

Curriculum Vitae of
LAKIA M. SCOTT

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Academic Degrees

- 2014 Doctor of Philosophy **University of North Carolina at Charlotte**
College of Education, Curriculum & Instruction
Department of Middle, Secondary, and K-12 Education
Emphasis: Urban Education
- 2009 Master of Education **Prairie View A&M University**
College of Education, Department of Curriculum & Instruction
Major: Reading Education
- 2005 Bachelor of Arts **Texas Southern University**
School of Communication, Journalism Department
Major: Journalism, Minor: Computer Science

State Licensure and Certifications

- 2008-2024 English Language Arts & Reading (4-8) Instructor Certification
2011 Virtual Instructor Certification Program
2009 Distance Learning (Blackboard Learning) Instructor Certification

Academic, Teaching and Leadership Experiences

- 2017-present *Executive Director*, CDF Freedom Schools at Baylor University
2014-present *Assistant Professor*, Department of Curriculum & Instruction, Baylor University
2009-2011 *Reading & English Instructor*, College Preparatory Department, San Jacinto College District
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

- 2021 *Nominee, Early Career Award*, Division C American Educational Research Association
2020 *Faculty Research Leave*, School of Education, Baylor University
2019 *Faculty Researcher Award*, Texas National Association of Multicultural Education
2018 *Campus Diversity Enhancement Award*, Baylor University
2018 *Baylor Freedom Schools Proclamation*, City of Waco
2018 *Nominee, Zenobia Lawrence Hikes Woman of Color in the Academy Award*, 6th Annual Faculty Women of Color in the Academy National Conference
2017 *Summer Sabbatical*, School of Education, Baylor University
2016 *Nominee, Cornelia Marschall Smith Professor of the Year*, Baylor University
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	<i>Faculty Research Fellow</i> , Institute for Oral History, Baylor University
2015	<i>Summer Sabbatical</i> , School of Education, Baylor University
2013-present	<i>Center Affiliate</i> , Center for Minority Serving Institutions, University of Pennsylvania
2012	<i>Best Paper in Session Award</i> , 2012 Orlando International Academic Conference
2011-2014	<i>Doctoral Fellow</i> , Urban Education Collaborative, UNC Charlotte

Refereed Scholarship

*Research conducted with graduate/undergraduate student

Google Scholar Count:

https://scholar.google.com/citations?user=3v_TcYEAAA&hl=en

Scott, L. M., Johnston, K. (**in preparation**). Learning from the freedom school model: Parents' perspectives provide insight for public schools seeking culturally relevant curricular choices. *Multicultural Perspectives*.

Venegas, E., & **Scott, L. M.** (**in preparation**). Black lives still matter: How freedom schools reiterate social justice activism through critical literacy. *Journal of Adult and Adolescent Literacy*.

Scott, L. M. (**in preparation**). The CDF Freedom School curriculum: Building literacy through culture. *Curriculum, Pedagogy, and Culture*.

Boddie, S., **Scott, L. M.**, Ogado, J., & Jeffrey, T. (**in preparation**). Analyzing the impacts of the health, racial, and education pandemic on Black female faculty: A critical autoethnographic study. *Journal of African American Women and Girls in Education*.

*Moses, O., Jiao, Y., & **Scott, L.M.** (**under review**). Fostering Media Literacy Skills among middle school students through animated Films: A case study in a CDF Freedom School Program. *International Journal of Critical Media Literacy*.

Scott, L.M., Zhu, T., Nesmith, S., Dittmore, E., & Jiao, Y. (**under review**). Bridging inquiry-based science learning through children's literature: A case study of an initial teacher certification program. *Electronic Journal for Research in Mathematics and Science Education*.

Scott, L. M. (**under review**). Being triggered as faculty of color: Reflections on teaching diversity during the Trump era. *Journal of Multicultural Affairs*.

***Scott, L.M.**, Knofski, L., & Jiao, Y. (**under revision**). Examining the Pedagogical Influence of CDF Freedom Schools on Preservice Teachers. *Education and Urban Society*.

***Scott, L. M.**, Renbarger, R., & Laird, Y. (2020). Examining the Children's defense fund freedom schools model on middle school students' reading achievement. *Journal of Multicultural Affairs*, 5(2), 1-28. Available at: <https://scholarworks.sfasu.edu/jma/vol5/iss2/3>

*Renbarger, R., Padgett, N., Cowden, R., Yilmaz, M., **Scott, L.**, Govender, K., Mahknach, A., Novotny, S., Nugent, G., Rosenbaum, L., & Kremenkova, L. (2020, May). Culturally relevant resilience: A psychometric meta-analysis of the Child and Youth Resilience Measure (CYRM). *Journal of Research on Adolescence*. DOI: 10.1111/jora.12569

*Zhu, T., Crenshaw, C., & **Scott, L. M.** (2020). Curriculum in action: Equipping students to become change agents through curriculum. *Education and Urban Society*, 1-21. DOI: 10.1177/0013124520911909

- Venegas, E. M., **Scott, L. M.**, LeCompte, K. N., Moody-Ramirez, M., & Zhu, Y. (2019). Engaging in “Dangerous Discussions”: Fostering cultural competence through the analysis of depictions of college life in popular films. *Journal of Diversity in Higher Education*. Advance online publication. <http://dx.doi.org/10.1037/dhe0000152>
- Scott, L. M.**, & Venegas, E. (2019). White Pre-service teacher’s perceptions and their development of culturally relevant literacy practices. *Journal of Multicultural Affairs*, 4(1), 1-21. Available at: <https://scholarworks.sfasu.edu/jma/vol4/iss1/2>
- *Kerschen, K., Cooper, S., Shelton, R., & **Scott, L. M.** (2018). The impact of a summer mathematics academy on rising kindergartener’s understanding of early number concepts. *Journal of Research in Childhood Education*. doi:10.1080/02568543.2018.1497738
- *Nesmith, S., Ditmore, E., **Scott, L. M.**, Zhu, T. (2017). “This is more about a book than about science!” Preservice teachers’ perceptions toward using literacy strategies in inquiry-based science lessons. *Electronic Journal of Science and Mathematics Education*, 21(5), 1-13.
- ***Scott, L. M.**, Crenshaw, C., & Venegas, E. (2017). “Bodies are not commodities”: Examining the impact and influences of a social justice curriculum on anti-human trafficking awareness and advocacy. *Journal for Human Trafficking*, 1-18. DOI: doi.org/10.1080/23322705.2017.1393742
- LeCompte, K., & **Scott, L. M.** (2017). “She played to win”: Babe Didrickson Zaharias. *Social Education* 81(4), 258-262.
- ***Scott, L. M.**, & Venegas, E. (2017). Linguistic hegemony today: Recommendations for eliminating language discrimination. *Journal for Multicultural Education* 11(1), 19-30.
- 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 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.

ACADEMIC BOOK REVIEWS

Scott, L. M. (2017). Reaching the mountaintop of the academy: A book review. *Teachers College Record*, <http://www.tcrecord.org/Content.asp?ContentID=21897>

Scott, L. M. (2017). 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: 10.1177/00420859|5602533

ACADEMIC BOOK PUBLICATIONS

Scott, L. M. (forthcoming, 2021). *Reading for Freedom: Exploring the impact of today's Children's Defense Fund Freedom Schools*.

Scott, L. M., & Purdum-Cassidy, B. (2020). *Multicultural literature in the content areas: Transforming K-12 classrooms into engaging, inviting, and socially-conscious spaces*. Lanham, MD: Rowman & Littlefield Publishing Group.

Purdum-Cassidy, B., & **Scott, L. M.** (2018). *Teaching literacy in urban elementary schools: Lessons from the field*. Lanham, MD: Rowman & Littlefield Publishing Group.

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

Wiggan, G. & **Scott, L. M.** (2015). *Last of the Black Titans: The role of historically Black colleges and universities in the 21st 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.

ACADEMIC BOOK CHAPTER PUBLICATIONS

Scott, L. M., LeCompte, K. N., Nesmith, S. M., & Johnsen, S. K. (2020). Chapter 4: Bridging Community in the Content: Community-Based Pedagogical Strategies for Students. In E. Kimonen & R. Nevalainen (Ed.), *Reforming Teaching and Teacher Education: Bright Prospects for Active Schools*. (pp. 149-171). Brill.

Nesmith, S. M., **Scott, L. M.**, LeCompte, K. N., & Johnsen, S. K. (2020). Chapter 5: Connecting learning to the community: Pedagogical strategies for educators. In E. Kimonen & R. Nevalainen (Ed.), *Reforming Teaching and Teacher Education: Bright Prospects for Active Schools*. (pp. 173-194). Brill.

Dana, M. & **Scott, L. M.** (2018). Still keepers of the dream: Lessons learned from elementary literacy educators (pp. 3-18). In B. Purdum-Cassidy & L. M. Scott (Eds.) *Teaching Literacy in Urban Schools*. Lanham, MD: Rowman & Littlefield Publishing Group.

Scott, L. M. & Wood, R. (2018). Not so elementary: Preservice teachers reflect on teaching urban middle school struggling readers (pp 19-32). In B. Purdum-Cassidy & L. M. Scott (Eds.) *Teaching Literacy in Urban Schools*. Lanham, MD: Rowman & Littlefield Publishing Group.

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.

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.

CONTRIBUTION TO A TEXTBOOK

Scott, L. M. (2016). Chapter 3: Culturally responsive teaching in diverse classrooms - Dialect use in the classroom and 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.

CHILDREN’S LITERATURE REVIEWS

Scott, L. M. (2019). A Tail Wag for Overcoming Fears; Even if There Might Be Lobsters. *First Opinions-Second Reactions*, 12(3) 16-17.

Scott, L. M. (2016). The greatest secret never told. *First Opinions-Second Reactions*, 9(2), 25-27.

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.

Refereed Presentations

NATIONAL & INTERNATIONAL CONFERENCES

- Ayres, N., & **Scott, L. M.** (2021, April). Liberatory pedagogies in Freedom Schools. Working group paper presented at the 2021 Annual Meeting of the American Educational Research Association – Virtual Meeting.
- Scott, L. M.**, & Johnston, K. (2021, April). Feeling invested in the Freedom School model: Engagement and curricular voice from a parent’s perspective. Paper presented at the 2021 Annual Meeting of the American Educational Research Association – Virtual Meeting.
- Scott, L. M.** (2021, January). Creating the tribe, keeping the vibe: Recruiting and retaining servant leader interns. Presentation for the 2021 Children’s Defense Fund Freedom Schools National Training – Virtual Meeting.
- Scott, L. M.** (2020, October). *Justice-oriented citizenship and activism through CDF Freedom Schools: A case study of two social action projects*. Paper presented at the 2020 National Association of Multicultural Education Conference - Virtual Meeting.
- Scott, L. M.**, & Venegas, E. (2020, April). *Examining the Influence of a Content- and Context-Specific Field Experience for White Preservice Teachers*. Paper accepted at the 2020 Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Scott, L. M.** & Knofski, L. (2020, February). *Examining the Influence of CDF Freedom Schools on Pre-Service Teachers’ Development of Cultural Responsiveness*. Paper presented at the ATE 2020 Annual Meeting of the Association of Teacher Educators. Atlantic City, NJ.
- Scott, L. M.** (2019, November). *Dine & Dialogue: Baylor Freedom Schools Emerging Scholars Program*. Paper presented at the 2019 NAME Conference. Tucson, AZ.
- Purdum-Cassidy, B., **Scott, L. M.** (2018, February). *Lessons from the field: Culturally affirming literacy practices for Urban learners*. Symposium presented at the 2018 Annual Conference of the Association of Teacher Education. Las Vegas, NV.
- Crenshaw, C., & **Scott, L. M.** (2017, September). *Combating human trafficking: An analysis and assessment of an anti-human trafficking curriculum used in secondary classrooms*. Paper presented at the 2017 Interdisciplinary Conference on Human Trafficking. Lincoln, NE.
- *Bryant, A., Watson, M., & **Scott, L. M.** (2017, April). “*But I teach Black authors!*” *A Critical Review of the Historical Works of Gloria Ladson-Billings*. Paper presented at the 57th Annual Meeting of the American Educational Research Association. San Antonio, TX.
- *Venegas, E., LeCompte, K. N., **Scott, L. M.**, & Zhu, T. (2017, April). *Diverse College Students’ Perspectives of Stereotypes Depicted in Popular Films about College Life*. Paper presented at the 57th Annual Meeting of the American Educational Research Association. San Antonio, TX.
- *Preston, D., & **Scott, L. M.** (2017, April). *Feeding the PhD Pipeline: Understanding the Role of Mentorship, Networking, and Social Capital at HBCUs*. Paper presented at the 57th Annual Meeting of the American Educational Research Association. San Antonio, TX.
- ***Scott, L. M.**, & Venegas, E. (2017, April). “*They See Me as the Rich, White, Lady*”: *Othering Perceptions in the Urban Literacy Classroom*. Paper presented at the 57th Annual Meeting of the American Educational Research Association. San Antonio, TX.
- Scott, L. M.**, LeCompte, K. N., & Blevins, B. (2017, April). “*iEngage*” *Freedom School: Affirming Community Cultural Wealth through Advocacy and Action*. Paper presented at the 57th Annual Meeting of the American Educational Research Association. San Antonio, TX.
- Purdum-Cassidy, B. & **Scott, L. M.** (2017, February). *Celebration and Innovation: Culturally Affirming Literacy Practices for Urban Elementary Students*. Symposium at the 2017 Annual Meeting of the Association of Teacher Educators. Orlando, Florida.
- Scott, L. M.** (2016, November). “*Something you can’t put into words*”: *Multi-generational themes about experiences in attending an HBCU*. Paper presented at the 41st 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 presented at the 51st 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 56th Annual Meeting of the American Educational Research Association. Washington, DC.
- Scott, L. M., & Venegas, E.** (2016, February). *Teaching “the other”: Altering pre-service teachers’ preconceptions of urban students*. Paper presented at the 2016 Association of Teacher Educators 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 Teacher Educators 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 Teacher Educators 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 14th 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 95th Annual Conference of the National Council of Social Studies. New Orleans, LA.
- 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 25th 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 100th 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 100th 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 21st century education: Neoliberalism, outsourcing, and privatization*. Paper presented at the 55th 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 24th International Annual Conference for the National Association of Multicultural Education. Tucson, AZ.
- Mraz, M., Rickelman, B., Scott, L. M., 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 28th 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 99th 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 21st*

- century: African American student perspectives. Paper presented at the 99th 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 54th 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 54th 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 54th 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 27th Annual Conference of the American Evaluation Association. Washington, DC.
- +Wiggan, 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 98th 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 53rd 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 53rd 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 6th 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 1st Annual International Conference/Symposium on Research in Urban Education: Best Practices for Global Learners. Livingston, Zambia.

STATE & LOCAL CONFERENCES

- Evans, V., & **Scott, L. M.** (2021, February). How culturally responsive teaching positively affects classroom management. Paper to be presented at the 44th Southeast Educational Research Association Annual Meeting. Virtual conference.
- Miller, R., **Scott, L. M.** (2019, April). *Building bridges of literacy: Examining the use of graphic organizers on*

- rural Ghanian elementary students*. Paper presented at the 18th Annual 2019 Region 5-Texas NAME Conferene. Nacogdoches, TX.
- Olson-Beal, H. K., **Scott, L. M.** (2019, April). *Writing to publish*. Paper presented at the 18th Annual 2019 Region 5-Texas NAME Conference. Nacogdoches, TX.
- Scott, L. M.** (2019, April). *Emerget scholars: 2019 Cohort*. Paper presented at the 18th Annual 2019 Region 5-Texas NAME Conference. Nacogdoches, TX.
- Scott, L. M.**, Venegas, E., Zhu, T., LeCompte, K. N., & Moody-Ramirez, M. (2019, April). “*Engaging in ‘dangerous discussions’: Fostering cultural competence through the analysis of depictions of college life in popular films*”. Paper presented at the 18th Annual 2019 Region 5-Texas NAME Conference. Nacogdoches, TX.
- ***Scott, L. M.** & Knofski, L. (2018, September). *Pre-service teachers’ use of instructional literacy strategies in the CDF Freedom School model*. Paper presented at the Texas Chapter of the National Association for Multicultural Education. Frisco, TX.
- *Knofski, L. & **Scott, L. M.** (2018, September). *Pre-service teachers’ perceptions of incorporating cultural responsiveness in literacy instruction: A contemporary approach for teacher education programs using the CDF Freedom School model*. Paper presented at t Texas Chapter of the National Association for Multicultural Education. Frisco, TX.
- Scott, L. M.** (2018, February). *Freedom through reading: Examining the impact of adolescent literacy development through the CDF Freedom School model*. Paper presented at the 41st SERA Annual Meeting, New Orleans, LA.
- Scott, L. M.** (2018, February). *She that holds the flame: Dreamkeepers as ignition for preparing urban educators*. Paper presented at the 41st SERA Annual Meeting, New Orleans, LA.
- *Dixon, S., & **Scott, L. M.** (2017, October). *I can make a difference: Culturally relevant texts that change lives*. Paper presented at the Baylor TAIR Conference, Waco, TX.
- *Dana, M., & **Scott, L. M.** (2017, April). *Voices from the Field: Success stories from multicultural educators*. Paper presented at the Texas Chapter of the National Association for Multicultural Education 2017 Conference. Nacogdoches, Texas.
- Dietrick, N., **Scott, L. M.**, & Curtis R. (2017, April). *Barriers for graduation and retention among men of color at a Primarily White Texas Institution*. Poster presented at the Texas Chapter of the National Association for Multicultural Education 2017 Conference. Nacogdoches, Texas.
- Scott, L. M.** (2017, April). *Resistance & persistence: Building dispositions of activisms among teachers & students*. Panel presented at the Texas Chapter of the National Association for Multicultural Education 2017 Conference. Nacogdoches, Texas.
- Scott, L. M.** (2016, September). *YOLO: Using social media platforms to help students in appropriating language*. Paper presented at the 2016 Texas Association for the Improvement of Reading. Waco, TX.
- 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 5th 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.** (2014, October). *Talking, tweeting, and texting: Appropriating oral and written language styles in the 21st century classroom*. Paper presented at the 2014 Texas Association for the Improvement of Reading. Waco, TX.
- +**Scott, L. M.** (2013, April). *What works: Four great resources for novice teachers in urban settings*.

Poster presented at the 1st 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 10th 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.

Grant, Sponsorship, & Gift Procurement

FUNDED PROJECTS

- Scott, L. M.** (2019). Baylor Freedom Schools + Transformation Waco Summer Learning Initiative. Waco ISD (\$48,450). Role: Primary Investigator.
- Scott, L. M.** (2019). Baylor Freedom Schools + The Cove Summer Enrichment and Leadership Project. The Cove via The Cooper Foundation (\$10, 568). Role: Primary Investigator.
- Vanderpool, S. (2017, April). Baylor University Ronald E. McNair Postbaccalaureate Achievement Program (\$1,161,325/ 5 years). U.S. Department of Education. Role: McNair Grant Committee Member.
- Scott, L. M.** (2016, September). Examining the Use of Graphic Organizers for Young Readers in Ghana (\$7,500). Baylor University Missions. Role: Principal Investigator.
- Scott, L. M.** (2016, March). University Teaching Development Grant for Exploration in Costa Rica (\$1,500). Baylor University Academy of Teaching and Learning. Role: Principal Investigator.
- Scott, L. M.** (2015, February). URSA Grant for Voices from the field: Success stories from urban elementary literacy educators in greater Waco public schools (\$4,385). Role: Principal Investigator.

FUNDED GIFTS & SPONSORSHIPS

- Scott, L. M.** (2019, Summer). Baylor University GAIN Program (First-generation College Student Internship Experiences). (\$13,920). Baylor University.
- Scott, L. M.** (2018, Fall). Baylor University GAIN Program (First-generation College Student Internship Experiences). (\$2,320). Baylor University.
- Scott, L. M.** (2018, November). HEB Foundation Camp. This foundation awarded a three-day staff to accommodate twenty for a Freedom Schools Staff Retreat to be held on May 27-30, 2019. Gift valued at \$5,000.
- Scott, L. M.** (2018, October). City of Waco. Sponsored Freedom School Scholar Shirts. Gift awarded \$2000.
- Scott, L. M.** (2018, July). Youth Financial Literacy Foundation. Sponsored the completion of financial literacy curriculum during 2018 program. Gift awarded \$950.
- Scott, L. M.** (2018, July). Epsilon Upsilon Chapter of Kappa Kappa Gamma Sorority. Sponsored Freedom School classroom library. Gift awarded \$650.

- Scott, L. M.** (2018, Summer). Baylor University GAIN Program (First-generation College Student Internship Experiences). (\$11,620). Baylor University.
- Scott, L. M.** (2018, March). Baylor University Chapter, National Association for the Advancement of Colored People. Sponsored School scholar backpacks. Gift awarded \$200.
- Scott, L. M.** (2018, March). Tau Alpha Chapter, Alpha Phi Alpha Fraternity, Inc. Sponsored Freedom School scholar drawstring backpacks. Gift awarded \$100.
- Scott, L. M.** (2018, February). City of Waco. Sponsored Freedom School Scholar Shirts. Sponsorship valued at \$1500.
- Scott, L. M.** (2017, December). Baylor Line Foundation. A sponsorship solicitation was submitted for program shirts and printing. Gift awarded \$4,000.
- Scott, L. M.** (2017, November). HEB Foundation Camp. This foundation awarded a three-day staff to accommodate twenty for a Freedom Schools Staff Retreat to be held on May 29-31, 2018. Gift valued at \$5,000.
- Scott, L. M.** (2017-2018, Fall-Spring). Baylor University GAIN Program (First-generation College Student Internship Experiences). (\$4,670). Baylor University.
- Scott, L. M.** (2017, Summer). Baylor University GAIN Program (First-generation College Student Internship Experiences). (\$2,320). Baylor University.
- Scott, L. M.** (2016-2017, Fall-Spring). Baylor University GAIN Program (First-generation College Student Internship Experiences). (\$4,640). Baylor University.

Courses Developed or Redesigned

Doctoral – Sociopolitical Perspectives of Schooling

This course will provide doctoral students with increased understandings of historical and contemporary landmark policies that have influenced the landscape of schooling and education for students. Using a policy analysis framework, students will analyze and offer critiques on reform-based educational initiatives. This course provides an overview and analysis of key approaches and issues in the study of schooling/education, with special focus on the social, cultural, political, economic, and institutional dynamics of educational processes. This course extends historical and contemporary theoretical perspectives that examine the extent to which teachers, students, policy, practice, community, and other structures influence and impact educational processes and outcomes. Through this course, students will develop an understanding of how they, as educators, fit within the larger system of policies and governance – how decisions made at the district, state and federal levels affect what happens in today’s classrooms. Through a policy analysis framework, educational policies and reform developments will provide a foundation for the evolution of the public K-12 education system.

Masters – Multicultural Literature

A major goal in this master’s level course is to guide students through a praxis of understanding and developing a framework in which they can examine the impact and influence of cultural, linguistic, and ethnic diversity in literature. Instructional lessons and activities are developed with the goal of enhancing students’ critical lens for increasing culturally relevant and affirming practices that are authentic, intentional, and engaging for learners. There is also an emphasis on developing such a lens to challenge and critique mainstream narratives that have inauthentically or inaccurately portrayed underrepresented groups in order to counteract bias, power, and privilege.

Undergraduate – Social Issues in Education Lab

This course will compliment the TED 3380 Social Issues in Education course by providing varied action-oriented experiences that allow students to garner depth in the topics explored based on the content course. It is important to emphasize that the topics explored are less about professional and pedagogical development, but more about personal development and gaining a humanizing perspective.

Courses Taught

UNDERGRADUATE LEVEL COURSES

Social Issues in Education

This course examines local and global education/schooling structures through micro-, mezzo-, and macro-level analyses in order to challenge students to critically reflect on economic and socio-cultural structural inequities both in a historical and contemporary context. Through the teaching for social justice framework, students work through a praxis of identity, diversity, justice, and action in order to develop an understanding for utilizing culturally relevant and affirming pedagogies in today’s classrooms.

Literacy Instruction in the Elementary School

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

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

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

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

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

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

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

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

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

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.

SPECIAL TOPIC COURSES

Special Topics in Education: Transforming Education through Freedom Schools

This course serves as a Freedom School training and practicum for undergraduate level students. Specifically, the course will examine education as an agent of liberation, the historical and contemporary aims of the Freedom Schools movement, and examining its impact on academic achievement and social and cultural capital. Student(s)

will also participate in some levels of research through completing a case study that will conduct a reading intervention with reluctant middle grade learners.

Special Topics in Education: Qualitative Research

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.

GRADUATE LEVEL COURSES

Psychology of Learning

This course examines theories of learning, major constructs of adult learning theories, basic psychological components of learning and memory, and the application of theories. In addition to studying the basic concepts of learning, the course includes weekly activities that create significant learning experiences that allow the student to apply to their problem of practice/dissertation and profession.

Sociopolitical Contexts of Schooling

This course provides doctoral students with increased understandings of historical and contemporary landmark policies that have influenced the landscape of schooling and education for students. Using a policy analysis framework, students analyze and offer critiques on reform-based educational initiatives. This course provides an overview and analysis of key approaches and issues in the study of schooling/education, with special focus on the social, cultural, political, economic, and institutional dynamics of educational processes.

Social Foundations of Education

The purpose of this course is to provide the emerging and the practicing educator the opportunity to engage in reflective conversations and purposeful exploration of the literature that examines the relationship between the role of education and the larger society that education and educators help to shape. The course will provide all participants the opportunity to critically reflect upon new issues as they arise within the public debate on education and pose questions about the relationship between real and ideal societies and educational practices in intriguing and challenging ways.

Issues in Diversity

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.

Introduction to Qualitative Research Methods

This 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

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

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

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

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.

SPECIAL TOPIC COURSES

Special Topics in Education: Contemporary Liberation Pedagogies

The course examines contemporary empowerment and liberation pedagogies that have been used to spur academic achievement amongst traditionally minoritized student populations. Utilizing the theoretical lenses of critical theorists such as Paulo Freire, modern-day curricula and practice are juxtaposed to state or district-specific policies which either celebrate or condemn the pedagogies. This course provides an opportunity to explore ways in which the dueling worlds of policy and practice can co-exist while also using education as a form of liberation and freedom.

Special Topics in Education: Models of Service Learning

The course investigates service-learning models in teacher education programs postsecondary institutions. Through historical and contemporary perspectives presented throughout the literature, it is a goal for those enrolled to better understand how service learning can increase teacher knowledge and competency in the classroom and beyond.

Special Topics in Education: Foundations for Teaching Diverse Students

The course investigates foundations for teaching students from culturally and linguistic backgrounds. Through historical and contemporary perspectives presented throughout the literature, it is a goal for those enrolled to better understand cultural and linguistic debates in the U.S. both through the lens of the teacher and the learner.

Special Topics in Education: Structures of Schooling

The course examines structures of schooling within international contexts. Students utilize qualitative research methods in order to synthesize key practices and political implications for pro-choice schooling systems in the United States and China.

Special Topics in Education: School Choice in Rural and Urban Areas

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.

Special Topics in Education: Research and Practice in Student, School, and Community Success

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.

Service

SERVICE TO THE PROFESSION

Editorial Positions

Guest Editor, *Journal of Social Studies and History Education* (2020-2021)
Guest Editor, *Journal of Faith, Education, and Community* (2020-2021)
Associate Editor, *Journal of Education, Faith, and Community* (2021-2023)
Assistant Editor, *Journal of Multicultural Affairs* (2020-2022)
Reviewer, *Literacy Research and Instruction* (2014 – present)
Reviewer, *Urban Education* (2013 – present)
Founding Editor, *Urban Education Research & Policy Annuals* (2011 – 2013)

Professional Memberships & Committee Work

Southwest Educational Research Association (2017 – present)
 Division VI Discussant (2017), Conference Proposal Reviewer (2017)
Association of Teacher Educators (2014 – present)
 Diversity Committee Member (2016 – present), Conference Proposal Reviewer (2015, 2016)
Association of Literacy Educators and Researchers (2013-2016)
 Conference Proposal Reviewer, ALER Annual Conference (2015)
Association for the Study of African American Life and History (2013-2016)
National Association for Multicultural Education (2012 – present)
American Educational Research Association (2011 – present)
Texas Chapter of the National Association for Multicultural Education (2008 – present)
 Board Member, TXNAME (2016 – present)

Other

External Reviewer, Tenure and Promotion, Northeastern University (2015, 2016)

SERVICE TO THE CHURCH & COMMUNITY

Member, Board of Directors, The Cove (2018 – current)
Member, Antioch Community Church (March 2018 – current)
 Life Group Leader, Single Moms Ministry
Member, Greater Bosqueville Baptist Church (2017 – current)
Member, Toliver Chapel Missionary Baptist Church (2015 – 2017)
Member, New Beginnings Interdenominational Church (2010 – current)
 Board Director (2015 – current)

Promoting Achievement in Communities Everywhere (PACE)

Co-Founder & Executive Director (2011 – 2017)

Delta Sigma Theta Sorority, Inc.

Initiate/Member, Texas Southern University (2005)
Member, Brazosport Area Alumnae Chapter (2005 – 2007)
Member, Houston Alumnae Chapter (2007 – 2011)
Member, Waco Alumnae Chapter (2015 – current)

Special Events in the Greater Waco Area

South Central Region 2015 Children’s Cluster, Jack and Jill of America, Inc. (2015)
Back to School Community Festival, Delta Alpha Omega Chapter of Alpha Kappa Alpha, Inc. (2015)
Seuss Day, J. H. Hines Elementary (2016)
Feast in the East, Delta Sigma Theta Sorority, Inc. (2016)
Book in a Bag Project, Jack and Jill of America, Inc. (2016)
Children of Kyerekrom Book signings (January – May 2017)
Kyerekrom Book signings (January – May 2017)
Seuss Day, Alta Vista Elementary (2017)
Family Reading Night, Alta Vista Elementary (2017)

SERVICE TO THE UNIVERSITY

Chair, Campus Diversity Committee (2018-current)
URSA Undergraduate Research Mentor (2018 – current)
Council Member, President’s Diversity Council (2018 – 2020)
Committee Member, Campus Diversity Committee (2018 – current)
Team Leader, Baylor Missions Ghana Education (2016 – current)
Graduate Faculty Member (2015 – current)
Mentor, Dream Maker Minority Mentorship Program (2015 – 2016)

Council Member Service

Advisory Board Member, McNair Scholars Program (2018 – current)
Advisory Board Member, LEAD LLC (2015-2016)
Advisory Board Member, First in Line (2015- Current)

Search Committee Service

C&I Associate Professor of Bilingual Education (2017 – current)
McNair Scholars Program Director (2017-2018)
McNair Scholars Program Coordinator (2017)
C&I Associate Professor of Language, Learning, and Literacy (2015, 2016)

Student Organization Service

Primary Advisor, R.O.O.T.S. (2017 – current)
Secondary Advisor, She’s the First (2016-2017)
Advisor, Education LLC Service Committee (2015 – 2017)
Primary Advisor, Pursue Mentoring Organization (2014 – 2016)

School of Education Service

Ad Hoc Committee for Sabbatical 2019 Review (2018)
Distinguished Scholars Day and school-wide recruiting efforts (2018 - current)
Prospective Student Visit Team Member (2017 – current)
Middle Level Programming Committee (2017 – current)
Founder/Executive Director, CDF Freedom Schools at Baylor University (2017-current)
Distinguished Scholars Day and school-wide recruiting efforts (2016 - current)
Member, Prospective Student Visit Team (2016 – current)
Degree Plan Review Group (2016 – current)
Education LLC Scholarship Committee (2016 – 2017)
Advisory Board Member, Education LLC (2015 – 2017)
Affiliate Faculty, iEngage Civics Institute (2015, 2016)
Appeals Committee Member (2015)

Special Events

Invited Panelist, Mentoring Women Students and Colleagues. (November 2018)

Invited Panelist, Academy for Teaching and Learning. (October 2018)

Invited Panelist, Boundary Breaking Women's Panel. (September 2018)

Guest Judge, Alpha Black & Gold Pageant. (2017)

Invited Panelist, Professional Development Program, Alpha Kappa Alpha Sorority, Inc. (September 2015)

Dissertations

Committee Member, **Christopher Lemley**, *Title Undetermined*, Curriculum & Teaching, Ph. D. (pending)

Committee Member, **Amanda Gardner**, *Title Undetermined*, Curriculum & Teaching, Ph. D. (pending)

Dissertation Chair, **Lindsay Knofski**, *Leading with Love: A Qualitative Case Study Exploring Preservice Teachers' Development and Implementation of Culturally Responsive Teaching in a Literacy-Centric Field Experience*, Curriculum & Teaching, Ph. D. (Summer 2020)

Dissertation Chair, **Russell Miller**, *Pursuing Higher Education: A Case Study of Successful Language Learners in U.S. Public Schools*, Curriculum & Teaching, Ph. D. (Summer 2020)

External Committee Member, **Tijuana Crosby**, *The Effects of Age and Gender on Types of Abuse of Human Trafficking Victims*, Fielding Graduate University, Ph. D. (Summer 2020)

Committee Member, **Anthony Luevanos**, *Media Literacy Education in Texas High Schools*, Curriculum & Teaching, Ph. D. (Spring 2020)

Committee Member, **Ted Smith**, *The Lived Experiences of Six Superintendents Who Successfully Implemented One-to-One Technology: A Case Study*, Curriculum & Teaching, Ph. D. (Spring 2020)

Dissertation Chair, **Toby Zhu**, *An Exploration of Media Literacy Education Programming in Undergraduate Teacher Preparation Institutions in the United States*, Curriculum & Instruction, Ed.D. (Spring 2020)

Committee Member, **Qingqing Chen**, *Investigation of international teaching assistants' perceptions of their teaching self-efficacy and their understanding of culturally responsive teaching pedagogy: A case study*, Curriculum & Teaching, Ph. D. (Summer 2019)

Committee Member, **Kathy Wigtil**, *The influence of student homelessness on educational outcomes: A multiple case study of four unaccompanied homeless youth*, Curriculum & Teaching, Ed. D. (Summer 2019)

Committee Member, **Becky Odajima**, *A Case Study of How and If a Professional Development Model Based on TPACK Framework Builds Teacher Capacity for Technology Integration*, Curriculum & Instruction, Ed.D. (Spring, 2019)

Committee Member, **Tyler Ellis**, *Context-Specific vs. General Teacher Education Preparation on Teacher Agency*, Curriculum & Teaching, Ph. D. (Summer 2019)

Committee Member, **Elena Venegas**, *The Influence of Literature Circles upon the Self-efficacy of Reluctant and Struggling Readers*. Curriculum & Teaching, Ph.D. (Summer 2017)

Committee Member, **Jodie Maki**, *The Unintended Impact of Inter-District Choice: The Narrative Case Study of One Unchosen School*, Curriculum & Instruction, Ed.D. (Spring 2017)

Committee Member, **Sarah Straub**, *Five First Year Teacher Perspectives on the Effects of Culturally Responsive Pedagogical Training*, University of Houston, Curriculum & Instruction, Ph.D. (Fall 2016)

Committee Member, **Dena Quigley**, *A Dual Case Study: Students' Perceptions. Self-Efficacy and Understanding of the Nature of Science in Varied Biology Laboratories*. Curriculum & Teaching, Ph.D. (Fall 2016)

Master's Theses

Committee Chair, **Madison Cunningham**, *Examining the Influence of Multicultural Literature on Students' Perspectives to be Agents of Change*, M.A. in Curriculum and Instruction (Summer 2020)

Committee Member, **Olivia Booth**, *A Comparison Between an Inventive Present Perfect and the Preterite*, M.A. in Modern Languages and Cultures (Spring 2019)

Committee Member, **Kaitlyn Rieper**, *Framing Flint: Comparing Mainstream and Black Newspaper Coverage in the Wake of Environmental Racism*, M. A. in Journalism, Public Relations and New Media (Fall 2018)

Committee Member, **Tonya B. Lewis**, *The Crime Heard Around the World: A Feminist Critical Discourse Analysis of Media Coverage of the New Delhi Gang Rape*, M.A. in Journalism, Public Relations and New Media (Fall 2015)

Honors' Theses

- Committee Member, **Abby Block**, *The Importance of Balance: An Analysis of Labor Trafficking in Texas*, (Spring 2019)
- Committee Chair/Mentor, **Elyse Meyer**, *In Advocacy of Equity Pedagogy: The Rise and Fall of the Raza Studies Program*, (Fall 2019)
- Committee Chair/Mentor, **Olivia Moses**, *Teaching Elementary Students Media Literacy Skills Using Animated Films*, B.S.Ed. (Fall 2018/Spring 2019)
- Committee Member, **Kelsey Wolf**, *Race, Class, and Title I Schools: A Critical Analysis of Undergraduate Discursive Practices*, Communication Department, B.A. (Spring 2017)
- Committee Member, **Rebecca McHenry**, *An Examination of Qualities of PLCs in Urban, Title I Schools*, B.S. Ed. (Spring 2015)

Non-Refereed Research

INTERNATIONAL & NATIONAL CONFERENCE 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 1st Annual International Conference/Symposium on Research in Urban Education: Best Practices for Global Learners*. Livingston, Zambia.

STATE/LOCAL CONFERENCE PROCEEDINGS

- +**Scott, L. M.** (2013, April). What works: Four great resources for novice educators in urban settings. *Poster presented at the 1st 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.

CHILDREN'S BOOK PUBLICATIONS

- Scott, L. M.** (2018). *League of social justice: Tales of heroes past volume 1*. CreateSpace, an Imprint of Amazon.
- Scott, L. M.** & Greening, B. (2016). *The children of Kyerekrom*. CreateSpace, an Imprint of Amazon.com.

NATIONAL EVALUATION 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). *5th 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). *5th 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). *5th 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 EVALUATION 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.
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- 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.**, Greening, B., & Robertson, B. (2017). *Eduvention Curriculum: Level One*. Houston, TX: Eduvention Academic Mentoring and Consulting, LLC.
- Scott, L. M.** (2016, December). *Poems from her time: Instructional lessons for teaching reading comprehension and vocabulary using the Armstrong Browning Library's 19th century women poets collection*. Waco, TX: Armstrong Browning Library. <http://www.browninglibrary.org/index.php?id=940763>
- * Greening, B., & **Scott, L. M.** (2016, May). *Kyrekrom Roman Catholic Primary School Lesson Plans*. Kumasi, Ghana: Baylor University Missions and Baylor University School of Education.

- Scott, L. M.** & Greening, B. (2016, November). *Far from “ordinary”: Instructional lessons for teaching comprehension and vocabulary using Wonder by R.J. Palacios*. Waco, TX: Baylor University.
- +**Scott, L. M.**, & Watson, M. (2013, March). *Ask away: Responses for Piedmont middle school 8th graders*. Charlotte, NC: Piedmont Middle School.

INVITED PRESENTATION OR 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 21st century classroom*. Paper presented at the 2014 Texas Association for the Improvement of Reading Conference. Waco, TX.

INVITED PRESENTATION OR LECTURE AT UNIVERSITY

- Scott, L. M.** (2018, October). *BU TED Talk: Ghana Missions*. Presentation prepared for Baylor University Chapel, Waco, TX.
- Scott, L. M.** (2018, November). *Historically Black Institutions: Perceptions, Actualizations, and Future Directions*. Presentation prepared for History and Foundations of Higher Education Class at Baylor University, Waco, TX.
- Scott, L. M.** (2017, November). *Baylor freedom schools*. Prosper Waco Lecture Series in Education. Baylor Continuing Education: Waco, TX.
- Scott, L. M.** (2017, October). *Baylor missions Ghana: Education and opportunity in Kyerekrom*. Presentation prepared for Innovations and Global Brand (MBA course) at Baylor University. Waco, TX.
- Scott, L. M.** (2017, October). *The Inequitable eras of education*. Baylor UNICEF. Waco, TX
- Scott, L. M.** (2017, September). *Oral history recollections as a faculty fellow: research, findings, implications for continuing oral history*. Presentation prepared at the Institute for Oral History Fellows Interest Meeting at Baylor University. Waco, TX.
- Scott, L. M.** (2017, September). Welcome to Baylor: Faculty perspective. Presentation prepared for Transfer Friday Academic session at Baylor University. Waco, TX.
- Scott, L. M.** (2017, August). *Academic thriving opportunity*. Presentation prepared for New Student Programs in University Admission at Baylor University. Waco, TX.
- Scott, L. M.** (2017, March). Questions that matter: The Kyerekrom project. Presentation prepared for residents at the Lead Living-Learning Center at Baylor University. Waco, TX.
- Scott, L. M.** (2017, February). *Using historical poetry in urban school spaces: a contemporary curriculum project*. Presentation prepared for Baylor Libraries Teaching Fellows Program at Baylor University. Waco, TX.
- Scott, L. M.** (2016, November). *Insights and ideas from qualite researchers*. Presentation prepared for EDP/EDC 6336 Qualitative Research and Analysis Doctoral Course at Baylor University. Waco, TX.
- Scott, L. M.** (2016, September). Welcome to Baylor: Faculty perspective. Presentation prepared for Transfer Friday Academic session at Baylor University. Waco, TX.
- Scott, L. M.** (2016, August). *Transfer student orientation*. Presentation prepared for New Student Programs in University Admission at Baylor University. Waco, TX.
- Scott, L. M.** (2016, August). *Academic thriving opportunity*. Presentation prepared for New Student Programs in University Admission at Baylor University. Waco, TX.
- Scott, L. M.** (2016, June). *How to thrive, not just survive at Baylor*. Presentation prepared for New Student Orientation at Baylor University. Waco, TX.
- Scott, L. M.** (2016, April). Welcome to Baylor: Faculty perspective. Presentation prepared for Scholars Week at Baylor University. Waco, TX.

- Scott, L. M., & Moody-Ramirez, M.** (2016, April). *Depicting "Independence" in rap music lyrics: Recommendations for critical media literacy practices.* Presentation prepared for the symposium Multiple Literacies: "Reading" and "Writing" Diverse Texts in a Digital Age held at Curriculum and Instruction Department in School of Education at Baylor University. Waco, TX.
- 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.** (2015, September). *Breaking down the mean girl complex.* Presentation prepared for the My Sister's Keeper Retreat 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 21st 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 PRESENTATION OR LECTURE FOR PROFESSIONAL DEVELOPMENT

- Scott, L. M.** (2018, October 29). *Literature contact in the early years of children's life and it's impact.* Professional development presentation at the Nu lota chapter of Zeta Phi Beta Sorority chapter book drive. Waco, TX.
- Scott, L. M.** (2017, February 6). *Culturally affirming literacy practices across the grade levels.* Professional development presentation to Port Arthur ISD teachers. Port Arthur, TX.

- Scott, L. M.** (2016, September). *Documentaries for diversity: Reflections on films that have transformed educational practice*. Brooks College Residential Hall, Baylor University. Waco, TX.
- 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 21st 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.
- 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.
- 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.
- 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 PRESENTATION OR LECTURE FOR COMMUNITY FUNCTION

- Scott, L. M.** (2017, February 6). *Examining the crisis in Black education: Historical and contemporary perspectives*. Presentation prepared for PAISD high school students. Port Arthur, TX.
- 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 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.

News and Media Coverage

- Boddie, S. C., & Scott, L. M. (2019, Fall). Food insecurity is an equity issue. *Hunger News & Hope*. Retrieved from <http://www.seedspublishers.org/wp-content/uploads/2019/12/HNH-Vol-19-No-3.pdf>
- Baylor Instant Impact. (2019, October 21). Watch the School of Education Centennial Video. Retrieved from <https://blogs.baylor.edu/soe/2019/10/21/watch-the-school-of-education-centennial-video-10-21-2019/>
- Tankersley, K. (2019, September 10). The Power of literacy. *Wacoan*. Retrieved from <https://www.wacoan.com/the-power-of-literacy/>
- Carroll, J. (2019, September 10). Waco: Conservative activist blasts Waco's summer Freedom School. *KWTX10*. Retrieved from <https://www.kwtx.com/content/news/Waco--Conservative-activist-blasts-Wacos-summer-Freedom-School-559979301.html>
- The Cove Stories of Impact. [Web page]. (2019, August 1). Developing student leaders at Freedom School. Retrieved from <http://www.thecovewaco.org/stories>
- Crum, B. (2019, July 23). Group criticizes Transformation Waco board after students shown documentary about murder of gay boy. *Waco Tribune-Herald*. Retrieved from https://www.wacotrib.com/news/education/group-criticizes-transformation-waco-board-after-students-shown-documentary-about/article_f39add3f-e8d6-58dd-8cc6-d8b9227ae1dc.html
- Freedom School students march against gun violence* [video file]. (2019, July 17). Retrieved from <https://www.kwtx.com/video?vid=512863702>
- Setser, E. (2019, July 17). Middle school students take part in National Day of Social Action. *KWKT Fox44news*. Retrieved from <https://www.fox44news.com/news/local-news/local/middle-school-students-take-part-in-national-day-of-social-action/>
- Caldwell, J. (2019, July 17). 'No gun violence!' Baylor Freedom School students hold Waco march to raise awareness about gun control. *KCENTV*. Retrieved from <https://www.kcentv.com/article/news/local/no-gun-violence-baylor-freedom-school-students-hold-waco-march-to-raise-awareness-about-gun-control/500-105f0cc1-f4f3-4a2e-9d1c-efdb0d5d3798>
- Newman, A. (2019, July 13). Baylor University Literacy Program — or Indoctrination? Parents Beware! *WB Daily*. Retrieved from <http://www.wbdaily.com/education/baylor-university-literacy-program-indoctrination-parents-beware/>
- Dozens of students attend local Freedom School [video file]. (2019, June 17). *KWTX10*. Retrieved from <https://www.kwtx.com/video?vid=511433242>
- Soto, C. (2019, July 2). Waco: Teacher encourages parents to read with children over summer. *KWTX 10*. Retrieved from <https://www.kwtx.com/content/news/Teachers-encourage-parents-to-read-with-children-to-avoid-summer-learning-loss-512108171.html>
- Baylor University Online Graduate Programs. (2019, April 2). How to talk about human trafficking with children and adolescents. Retrieved from <https://onlinegrad.baylor.edu/resources/conversations-human-trafficking-children-teens/#for-educators>

- Baylor Magazine. [Web page]. (n. d.). Meet the experts. Retrieved from <https://www.baylor.edu/alumni/magazine/1604/index.php?id=952608>
- Baylor Give Light Campaign. (2018, November). <https://vimeo.com/297989288> or <https://www.youtube.com/watch?v=GZZQcEwgSEU>
- Baylor Impact. (2018, November 12). Diversity Enhancement Award [web page]. Retrieved from <https://www.baylor.edu/soe/impact/news.php?action=story&story=204332>
- Bocanegra, C. (2018, November 12). Let freedom ring. *Baylor Impact*. Retrieved from <https://www.baylor.edu/soe/impact/news.php?action=story&story=204332>
- Prosper Waco October 2018. [video file]. (n.d.). Retrieved from <https://wccc.tv/video/prosper-waco-october-2018/>
- Baylor Magazine. [Web page]. (n. d.). #BaylorLights. Retrieved from <https://www.baylor.edu/alumni/magazine/1701/index.php?id=956135>
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- White, G. (2018, August 30). Achievements lead Waco City Council to honor Baylor Freedom School on July 27 of every year. *Baylor Media Communications*. Retrieved from <https://www.baylor.edu/mediacommunications/news.php?action=story&story=202658>
- Dean's Excellence Fund for Education. (2018, August 28). Retrieved from <https://baylor.scalefunder.com/gday/giving-day/8582/department/9184>
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- Freedom schools improves reading for Waco ISD students. [video file]. (n.d.) Retrieved from <http://www.kwtx.com/video?vid=486838581>
- Dodd, L. (2018, July 11). Enabling young leaders: Waco's Freedom School grows, shows progress. *Waco Tribune-Herald*. Retrieved from https://www.wacotrib.com/news/city_of_waco/enabling-young-leaders-waco-s-freedom-school-grows-shows-progress/article_019d2150-94f0-5b2f-9300-7497eb0902e0.html
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- Henson, R. (2018, Feb. 19). Struggling middle school aims to produce ‘well-rounded’ students. *KWTX*. Retrieved from http://www.kwtx.com/content/news/WACO-Reading-and-well-rounded-students-keys-to-meeting-state-standards--474500203.html?utm_medium=social&utm_source=facebook_KWTX_News_10
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