Inactive.

2019 LGBT Educators in K-12 Schools: The Impact of Visibility.” Sara Raven (PI), Patrick Slattery (Co- PI). Peter Scaramuzzo and Mario Suarez. Submitted to Lyle-Spencer Foundation Large Research Grant

2018 “LGBT Educators in K-12 Schools: The Impact of Visibility.” Patrick Slattery (PI), Sara Raven (Co-PI). Peter Scaramuzzo and Dr. Jeffrey Liew. Submitted to College of Education & Human Development Catapult Research Seed-Money Grant for 30,000.

2018 LGBT Educators in K-12 Schools: The Impact of Visibility.” Sara Raven (PI), Patrick Slattery (Co- PI). **Peter Scaramuzzo** and Mario Suarez. Submitted to Lyle-Spencer Foundation Large Research Grant for 1,000,000.

2018 “LGBT Educators in K-12 Schools: The Impact of Visibility.” Sara Raven (PI). **Peter Scaramuzzo**, Isaac Sabat, Patrick Slattery. Submitted.

2018 “LGBT Educators in K-12 Schools: The Impact of Visibility.” Sara Raven (PI). **Peter Scaramuzzo**, Isaac Sabat, Patrick Slattery. Submitted to American Psychological Association Wayne F. Placek Grant to Texas A&M University X-Research Grant for 10,000.

2017 “LGBT Educators in K-12 Schools: The Impact of Visibility.” Patrick Slattery (PI), Sara Raven (Co-PI). **Peter Scaramuzzo**. Submitted to College of Education & Human Development Catapult Research Seed-Money Grant for 30,000.

2017 “LGBT Educators in K-12 Schools: The Impact of Visibility.” Sara Raven (PI). **Peter Scaramuzzo**, Isaac Sabat, Patrick Slattery. Submitted to T3: Texas A&M Triads for Transformation seed-grant initiative.

2017 “LGBT Educators in K-12 Schools: The Impact of Visibility.” Patrick Slattery (PI), Sara Raven (Co-PI). **Peter Scaramuzzo**, Mario Suarez. Submitted to Lyle-Spencer Foundation Large Research Grant for 1,000,000.

2016 Renew, Rebuild, and Reinvest. “Curriculum and a Culture of Understanding: Arts-based grieving through Photovoice for LGBTIQ students & faculty.” Patrick Slattery (PI), Mario Suarez, **Peter Scaramuzzo**. Funded by Texas A&M University Department of Teaching, Learning & Culture for 30,000. Inactive.

2015 “Interactive White Boards & Tables, Science Carts & Laptops.” Emolior Academy [12x383], Bronx, NY. Funded by Bronx Borough President’s Office. FY 2018 Funded Capital Projects for 200,000. Project completed.

Undergraduate Teaching

2019 Spring RDNG 371.902: Multicultural and Interdisciplinary Literature for the Middle Grades under the supervision of Dr. Sharon Matthews; full course responsibility; semester rating: n/a

2018 Fall RDNG 371.901: Multicultural and Interdisciplinary Literature for the Middle Grades under the supervision of Dr. Sharon Matthews; full course responsibility; semester rating: 4.65/5.00

2018 Spring RDNG 371.902: Multicultural and Interdisciplinary Literature for the Middle Grades under the supervision of Dr. Sharon Matthews full course responsibility; semester rating: 4.84/5.00

2017 Fall RDNG 371.901: Multicultural and Interdisciplinary Literature for the Middle Grades full course responsibility; semester rating: 4.22/5.00

2016 Fall ADMN 657: Organizing Schools for Teaching and Learning; full course responsibility under the supervision of Dr. Dana Rapp and Dr. Patrick Slattery; semester rating: n/a

AWARDS AND HONORS

2025 TLAC Distinguished Dissertation Award nominee.

2025 Department of Teaching, Learning & Culture Travel Grant. Funded for \$500.

2020-2021 New York Aggies Scholarship. Funded for \$1000.

2019-2020 Dean's Award for Exceptional Graduate Student Research (Southwest Educational Research Association. Awarded for paper titled, "The Impact of a Ph.D. Induction Program: A Qualitative Study on Doctoral Student Perspectives" submitted to the Southwest Educational Research Association annual conference. Arlington, Texas. Funded for \$150.

2019 IPER Excellence in Interprofessional Education Award Application, Texas A&M University. Funded for \$500.

2019-2020 Association of Former Students Aggie Leader Scholarship, Texas A&M University. Funded for \$1000.

2019-2020 Association of Former Students Scholarship, Texas A&M University. Funded for \$2000.

2019-2020 Aggie Ring Scholarship, Texas A&M University. Funded for \$1000.

2018-2019 Dean's Award for Exceptional Graduate Student Research. Awarded for paper titled, "Retaining your future scholars: A content analysis of coaching and mentoring in a first-year doctoral education course." submitted to Southwest Educational Research Association, San Antonio. Funded for \$150.

2018-2019 CEHD Graduate Strategic Research Grant. Texas A&M University. Funded for \$845.

2018-2019 College of Education & Human Development Travel Grant. Texas A&M University. Funded for \$500.

2017-2018 Study Abroad Scholarship. Texas A&M University. Funded for \$1000.

2017-2018 College of Education & Human Development Travel Grant. Funded for \$500.

2017 Curriculum & Pedagogy Group Conference Support Grant. Curriculum & Pedagogy Group. Funded for \$150.

2017 College of Education & Human Development Travel Grant. Funded for \$500.

2017 Department of Teaching, Learning and Culture Strategic Graduate Student Scholarship. Funded for \$1500.

COURSES TAUGHT

2017 – 2019 RDNG 371: Multicultural and Interdisciplinary Literature for the Middle Grades. Texas A&M University, College Station, TX.

2016 ADMN 657: Organizing Schools for Teaching and Learning. Massachusetts College of Liberal Arts, North Adams, MA.

SERVICE TO THE PROFESSION

2026 Ad hoc Peet Reviewer, *Journal of Faith, Education, and Community*

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
Queer Theory in Education SIG
Qualitative Research SIG
Foucault and Contemporary Theory in Education SIG
Hip Hop Theories, Praxis & Pedagogy SIG

American Association for the Advancement of Curriculum Studies (AAACS)

Climate and Resilience Education Task Force (CRETF)

National Association for Multicultural Education (NAME)

National Council on Race and Ethnicity (NCORE)

National Council for Teachers of English (NCTE)

Kappa Delta Pi
Mu Chi Chapter