

**Dr. LaTasha Jones**  
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**EDUCATION**

**Doctor of Philosophy**, May 2007

Curriculum and Instruction (Urban Education Focus)

Dissertation Title: White Male Secondary Science Teachers, African American Urban Students, and Culturally Responsive Pedagogy  
University of North Carolina, Charlotte, NC

**Master of Education**, June 2003

Education, National Institute for Teaching Excellence

Thesis Title: The Role of Mentors on African American, Urban, Middle Schools Girls  
Cambridge College, Boston, MA

**Bachelor of Arts**, May 2000

English/Religion

Spelman College, Atlanta, GA

**COLLEGE COURSES TAUGHT**

Qualitative Research

Doctoral level course that explores the constructs and processes used in qualitative research studies. It provides practice in formulating qualitative questions, identifying appropriate qualitative traditions, selecting participants, constructing data protocols for interviews and observations, analyzing documents and applying coding and classification techniques for organizing and interpreting data.

Leading for Social Change

Doctoral level course which focuses on the processes by which leaders reach out to a larger community to discuss, question, and learn about issues and forces affecting teaching and learning in national and international schools. Processes for creating and supporting partnerships with community stakeholders, educational institutions, and other advocacy groups are studied in order to develop and refine educator's abilities to collaborate with decision-makers in the advocacy for public policy at the local, state, national, and/or international level.

Intensive Orientation to Teaching

Graduate course included an introduction to major instructional, organizational, management, and assessment approaches within a school setting. An examination of modern day contexts, issues, and problems of schools related to educational foundations and philosophy was woven into classroom discussions and assignments. In-service first year teachers presented case studies and issues with teaching and receive concrete strategies to increase teacher effectiveness and student achievement in classroom management, instructional methods, teaching exceptional students, and integrating technology. The class was conducted  $\frac{3}{4}$  of the time via the Internet and included many aspects of technology in teaching.

### Teaching Diverse Learners

Graduate course included strategies for adapting instruction to meet the learning needs of all members of middle or secondary classrooms, including students at risk for school failure, individuals from culturally and linguistically diverse backgrounds, gifted students and students with disabilities. The students in the class also were required to participate in extensive clinical experiences. Direct responsibilities: planning course, teaching sessions, and assessing student work.

### Adolescent Learners

Undergraduate course included characteristics of the adolescent learner, including the impact on the classroom of physical, social, cognitive, moral, vocational, and affective developmental factors and multicultural issues. Field-based activities included observation and tutoring in school and non-school settings. Direct responsibilities: planning course, teaching sessions, and assessing student work.

### Leadership, Service, and Ethics

Undergraduate course that focused on leadership issues facing our society, the role of values and ethics in leadership, and servant leadership. An in-depth examination of ethical leadership theories is also delivered. Direct responsibilities: teaching sessions and assessing student work.

## **RESEARCH EXPERIENCE**

March 2008 – Present

### **Research Associate**

The Mentoring Project

Collected data, analyzed data, wrote findings of a national research project focuses on the efforts of African American female mentors with African American urban girls. The study focuses on the efforts of mentors who attended Spelman College and continue to give back to the community through their mentoring efforts.

August 2004- May 2006

**Research Assistant**

Behavior/Reading Improvement Center, University of North Carolina, Charlotte, NC

Delivered professional development sessions on Positive Behavior Support and Intervention Strategies and behavior instruction methods. Collected, inputted, and analyzed data as part of a national research grant. Created operational systems to increase productivity of set programs. Met regularly with behavior support teams and building facilitators to facilitate sharing and problem solving. Scheduled and conducted activities necessary to positive behavior support in schools at a variety of levels of implementation. Managed the budget to maximize school teams' ability to maintain and enhance behavior support. Kept current on research and best practices around behavior. Tracked data and used resources related to their behavior program. Assisted schools to generate reports that will be useful to team and staff decision-making. Trained school behavior support teams new to the project in school-wide systems. Provided booster trainings and workshops in individual and classroom systems to veteran teams. Presented workshops designed to train selected staff members in each school to conduct functional assessments and develop behavior support plans based on them.

April 2004- August 2004

**Research Assistant**

Early Reading First Program

University of North Carolina, Charlotte, NC

Created an effective program for collecting data. Collected data of control and treatment groups. Organized data into functional information. Researched best practices for teaching early reading strategies to minorities.

June 2004

**Independent Researcher**

Schools and Culture of Europe Study Abroad Program

University of North Carolina, Charlotte, NC

Researched differences and similarities among urban schools and urban school systems in the Netherlands, Germany, and Belgium, and made comparisons with schools in the United States. Visited elementary, middle, and high schools in European cities of significant historical interest and attended administrative sessions. Explored teacher preparation in European school districts by producing a descriptive report of instructional practices used by teachers in European schools. Observed and reviewed information about instructional methodology taught in teacher preparation programs, types of instruction expected by the school, and how instruction is addressed in teacher in-service

August 1999

**Ronald E. McNair Research Scholar**

Penn State McNair Conference

Penn State, State College, PA

Collaborated with other scholars in the Education field and presented research.

June 1999- August 1999

**Ronald E. McNair Research Scholar**

Ronald E. McNair Achievement Program

University of Rochester, Rochester, NY

Conducted and presented scholarly research with David Hursh, Ph.D. in an intensive summer research program for first generation or minority college students. Published Abstract: Deficit or Difference: The Family's Role in Educating Black Children.

**PROFESSIONAL EXPERIENCE**

May 2007- present

**Founder/Educational Consultant**

Dominion Education Consulting, Atlanta, GA

Create educational plans for high school students including joint enrollment, honors, advanced placement, etc. Assist students/families with all aspects of the college application process. Focus on low income, first-generation prospective college students. Help clients navigate through college process from undergraduate through graduate school. Edit college essays, theses, and dissertations. Assist in solidifying dissertation topics, IRB, writing, and defense. Create and present workshops for various educational groups.

June 2007- July 2007; August 2003-June 2004

**Educator**

Reach For Excellence, Atlanta, GA

Created a gifted curriculum for advanced middle school children. Taught Advanced Placement reading, writing, and critical thinking strategies. Challenged motivated youth to reach beyond their potential. Produced quality requiring higher-level thinking skills

May 2006-July 2006

**Curriculum Specialist**

Teach For America, Atlanta, GA

Delivered curriculum sessions to 100 corps members to ensure they internalize key knowledge, skills, and mindsets of effective teachers. Facilitated opportunities for core members to practice teaching skills and discussed the application of these skills. Modeled effective teaching for corps members through delivery of strong content sessions. Facilitated diversity sessions and discussions. Collaborated with a school leadership team to make data driven decisions concerning core member achievement. Presented multiple curriculum sessions to student teachers in an extensive pre-service

training program. Conducted observations of corps members to track general trends and create next steps for ways to reach significant gains in student academic success.

May 2005-August 2005

**Workshop Director**

College Summit, Washington, DC.

Coordinated, supervised, and managed a team to inspire and motivate at-risk students to enroll in college. Trained high school teachers on how to implement a prescribed program. Lead workshop session on college recommendation writing, financial aid, college options, and senior year strategies. Served as liaison between the host college and College Summit. Acted as a spokesperson to the community, the press, and VIPs at the workshop

August 2003-June 2004

**Alumni Recruiter**

Teach For America, Atlanta, GA

Designed a creative program for recruiting Spelman College students to Teach for America. Increased team morale via positive work environment and team building skills. Implemented strategies planned by director. Identified targeted students to recruit and train. Presented Teach For America's mission in various formats

August 2000-June 2004

**Educator**

Atlanta Public Schools, Atlanta, GA

Taught reading, Language Arts, and math/pre-algebra to 6<sup>th</sup>–8<sup>th</sup> graders. 100% of eighth grade homeroom passed state standardized test. 97% of eighth grade students passed the state writing test. 75% of sixth grade students met or exceeded state targets in reading and language arts. Met student attendance targets consistently. Reached school targets by establishing a seventh grade pre-algebra class. Lead Language Arts Department as Chairperson. Implemented Project GRAD components of Success For All and Consistency Management & Cooperative Discipline. Served on the School Achievement Plan Committee. Completed extensive professional development program. Guided new teachers as a team leader and a mentor. Elected staff motivator by administrative team. Worked in the 21<sup>st</sup> Century After School Program. Co-directed school's premiere theatrical production, *The Wiz*. Initiated student newspaper. Sponsored Student Government Association. Participated in national Parent Teacher Association

July 2001-August 2001

**Program Assistant**

Girls' Leadership Workshop at Vassar College  
Poughkeepsie, NY

Facilitated workshops on diversity, women in politics, and Eleanor Roosevelt's leadership skills. Empowered 10<sup>th</sup> and 11<sup>th</sup> grade girls to become leaders within their communities. Prepared scholars for their daily schedules and kept them on task. Assembled scholars to visit the United Nations, New York State Capital, and the United University Profession Headquarters. Built teambuilding skills through rock climbing and other innovative activities

### **PRESENTATIONS (selected)**

Jones, L. (2008). We are family: White males teaching in a black community. In session *Whiteness, Masculinities, and the Social (Prod) (Constr) unction of Identity in Local Contexts*. American Educational Research Association Annual Meeting. New York, NY.

Jones, L. (2007). Graduate School Panel Discussion. The University of North Carolina McNair Graduate Fair. Charlotte, NC.

Jones, L. (2007). Through Privileged Eyes: Culturally Responsive Pedagogy. The University of North Carolina Graduate and Professional Student Government Research Fair. Charlotte, NC

Jones, L. (2007). Ain't Power Trippin': Empowering Urban Students through Culturally Responsive Pedagogy. Curriculum and Instruction Graduate Student Professional Association Research Conference. Charlotte, NC.

Jones, L. (2006). The world of ERUTAN. The University of North Carolina Multicultural Conference. Charlotte, NC.

Jones, L. (2006). Ready, Set, Motivate: Motivating Students to Achieve. Teach For America Summer Institute. Atlanta, GA.

Jones, L. (2006). Educating Homeless Students. Curriculum and Instruction Graduate Student Professional Association Research Conference. Charlotte, NC.

Jones, L. (2005). Graduate School Panel Discussion. The University of North Carolina McNair Graduate Fair. Charlotte, NC.

Jones, L. (2005). Diverse Learners: A Conceptual Framework. Charlotte-Mecklenburg Schools. Charlotte, NC.

Jones, L. (2005). Motivation Strategies: Efficacy and Teamwork. Charlotte-Mecklenburg Schools. Charlotte, NC.

Jones, L. (2005) Success For All: Differentiating Reading Instruction. Charlotte-Mecklenburg Schools. Charlotte, NC.

Jones, L. (2005). Tapestry of Ideas: Writing Across the Curriculum. Charlotte-Mecklenburg Schools. Charlotte, NC.

Jones, L. (2005). Reading Strategies: Lifting Under Achieving Students. Charlotte Mecklenburg Schools. Charlotte, NC.

Jones, L. (2004). Motivating Students to Achieve. Teach For America A.C.E. Conference. Charlotte, NC.

## **PROFESSIONAL SERVICE**

August 2004-present

### **Board Member**

Little One's Preschools  
Auburn, AL

August 2005-May 2007

### **Tour Guide**

The University of North Carolina Graduate School  
Charlotte, NC

October 2005- May 2007

### **Student Representative**

The University of North Carolina NCATE Accreditation Committee  
Charlotte, NC

October 2004-May 2007

### **Student Representative**

The University of North Carolina College of Education Curriculum Committee  
Charlotte, NC

October 2004-May 2007

### **Student Representative**

The University of North Carolina College of Education Graduate Curriculum Committee  
Charlotte, NC

July 2004-December 2006

### **President**

National Alumnae Association of Spelman College  
Charlotte, NC

November 2005-May 2006

### **Student Representative**

The University of North Carolina Urban Education Faculty Selection Committee  
Charlotte, NC

April 2004-May 2006

**Co-Founder/Vice President**

The University of North Carolina Curriculum and Instruction Graduate Student  
Professional Association  
Charlotte, NC

November 2004-May 2005

**Student Representative**

The University of North Carolina Science Education Faculty Selection Committee  
Charlotte, NC

**PUBLICATIONS**

Jones, L. (2005) "Book Review for A Vision for girls: Gender, education, and the Bryn Mawr School." In *Educational Review On Line*. <http://edrev.asu.edu/reviews/rev351.htm>

Jones, L. (In Press, 2008) "The Minority Effect." In Charles Hutchison (Ed.) Book *When Students Are in the Minority -- Behaviors that Impact Learning Negatively*(working title).

Jones, L. (In progress) *97% is not enough*. Book about accountability and high-stakes testing in urban schools.

Mickelson, R. & Jones L. (2007). "Gender and Tracking." In Barbara J. Bank (Ed.) *Gender and Education: An Encyclopedia*. New York: Greenwood Press.

**HONORS AND AWARDS (selected)**

2007	Graduate School Research Award	University of North Carolina-Charlotte
2006	Kappa Delta Pi	University of North Carolina-Charlotte
2005	Phi Beta Delta	University of North Carolina-Charlotte
2005	Phi Kappa Phi	University of North Carolina-Charlotte
2005	Chancellor's Award	University of North Carolina-Charlotte
2005	McNair Graduate Fellowship	University of North Carolina-Charlotte
2004	Giles Graduate Fellowship	University of North Carolina-Charlotte
2004	Above and Beyond Award	Atlanta Public Schools
2004	CMCD 100% Award	Atlanta Public Schools
2003	Quality Writing Instruction Award	Atlanta Public Schools
2003	Community Grant Recipient	Community Foundations
2002,3	Teacher of the Year Nomination	Atlanta Public Schools
2002	Project GRAD Master Teacher	Project GRAD-Atlanta
2001	Sylvan Star Teacher Award	Atlanta Public Schools
2001	CMCD Star Teacher	Atlanta Public Schools