**dHannah Carson Baggett**

Associate Professor, Education Research Methods

Faculty Affiliate, Women’s and Gender Studies

Auburn University

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RESEARCH INTERESTS

* Qualitative and participatory methods
* Teacher education
* Racial and social justice
* World Language education

EDUCATION

Ph.D., Curriculum & Instruction NC State University, Raleigh, NC, 2015

Co-Advisors: Dr. Jessica T. DeCuir-Gunby

Dr. Heather A. Davis

M.A.T, K-12 French Education University of North Carolina, Chapel Hill, May 2006

B.A., Romance Languages: French University of North Carolina, Chapel Hill, May 2002

B.A., Economics University of North Carolina, Chapel Hill, May 2002

UNC Year Abroad l’Université de Montpellier III, France, 2000-2001

BOOKS

Baggett, H. C. & Andrzejewski, C. E. (2021). *The Grammar of School Discipline: Removal, Resistance,*

*and Reform in Alabama Public Schools*. Lexington Press.

*The Grammar of School Discipline*examines how seemingly discrete school discipline policies and practices constitute a particular grammar: Removal, Resistance and Reform. Weaving numeric data with portraits of students and school practitioners, the authors detail a nuanced landscape of school discipline in Alabama. The removal of Black students can be traced to the history of the Deep South and the construction of Blackness as criminal, deviant, and deserving of punishment. A focus on resistance centers the agency that students and practitioners exercise despite anti-Black removal. And, an exploration of specific reform efforts emphasizes that even the most well-intentioned and well-organized reforms may be limited if the removal of students remains an option for practitioners. The authors end with an appeal to educational stakeholders to repair the harms that these anti-Black policies and practices inflict on students and communities, and thus move towards a repair of the damage that white supremacy inflicts on our humanity.

PUBLICATIONS IN REFEREED JOURNALS

\*Denotes a publication/presentation co-authored with a student.

^Denotes a publication/presentation where authors contributed equally.

Baggett, H. C., Anderson, A. J., & Andrzejewski, C. E. (2022). Photo collages and near-peer

interviewing: Scaffolding data collection in youth participatory action research projects with children. *Journal of Participatory Research Methods*, *3*(3).  [https://doi.org/10.35844/001c.38339](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.35844%2F001c.38339&data=05%7C01%7Chcb0017%40auburn.edu%7C8509cc5717c14b7a646308dab5fabdda%7Cccb6deedbd294b388979d72780f62d3b%7C1%7C0%7C638022385790335387%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=wF8fH9RSLhgYCkddjB8uB2zqBjTF4tlP62LkebE8PvM%3D&reserved=0)

Anderson, A., Baggett, H. C., Andrzejewski, C. E., Forbes, S. A. (2022). “Why don’t they just move

closer?”: Adolescent critical consciousness development in YPAR about food security. *Journal of*

*Adolescent Research*. <https://doi.org/10.1177/07435584211065343>

Baggett, H. C. (2021). Nobody likes me, everybody hates me (worms). *Qualitative Inquiry*, *27*(1), 97-

101.

Strunk, K., Baggett, H. C., & Watts, I. E. (2020). “Diversity & inclusion & free speech & civility”:

Oppression and marginalization through diversity rhetoric. *Journal of Critical Scholarship on*

*Higher Education and Student Affairs, 5*(3), 65-78.

Baggett, H. C. (2020). Relevance, representation, and responsibility: Exploring world language teachers’

critical consciousness and pedagogies. *L2 Journal, 12*(2), 34-54.

Anderson, A.\* & Baggett, H.C. (2020). “I just put my head down, but they still get on to me”: Navigating

silence in an alternative school in Alabama”. *Journal of Critical Thought and Praxis, 9*(1).

Arnberg, B.\*, Baggett, H. C., & Andrzejewski, C. E. (2020). […]: Resurrecting dead data. *Taboo,* 19(3),

43-61*.*

Andrzejewski, C. E., & Baggett, H. C. (2020). Magic and hocus pocus: Teaching for social justice in a

qualitative methods course. *The Qualitative Report*, *25*(3), 864-875.

Baggett, H. C.& Andrzejewski, C. E. (2020). An exploration of white fear and school discipline in

Alabama. *Whiteness and Education, 5*(1), 74-90*.*

Dunn, A. H., Baggett, H. C. & Sondel, B. L.^ (2019). "I don't want to come off as pushing an agenda”:

How contexts shaped teachers’ pedagogy in the days after the 2016 U.S. Presidential election. *American Education Research Journal, 56*(2), 444-476*.*

Baggett, H. C. (2018). “We’re here to learn to speak French”: An exploration of World Language

teachers’ beliefs about students. *Educational Studies, 54*(6), 641-667*.*

Sondel, B. L., Baggett, H. C., Dunn, A. H. ^ (2018). “For millions of people, this is real trauma”: A

pedagogy of political trauma in the wake of the 2016 U.S. Presidential election. *Teaching and Teacher Education, 70,* 175-185*.*

Baggett, H. C. & Andrzejewski, C. E. (2017). “Man, somebody tell that kid to shut up”: Youth

Participatory Action Research at a rural alternative school in the Deep South. *Critical Questions in Education, 8*(4), 401-417.

Baggett, H. C. & Simmons, C. G. (2017). A case study of white teacher candidates’ conceptions of racial

 profiling in educational contexts. *Journal of Education, 196*(2), 41-51.

Baggett, H. C. (2016). Student enrollment in world languages: L’égalité des chances?. *Foreign Language*

*Annals, 49*(1), 162-179.

OTHER PEER-REVIEWED PUBLICATIONS

Baggett, H. C. & Andrzejewski, C. E. (Forthcoming, 2023). *Police in Schools.* Policy Brief for Division

15 of the American Psychological Association – Educational Psychology.

Richardson, L.\* & Baggett, H.C. (2022). A review of Anindya Kundu’s The Power of agency:

Looking beyond grit to close the opportunity gap. [*Teachers’ College Record*](https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Book%20Reviews%20Collection%202022/June%202022/The%20Power%20of%20Student%20Agency-%20Looking%20Beyond%20Grit%20to%20Close%20the%20Opportunity%20Gap%20-1655939311.pdf).

Baggett, H. C. (2022). What tension? Imagining world language classrooms as sites of critical

pedagogies. In B. Wassell & C. Glynn, (Eds.), *Pushing Boundaries: Transforming World*

*Language Teaching and Teacher Education for Equity and Justice.* Multilingual Matters.

Baggett, H. C. & Andrzejewski, (2021). Exclusion and removal in school discipline. In K. K. Strunk & S.

A. Shelton, (Eds.), *Encyclopedia of Queer Studies in Education*. Brill.

Taylor, L., Baggett, H. C., & Strunk, K.K. (2021). Epistemic engagement: Teaching and learning about

ways of knowing. In A. Samuels & G. Samuels (Eds.), *Fostering Diversity and Inclusion in the*

*Social Sciences*. IAP.

Demoiny, S., Baggett, H. C., & Strunk, K. K. (2020). Political Correctness. In Z. Casey (Ed.).

*Encyclopedia of Critical Whiteness Studies in Education*. Netherlands: Brill Publishing.

Simmons, C. G. & Baggett, H. C. (2020). Racial Profiling. In Z. Casey (Ed.). *Encyclopedia of Critical*

*Whiteness Studies in Education*. The Netherlands: Brill Publishing.

Baggett, H. C, & Andrzejewski, C. E. (2020). “I’m not good at this stuff”: Using bravery to rethink action

in Youth Participatory Action Research. In R. Cordova & B. Wrey (Eds.). *Educating for Social*

*Justice: Field Notes from Rural Communities* (pp. 72-85). Brill.

Baggett, H. C., Dunn, A. H., & Sondel, B. L. (2020). Critical teacher responsibility in tumultuous times:

Engaging in a community of practice. In L. Parson & C. Ozaki (Eds.). *Teaching and Learning for Social Justice in Higher Education* (pp. 157-178). Palgrave.

Andrzejewski, C. E., Arnberg, B.\* & Baggett, H. C. ^ (2019). Transformative Mixed Methods: A Missed

Opportunity. In K. K. Strunk & L. A. Locke (Eds.), *Research Methods for Social Justice and*

*Equity* (pp. 241-251​). New York: Palgrave.

Andrzejewski, C. E., Baggett, H. C., & Askia\*, R. (2018). “No matter what personal feelings we

have…”: Exploring the tension between preservice teachers’ personal ideologies about and professional responsibilities for LGBTQ students. In K. K. Strunk (Ed.). *Queering the Deep South* (pp. 15-29). Charlotte, NC: Information Age Publishing.

Strunk, K. K., Baggett, H. C., Reimer, A.\*, & Hafftka, R\*. (2017). Community-based participatory

research with LGBTQ communities in Alabama and Mississippi. *SAGE Research Methods Cases*. Thousand Oaks, CA: SAGE Publications.

Baggett, H. C., Simmons, C. G., Eggleton, S. R., & DeCuir-Gunby, J. T. (2016). "Cause they're not

learning for our world; they're learning for theirs": A critical race theory and phenomenological variant of ecological systems theory analysis of Season 4 of *The Wire*. In T. S. Gaynor & J. D. Talifarro (Eds.). *Teaching the Wire: Frameworks, Theories and Strategies for the Classroom* (pp. 40-53). Jefferson, NC: McFarland & Company.

Baggett, H. C. & Davis, H. A. (2015). Just Community. In G. Scarlett (Ed.). *Classroom Management: An*

*A-to-Z Guide*. New York, NY:Sage.

Baggett, H. C. & Davis, H. A (2015). Power and Classroom Management. In G. Scarlett (Ed.).

*Classroom Management: An A-to-Z Guide*.New York, NY:Sage.

Simmons, C. G., Baggett, H. C., & Eggleton, S. R. (2014). Hoodies in the classroom: An examination of

racial profiling in the Trayvon Martin case and implications for education. In K. J. Fasching-Varner, A. D. Dixson, R. E. Reynolds, & K. Albert (Eds.). *Trayvon Martin, Race, and American Justice: Writing Wrong* (pp. 167-172). Boston, MA: Sense.

MANUSCRIPTS UNDER REVIEW

Selman, K., Baggett, H. C., & Richardson, L.\* (2022). *Carceral Care in Kentucky: The Case of a School*

*Safety Plan*. Under review at *Urban Education*.

Baggett, H. C., Andrzejewski, C. E., Richardson, L.\*, Clark, D. & Porter, B.\* (2022) *Research as*

*copaganda?: A call for reframing the study of police in schools.* Under review at *Educational Researcher*.

Dunn, A.H., Baggett, H.C., & Sondel, B. (2022). “How could you not talk about it?”: Political education

and its absence in the 2020-2021 election season. Under review at *Equity and Excellence in*

*Education*.

\*Weise, J., Baggett, H. C., \*Durham, K., \*Shealey, A., & \*Morawo, S. (2022). Quilting our selves:

Conceptualizing a critical feminist pandemic pedagogy through collaborative autoethnography and art. Revise and Resubmit at *Departures in Critical Qualitative Research*.

Hanks, M.,\* Hunter, E., Jones, A., Park, J., Thomas, C., and Baggett, H. C. (2022). The Hanks Interracial

Identity Model (HIIM): Challenging traditional models of biracial identity categorization. Under review at *The Journal of Black Psychology.*

MANUSCRIPTS IN PREPARATION

Baggett, H. C. (2024). Beyond heroes and villains: Preparing teachers for policed schools. Under contract

with *Harvard Education Press*.

Strunk, K. K. Baggett, H. C., & Taylor, L. D. (2023). It (doesn’t) get better: Queer students’ experiences

in education in Alabama. To be submitted to the *International Journal of Qualitative Studies in Education.*

CONFERENCE PRESENTATIONS

Baggett, H. C., Andrzejewski, C. E., Richardson, L.\*, Clark, D. & Porter, B.\* (April, 2023) *Research as*

*copaganda?: A critical review of the empirical literature about school-based police*. To be presented at the AERA Annual Meeting in Chicago.

Richardson, L.\* & Baggett, H. C. (March, 2023). More than a teacher: Enacting pedagogies of resistance.

To be presented at the NAME – Alabama Conference at the University of Montevallo.

Strunk, K.K., Taylor, L.D. & Baggett, H.C. (November, 2022). It (doesn’t) get better: LGBTQ+ students’

experiences of oppression and liberation in high school and College. Presented at the General Conference of the Association for the Study of Higher Education (ASHE).

\*Riel, J., \* Neugebauer, N.M., Andrzejewski, C.E., Forbes, S.A., & Baggett, H.C. (April, 2022). *Future*

*self-planning of alternative school youth*. Paper presented at the AERA Annual Meeting in San Diego.

\*Weise, J., Baggett, H. C., \*Durham, K., \*Shealey, A., & \*Morawo, S. (April, 2022). "*No Time! There's*

*never any time!"* *Conceptualizing a critical feminist pandemic pedagogy through collaborative autoethnography*. Paper presented at the AERA Annual Meeting in San Diego.

Baggett, H. C. & Andrzejewski, C.E. (April, 2022). *The Grammar of School Discipline: Removal,*

*Resistance and Reform in Alabama Schools.* Symposium at the AERA Annual Meeting in San

Diego.

Baggett, H. C., Andrzejewski, C. E., Shukura, N. A., & Tafelski, M. (October, 2020) *School Discipline*

*and Disruption: Promoting Activism Amongst Educational Stakeholders in Alabama and Beyond*.

Paper presented at the annual conference of the National Association for Multicultural Education (NAME).

Baggett, H. C. & Forbes, S. (2020, Apr 17 - 21) *Exploring Food Insecurity: Engaging Alternative School*

*Students in Youth Participatory Action Research* [Invited Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/ttyzzrk> (Conference Canceled)

Andrzejewski, C. E., Baggett, H. C., Shukura, N. A., Betties, J.\* & Lee, S.\* (2020, Apr 17 - 21) *A*

*Portrait of School Discipline Reform: Exclusionary Discipline and Subjective Infractions in*

*Timber County, Alabama* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u6ny4z4> (Conference Canceled)

Anderson, A. J.\* & Baggett, H. C. (2020, Apr 17 - 21) *Silence as Unpaid Currency: Teacher-Student*

*Interactions in an Alternative School* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/ure5onr> (Conference Canceled)

Strunk, K. K., Baggett, H. C., Lestor, W.\*, Hoover, P.\* (2020, Apr 17 - 21) *LGBTQ students' experiences*

*of oppression and liberation in high school and college.* [Paper session] AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u6ny4z4> (Conference Canceled)

Andrzejewski, C. E., Baggett, H. C., Lee, S.\* & Betties, J.\* (February, 2020). *Exploring exclusionary*

*discipline as a barrier to participation and achievement*. Paper presented at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Atlanta, GA.

Matias, C., Andrzejewski, C. E., Demoiny, S. & Baggett, H.C. (November, 2019). *When we are the*

*work: Coaching white women toward racial justice*. Paper presented at the annual conference of the National Association for Multicultural Education (NAME), Tuscon, AZ.

Strunk, K.K., Baggett, H.C. & Watts, I. (November, 2019). “*Diversity and inclusion and free speech and*

*civility”: Oppression and marginalization through diversity rhetoric*. Paper presented at the annual conference of the American Educational Studies Association (AESA), Baltimore, MD.

Garcia, C., Strunk, K.K., Parson, L. & Baggett, H.C. (November, 2019). *A critical examination of*

*students’ responses to equity and inclusion initiatives at a Deep South PWI college of education*. Paper presented at the Annual Conference of the Association for the Study of Higher Education (ASHE), Portland, OR.

Baggett, H. C., Andrzejewski, C. E., Lee, S.\* & Betties, J.\* (April, 2019). *School discipline in Alabama:*

*The Case of Cotton County Schools*. Paper presented at the Annual Meeting of the American

Educational Research Association (AERA), Toronto.

Arnberg, B. T.\*, Andrzejewski, C. E., & Baggett, H. C. (April, 2019). *Feeling dysconscious after all: A*

*post-qualitative account of critical consciousness coursework*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Toronto.

Baggett, H. C. & Andrzejewski, C. E. (January, 2019). *Teaching for social justice in qualitative*

*methods: Examples from class*. Paper presented at the Annual Conference of *The Qualitative*

*Report,* Fort Lauderdale, FL.

Strunk, K., Wang, S., Baggett, H.C., & Betties, J.\* (November, 2018). *“I just thought something was*

*wrong with me”: Understanding identity processes among LGBTQ people in Alabama*. Paper

presented at the annual conference of the American Educational Studies Association (AESA), Greenville, SC.

Baggett, H. C. & Andrzejewski, C. E. (November, 2018). *White fear and school discipline policy and*

*practice in Alabama*. Paper presented at the annual conference for the National Association

for Multicultural Education (NAME), Memphis, TN.

Sondel, B. L., Baggett, H. C., Dunn, A. H. (2018). *Toward a pedagogy of political trauma:*

*Teaching in the wake of the 2016 presidential election*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York.

Baggett, H. C. & Andrzejewski, C. E., Triplett, N. P.\*, & Larkin, B. (2018). *An exploration of the*

*intersection of subjective discipline and referral to law enforcement in Alabama public schools*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), New York.

Baggett, H.C. & Andrzejewski, C.E. (2017). *Youth participatory action research: Implementation at an*

*alternative school*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Andrzejewski, C. E., Baggett, H. C., & Larkin, B. (2017). *An exploratory study of disciplinary infraction*

*reporting in Alabama*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Antonio, TX.

Strunk, K.K., Baggett, H.C., Riemer\*, A. & Hafftka\*, R. (2017). *Developing community-based research*

*methods with LGBTQ populations in the US South*. Paper presented at the Annual Meeting of the

American Educational Research Association (AERA), San Antonio, TX.

Strunk, K.K., Baggett, H.C., Riemer\*, A. & Hafftka\*, R. (2017). *“Queer as shit”: Queering knowledge*

*and action in community-based LGBTQ research*. Paper presented at the Annual Meeting of the American Educational Research Association(AERA), San Antonio, TX.

Hill, A\*. & Baggett, H.C. (2017). *From the classroom to the concourse: An examination of the experiences of students in a women's studies course*. Paper presented at the Annual Conference of the Eastern Educational Research Association (EERA), Richmond, VA.

Baggett, H.C. (2016). *A critical race analysis of World Language enrollment: L’Égalité des chances?* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Washington, DC.

Baggett, H.C. (2016). *A qualitative exploration of World Language teachers’ beliefs about diversity.* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Washington, DC.

Monaco, M.M., Maher, M.M., Cannon, S. & Baggett, H.C. (2016). *Aligning the Stargate: The intersection of faculty perception and independent scoring of candidate's proficiency on the edTPA*. Paper presented at the Annual Conference of the American Association of Colleges of Teacher Education (AACTE), Las Vegas, NV.

Baggett, H. C. (2015). *World Language teachers’ beliefs about diversity and teaching practices*. Poster presented at the Annual Conference of the American Psychological Association (APA), Toronto.

Baggett, H. C. & Simmons, C.G. (2015). *"I feel like teachers really have a bias in their head": A case study of teacher candidates' conceptions of racial profiling*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Davis, H. A. & Baggett, H.C. (2015*). Exploring teacher candidates’ dispositions for teaching diverse populations: Relationship between sense of responsibility and teacher efficacy*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Baggett, H. C.,Jones, D. L., & Brown, S.A. (2014).*“RTI can’t make you care”: A Critical Race analysis of teacher beliefs and a school-based reform initiative*. Poster presented at Annual Conference of the American Psychological Association (APA), Washington, DC.

Baggett, H. C. (2014). *“This stuff is too deep!”: Examining preservice teachers’ beliefs about cultural*

*diversity and teaching diverse populations.* Paper presented at the Annual Meeting of the American Educational Research Association(AERA), Philadelphia, PA.

Baggett, H.C.(2013). *When worlds collide: An exploration of differing worldviews in coaching relationships*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.

RESEARCH FUNDING

2023-2024 Baggett, H. C. ($48,500). Exploring Preservice Teachers’ Perceptions of School Police.

Under review at The Spencer Foundation.

2022-2023 Baggett, H. C. ($4,467). School-based Police and Impacts on Youth: A Critical Review

of the Literature. APA: Division 15 Policy Grant.

2021-2022 Andrzejewski, C. E. & Baggett, H. C. ($2,000). Exploring and Rethinking School

Discipline: Reflection and Action with School Personnel. Auburn University: National

Alumni Council (NAC) Mini-Grant.

2018-2019 Andrzejewski, C. E. & Baggett, H. C. ($4,030). Describing and Exploring School

Discipline Referrals to Law Enforcement in Alabama. Auburn University: College of

Education Seed Grant.

2018-2019 Baggett, H. C. & Forbes, S. A. ($5,000). Extending Youth Participatory Action Research

with Alternative School Students. AERA: Education Research Service Projects (ERSP) Program.

2017-2018 Strunk, K. K. & Baggett, H. C. ($51,518). Examining Key Identity Development Markers

and Mental Health Experiences of Black Sexual and Gender Minority Individuals in

Alabama. Auburn University: Intramural Grants Program (IGP).

2017-2018 Andrzejewski, C. E., Baggett, H. C., & Larkin, B. ($4,856). Describing and Exploring

School Discipline Trends in Alabama. Auburn University: College of Education Seed

Grant.

2016-2017 Baggett, H. C., Forbes, S. A. Andrzejewski, C. E., & Wells, D. ($22,500). Growing O Grows: Engaging Alternative School Students in Research and Action about Food Security. Auburn University: Competitive Outreach Scholarship Grants Program.

2014 Dissertation Research Grant recipient. APA, Division 15 - Educational Psychology.

UNIVERSITY TEACHING EXPERIENCE

*ERMA 7200 – Basic Methods in Education Research (Spring 2016, Summer 2021, Summer 2022)*,

Auburn University.

*ERMA 7216 – Theory and Methodology of Qualitative Research (Synchronous distance course, Summer*

*2017, 2018, 2019, 2020, 2021, 2022),* Auburn University.

*ERMA 7210 – Theory and Methodology of Qualitative Research (Fall 2015, Spring 2016, Summer 2016,*

*Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020,*

*Fall 2020, Spring 2021, Fall 2021, Spring 2022),* Auburn University.

*ERMA 7220 – Applied Qualitative Research (Fall 2015, Summer 2016, Fall 2016, Spring 2017, Summer*

*2017, Fall 2017, Spring 2018, Spring 2019, Spring 2020, Spring 2021, Fall 2021, Spring 2022),*

Auburn University.

*ERMA 7230 – Writing as Inquiry in Qualitative Research (Summer 2018, Summer 2020),* Auburn

University

*ERMA 7240 – Thinking with Theory in Qualitative Research (Fall 2018, Fall 2019, Fall 2020)*, Auburn

University

*ERMA 7970 – Special Topics: Case Study Research in Education (Summer 2020)*, Auburn University.

*ED 311 – Classroom Assessment Principles and Practices (Fall 2014, Spring 2015),* NC State University.

*ED 204 – Introduction to 21st Century Teaching (Fall 2012, Spring 2013, Fall 2013, Spring 2014, Spring*

*2015)*, NC State University.

*EDP 304 – Introduction to Educational Psychology (Spring 2012; Summer, 2012; Summer,*

*2013 – Distance Education)*, NC State University.

K-12 TEACHING EXPERIENCE

**Youth Action Research** *(2018-2020)*, Opelika Learning Center; Opelika, AL. Designed and implemented daily lessons for high school students in an alternative educational setting.

**French Teacher** *(2006-2011),* Southern Durham High School; Durham, NC. Instructed 90-minute French classes, levels 1-4.

**Student Teacher** *(2005-2006)*, Ephesus Road Elementary School**:** Chapel Hill, NC. Instructed 25 minute, daily French classes in a FLES program for 2nd, 3rd, and 5th grade students.

**Assistante de Langue** *(2002-2003)*École Pont de Justice: Nîmes, France. English Instructor for 6-12 year-old French students in neighborhood school.

OTHER TEACHING EXPERIENCE

2011-2015 **Volunteer tutor**, Wiley Partners Program, Wiley International Magnet School; Raleigh,

NC. Provided individualized reading, writing, and math instruction for students in a 3rd-5th grade special needs classroom.

2008-2011 **World Language Department Chair**,Southern Durham High School; Durham, NC.

Provided pedagogical support and professional development for colleagues. Developed common assessments for French levels 1, 2, 3 and benchmarks for French and Spanish, levels 1 and 2.Co-sponsored (with ESL department) annual information night for Latinx students and parents to increase enrollment at area community colleges.

OUTREACH\_\_\_\_\_\_\_\_

**Reimagining School Discipline in Dothan City Schools** (*2021- present*) – Design and implement monthly professional development sessions for school leaders and teachers committed to reflection and action around school discipline and racial equity.

**Alabama Youth Justice Coalition** *(2020 – present)* – Collaborate with members of youth advocacy divisions of groups such as Alabama Appleseed, Southern Povery Law Center, and Children and Youth Advocacy Network to improve outcomes for youth around issues of, for example, school discipline due process, youth in detention facilities, and juvenile fines and fees.

**Qual for Y’all** *(2021- present)* – Lead a bi-monthly, informal, online, collaborative writing space for doctoral stduents in Auburn’s College of Education who are working on qualitative projects.

**Critical Studies Working Group** (*2017- 2020*) – Collaborated with College of Education faculty

and graduate students to sponsor events such as film screenings and book club meetings.

NATIONAL SERVICE

2022-present **Ad-Hoc** **Reviewer**, *Departures in Critical Qualitative Research*

2021-present **Ad-Hoc** **Reviewer**, *Taboo*

2021-present **Ad-Hoc** **Reviewer**, *L2 Journal*

2020-present **Ad-Hoc** **Reviewer**, *Educational Studies*

2018-present **Ad-Hoc** **Reviewer**, *Whiteness and Education*

2017-present **Ad-Hoc** **Reviewer**, *The High School Journal*

2017-present **Ad-Hoc** **Reviewer**, *Urban Education*

2017-present **Ad-Hoc** **Reviewer**, *American Educational Research Journal*

2017-present **Ad-Hoc** **Reviewer**, *Teachers College Record*

2016-present **Ad-Hoc** **Reviewer**, *Journal of Teacher Education*

2016-present **Ad-Hoc** **Reviewer**, *International Journal of Qualitative Studies in Education*

2016-present **Ad-Hoc** **Reviewer**, *SAGE OPEN*

2016-present Editorial Board member, *The Professional Educator*, Auburn University.

2015-present **Ad-Hoc** **Reviewer**, *Foreign Language Annals*

2014-present **Reviewer for the National Conference**, American Association of Colleges of Teacher Education (AACTE)

2014-present **Reviewer for the National Conference**, American Educational Research Association;

Divisions G, K; Critical Educators for Social Justice (CESJ) SIG

2017-2018 **Dissertation Award Committee**, Critical Educators for Social Justice (CESJ) – American Educational Research Association SIG

INSTITUTIONAL SERVICE

2017-present Senate Library Committee member, Auburn University.

2018-2022 Women’s Studies Executive Committee member, Auburn University

2017-2020 College of Education Awards Committee member, Auburn University.

2017-2019 College of Education Campus Climate Evaluation Committee member, Auburn University.

2017-2018 Women’s Studies Programming Committee member, Auburn University.

2018 Search Committee Member, Educational Leadership, Auburn University.

2017, 2018 Assessment Institute Rater for Program Assessment Plans, Auburn University.

2016-2017 College of Education Curriculum Committee member, Auburn University.

2014-2015 Graduate Student Representative, Council on Multicultural Initiatives and Diversity, NC State University, Raleigh, NC, under the direction of Dr. Valerie Faulkner.

2014-2015 Graduate Student Member, Qualitative Working Group, NC State University, Raleigh, NC, under the direction of Drs. Meghan Manfra and Tuere Bowles.

2013-2014 Professional Development Session Coordinator, NC State University, Raleigh, NC.

HONORS AND RECOGNITIONS

2020 Faculty Award for Outreach, College of Education, Auburn University.

2018 Emerging Scholar Award, Eastern Educational Research Association (EERA).

2018 Samia I. Spencer Creative Mentorship Award in Women's Studies (with Ashley Hill Wittig, graduate student), Auburn University.

2018 University Award for Inclusive Excellence and Diversity for Outstanding Interdisciplinary Collaboration, (with Critical Studies Working Group), Office of Inclusion and Diversity, Auburn University

2013 Recipient, NC State University Office of Faculty Development Thank a Teacher

2011 Nominee, Teacher of the Year, Southern Durham High School, Durham, NC.

PROFESSIONAL ASSOCIATIONS

2016 - present American Educational Research Association, Division G

2016 - present Member, American Educational Studies Assocation (AESA)

2015 - present Member, National Association for Multicultural Education (NAME)

2014 - present American Educational Research Association, Critical Educators for Social Justice

(CESJ) Special Interest Group

2013 - 2015 North Carolina Association of Colleges and Teacher Educators

2012 - present American Psychological Association, Division 15

2012 - present American Educational Research Association, Division K, Division C

2005 - present American Council on the Teaching of Foreign Languages

2005 - present American Association of Teachers of French

2005 - present Foreign Language Teachers Association of North Carolina

SELECTED PROFESSIONAL DEVELOPMENT ACTIVITIES\_\_\_\_\_\_\_\_

2020 Advanced Methods Institute, *Advancing Culturally Responsive Research and Researchers,* The Ohio State University

2018 Biggio Center Face-to-Face Summer Course (Re)Design Seminar, Auburn University

2016 Introduction to ATLAS.ti Qualitative Data Analysis Software, University of Georgia