

TIFFANY A. FLOWERS
Associate Professor of Education

ACADEMIC TRAINING

Ph.D.	Language, Literacy, and Culture University of Iowa, Iowa City, IA	May 2015
	Dissertation Title: Investigating Teachers' Beliefs About and Self-Reported Practices in Early Literacy Teaching	
M.A.	Social and Philosophical Foundations of Education University of Iowa, Iowa City, IA	July 2000
M.A.T.	Early Childhood Education Virginia Commonwealth University, Richmond, VA	May 1999
B.S.	Psychology Virginia Commonwealth University, Richmond, VA	May 1999

PROFESSIONAL APPOINTMENTS

Associate Professor of Education. Georgia State University Perimeter College, Clarkston, GA, April 2021-Present.

- Teach core education courses in the online campus
- Conduct research on teacher education, student learning, and issues in education
- Presenting research at local, state, regional, and national conferences
- Serve on department, program, and college-wide committees
- Conduct troubleshooting directions via Webex
- Develop online crowdsourcing initiatives for community engagement

Tenured Assistant Professor of Education. Georgia State University Perimeter College, Clarkston, GA, April 2018-April 2021.

- Teach core education courses in the online campus
- Conduct research on teacher education, student learning, and issues in education
- Presenting research at local, state, regional, and national conferences
- Serve on department, program, and college-wide committees
- Conduct advising workshops via Webex
- Develop service-learning initiatives for community engagement

Assistant Professor of Education. Georgia State University Perimeter College, Clarkston, GA, January 2016-March 2018.

- Teach core education courses on the online campus

- Conduct research on teacher education, student learning, and issues in education
- Presenting research at local, state, regional, and national conferences
- Serve on department, program, and college-wide committees
- Conduct advising workshops via Webex

Assistant Professor of Education. Georgia Perimeter College, Clarkston, GA, July 2015-December 2015.

- Teach core education courses in the online division
- Conduct research on teacher education, student learning, and issues in education
- Presenting research at local, state, regional, and national conferences
- Serve on department, program, and college-wide committees
- Conduct advising workshops through Blackboard Collaborate

Instructor of Education. Georgia Perimeter College, Clarkston, GA, August 2010-July 2015.

- Teach core education courses in the online division
- Conduct research on teacher education, student learning, and issues in education
- Serve on program, department, and university committees
- Integrate presentation technology into courses such as PowerPoint, Kaltura, and Movie Maker
- Develop online course templates for education courses
- Develop online advising documents
- Develop and implemented the Education Transfer Fair
- Develop agendas for program meetings
- Develop SACS Strategic Plan
- Conduct advising through eSAMS
- Conduct advising workshops through WIMBA and Blackboard Collaborate
- Participate in statewide and college wide online workshops via Blackboard Collaborate
- Participate in the New Faculty Academy

Education Program Specialist. Georgia Department of Education, Atlanta, GA, July 2007- August 2008.

- Provided consultation and assistance to all the school districts in Georgia regarding comprehensive reading planning
- Designed and implemented reading program evaluation procedures
- Identified staff development training needs
- Designed, developed, conducted, and evaluated training workshops for teachers
- Served as a liaison between local area education agencies and Georgia Department of Education teams
- Served on school improvement teams
- Participated on the System Performance Review Team to help improve the test scores of low-performing school districts
- Evaluated state-wide test content review guides for teachers, parents, and administrators
- Developed statewide K-12 comprehensive reading plan
- Provided feedback on the Georgia Alternative Assessment Review Portfolios
- Developed Statewide Online ESOL Reading course for K-12 teachers
- Developed Statewide Online Content Area Reading course for K-12 teachers
- Provided consultation regarding the K-12 intervention programs for the State of Georgia

Lecturer. Clemson University, Clemson, SC, August 2005-July 2007.

- Taught courses in early childhood education
- Conducted classroom visits and supervised students in classroom placements
- Established collaborations with professional development schools, local community centers, and early childhood development centers
- Collaborated with faculty
- Conducted presentations on campus
- Advised undergraduate students
- Conducted research on teacher education, student learning, and diversity issues in education
- Supervised observation and teaching experiences in cooperation with nursery schools, 4-K Head Start programs, professional developmental schools, and elementary schools.
- Provided professional development experiences for preservice teachers.
- Completed statewide paperwork to document student experiences.

COLLEGE TEACHING EXPERIENCES

Associate Professor of Education. Perimeter College at Georgia State University, Clarkston, GA, August 2021-Present.

Investigating Critical and Contemporary Issues in Education

The course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students also actively examine the teaching profession from multiple vantage points both within and outside the school. This course requires 10 hours of field placement hours.

Exploring Socio-Cultural Perspectives on Diversity

Given the rapidly changing demographics in Georgia and across the United States, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine the nature and function of culture, the development of individual and group cultural identity, definitions and implications of diversity, and the influences of culture on learning, development, and pedagogy. This course requires 10 hours of field placement hours.

Assistant Professor of Education. Perimeter College at Georgia State University, Clarkston, GA, August 2015-2020.

Investigating Critical and Contemporary Issues in Education

The course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students also actively examine the teaching profession from multiple vantage points both within and outside the school. This course requires 10 hours of field placement hours.

Field Experience Course Requirement: 10 field hours.

Exploring Socio-Cultural Perspectives on Diversity

Given the rapidly changing demographics in Georgia and across the United States, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine the nature and function of culture, the development of individual and group cultural identity, definitions and implications of diversity, and the influences of culture on learning, development, and pedagogy. This course requires 10 hours of field placement hours.

Field Experience Course Requirement: 10 field hours.

Instructor of Education. Georgia Perimeter College, Clarkston, GA, August 2010-July 2015.

Exploring Teaching and Learning

This course explores key aspects of teaching and learning through an examination of students' learning processes and those of others. Students utilize knowledge gained through coursework to develop instructional applications for students in a variety of educational contexts. In addition, students engage in a field project assignment incorporating course content with observations as well as interviews of learners, teachers, and administrators in schools today. This course requires 10 hours of field placement hours.

Field Experience Course Requirement: 10 field hours.

Investigating Critical and Contemporary Issues in Education

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Exploring Socio-Cultural Perspectives on Diversity

Given the rapidly changing demographics in Georgia and across the United States, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine the nature and function of culture, the development of individual and group cultural identity, definitions and implications of diversity, and the influences of culture on learning, development, and pedagogy. This course requires 10 hours of field placement hours.

Field Experience Course Requirement: 10 field hours.

Lecturer/Clinical Faculty Member. Clemson University, Clemson, SC, August 2005-July 2007.

Home, School, and Community Relationships

Historical trends, theoretical models, and strategies for initiating and maintaining effective home-school-community collaborations were considered in this course. This course also focused on multicultural families and highlighted resources to support children in their development.

Field Experience Course Requirement: Service-Learning Literacy Project

Integrated Language Arts and Social Studies in Primary Schools

This course uses language arts as an approach for teaching social studies content, techniques, and methods in primary schools. During the course, students learn and describe teaching practices for young children (birth to age eight).

Field Experience Course Requirement: Integrated Language Arts and Social Studies Unit

Teaching Reading in the Early Grades, K-3

The purpose of this course is to help early childhood and elementary majors understand research-based strategies for teaching reading in elementary school settings. Topics include general principles of language and literacy development and methods for assessing children's literacy.

Field Experience Course Requirement: Reading Assessment Project

Field Supervision Courses

- Practicum I in Early Childhood Settings
- Practicum I in Elementary Education Settings
- Practicum II in Early Childhood Settings
- Practicum II in Elementary Education Settings
- Early Childhood Internship Supervision/Directed Teaching.
- Elementary Education Internship Supervision/Directed Teaching

Adjunct Professor. Saint Leo University, Gainesville, FL, August 2004-May 2005.

Language Arts in the Elementary Classroom, K-8

Students examine the processes of language arts development and apply this knowledge to create, practice, and evaluate K-6 classroom strategies for teaching, listening, speaking, reading, and writing skills. Students learn how to develop strategies for English speakers and for English language learners. Field experiences required.

Field Experience Course Requirement: A Language Arts Portfolio.

Teaching Fellow. West Chester University, West Chester, PA, June 2004-July 2004.

Classroom Management for the Elementary School Teacher, K-8

Students in this course complete a detailed investigation of the elementary teacher's role in classroom management. Topics explored in this course include teacher influence, personality, and class interaction, class roles and expectations, seating plans, discipline, referral, and the teacher's role in evaluating and identifying potential problems in children.

Field Experience Course Requirement: Pennsylvania state standards portfolio.

Graduate Teaching Assistant. University of Iowa, Iowa City, IA, August 2002-June 2004.

Human Relations for the Classroom Teacher, K-Postsecondary

This course focuses on social factors such as discrimination, diversity, and socioeconomic pluralism and their influence on American schools and classrooms.

Field Experience Course Requirement: ESL/ELL Exchange.

Reading and Responding to Children's Literature, K-6

The purpose of this course is to focus on the reading and teaching of children's literature. The aim of this course is to help students to become more knowledgeable readers of children's literature and to develop expertise in using children's literature in the elementary classroom.

Field Experience Course Requirement: Study-An-Author Literature Project

Elementary Language Arts & Reading Methods, K-6

This course is intended to provide pre-service elementary teachers with the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective language arts instruction for economically, academically, culturally, racially, and linguistically diverse children.

Field Experience Course Requirement: Child Reading and Writing Study

Graduate Teaching Assistant. University of Iowa, Iowa City, IA, August 1999-June 2000.

Human Relations for the Classroom Teacher, K-Postsecondary

This course focuses on social factors such as discrimination, diversity, and socioeconomic pluralism and their influence on American schools and classrooms.

Field Experience Course Requirement: ESL/ELL Exchange

Technology in the Classroom, K-12

The purpose of this course is to learn how to use a variety of digital tools and Internet resources for problem solving and classroom presentations.

Electronic Portfolio Course Requirement: Classroom Website

PUBLICATIONS

Academic Textbook

Flowers, T.A., Harrison, D. (2021). *Investigating Critical and Contemporary Issues in Education*. Kendall-Hunt.

Peer-Reviewed Research Articles

Flowers, T. A. (2017). Exploring diverse literature in grades 6-8. *Journal of Literacy Innovation*.

Flowers, T.A. (2017). How are schools preparing to cultivate reading among Black males? *Illinois English Bulletin*. 104(3), 15-27.

Flowers, T. A. (2016). Teaching a gifted kindergarten student using a literature-based approach: A personal reflection. *Illinois School Journal*.

Flowers, T. A. (2016). Multicultural children's literature: Review of its history and role in education. *Journal for Liberal Arts and Sciences*.

Flowers, T. A. (2016). African American early literacy development: An integrative review of the research literature. *Journal of Research Initiatives in Education*.

Flowers, L. A., Flowers, L. O., **Flowers, T. A.**, & Moore, J. L., III. (2014). Examining the effects of online distance education on African American students' perceived learning. *Black History Bulletin*, 77(1), 21-26.

Flowers, T. A., & Flowers, L. A. (2009). Nonfiction in the early grades: Making reading and writing relevant for all students. *Journal for the Liberal Arts and Sciences*, 13(2), 40-50.

Flowers, T. A., & Flowers, L. A. (2008). Factors affecting urban African American high school students' achievement in reading. *Urban Education*, 43, 154-171.

Flowers, L. A., Zhang, Y., Moore, J. L., III, & **Flowers, T. A.** (2004). An exploratory phenomenological

study of African American high school students in gifted education programs: Implications for teachers and school counselors. *E-Journal of Teaching and Learning in Diverse Settings*, 2, 39-53.

Flowers, T. A. (2003). Exploring the influence of reading for pleasure on African American high school students' reading achievement. *The High School Journal*, 87, 58-62.

Milner, H. R., Flowers, L. A., Moore, E., Moore, J. L., III, & **Flowers, T. A.** (2003). Preservice teachers' awareness of multiculturalism and diversity. *The High School Journal*, 87, 63-70.

Book Chapters

Flowers, T. A., Berry, E. B. (January 2019). Black girls learning to read through representation. In G.K. Holmes, *Child, Families, and Schools* (pp. 99-104). Dubuque, IA: Kendall-Hunt.

Flowers, T. A. (2016). Women of color and mentoring relationships: Fictional portraits of a failed mentoring framework. In *Critical Examinations by Women of Color Navigating Mentoring Relationships*. Lanham, MD: Lexington Books.

Flowers, L. A., Moore, J. L., III, Flowers, L. O., & **Flowers, T. A.** (2015). Assessing organizational culture and engaging faculty diversity in higher education. *Positive Organizing in a Global Society: Understanding and Engaging Differences for Capacity-Building and Inclusion*.

Flowers, L. A., & **Flowers, T. A.** (2011). Examining influences on African American high school students' mathematics achievement. In L. L. Howell, C. W. Lewis, & N. Carter (Eds.), *Yes We Can!: Improving Urban Schools Through Innovative Educational Reform* (pp. 41-52). Charlotte, NC: Information Age Publishing.

Co-Editors Journal Introduction

Flowers, T.A., Ruday, S. (2021). Paying homage to the groundbreaking scholars of diversity issues in literacy and classroom instruction. *Journal of Literacy Innovation - Special Themed Issue, Diversity and Literacy Instruction*.

Foreword

Engage and empower! Expanding the curriculum for justice and activism, 2021

Peer-Reviewed Essays

Flowers, T. A. (September, 2017). Why black children's literature for black males, matters. *Albeit Journal*.

Flowers, T. A. (Spring, 2016). How diverse is my diversity when it comes to selecting literature? *Kentucky English Bulletin*.

Commentaries

Flowers, T. A., & Berry, E. L. (2017). 21st century Black codes in K-12 school policies related to Black hair. *Teachers College Record*.

Flowers, T. A. (March, 2016). The invisibility of Black male characters in children's literature grades 2-5. *Teachers College Record*.

Flowers, T. A. (December, 2015). Teacher education candidates and bad habits. *Teachers College Record*.

Academic Book Reviews

Flowers, T. A. (November, 2020). Book Review - Rethinking the Role of Gender in Schools. [Review of *Rethinking the Role of Gender in Schools*]. *Journal of Research Initiatives in Education*.

Flowers, T. A. (May, 2019). The dark fantastic: Race and the imagination from Harry Potter to the hunger games. [Review of the book *The dark fantastic: Race and the imagination from Harry Potter to the hunger games*]. *Booklist*.

Flowers, T. A. (October, 2018). Transforming libraries, building communities. [Review of *Transforming libraries, building communities*]. *Community Development: Journal of the Community Development Society*.

Flowers, T. A. (July, 2018). Reading researchers in search of common ground: The expert study revisited. [Review of *Reading researchers in search of common ground: The expert study revisited*]. *Journal of Research Initiatives in Education*.

Flowers, T. A. (June, 2018). Developing early comprehension: Laying the foundation for reading success. [Review of the book *Developing early comprehension: Laying the foundation for reading success*]. *Education Review*.

Flowers, T. A. (Fall, 2017). It's not complicated: What I know for sure about helping our students of color become successful readers. [Review of the book *It's not complicated: What I know for sure about helping our students of color become successful readers*]. *Journal of Negro Education*.

Flowers, T. A. (February, 2017). Teaching African American learners to read. [Review of the book *Teaching African American learners to read*]. *Journal of Research Initiatives in Education*.

Flowers, T. A. (December, 2016). Boys love manga and beyond: History, culture, and community in Japan. [Review of *Boys love manga and beyond: History, culture, and community in Japan*]. *The Comics Grid: A Journal of Comics Scholarship*.

Flowers, T. A. (2016). Penn Center: A history preserved. [Review of the book *Penn Center: A history preserved*]. *Journal of African American History*.

Flowers, T. A. (2016). Zero chance of passage: The pioneering charter school movement. [Review of *Zero chance of passage: The pioneering charter school movement*]. *Journal of Negro Education*.

- Flowers, T. A.** (2016). The Little Rock crisis: What desegregation politics says about us. [Review of the book *The Little Rock crisis: What desegregation politics says about us*]. *Arkansas Review: A Journal of Delta Studies*.
- Flowers, T. A.** (2016). Collaborative imagination: Earning activism through literacy education. [Review of the book *Collaborative imagination: Earning activism through literacy education*]. *Journal of Latinos and Education*.
- Flowers, T. A.** (2016). The scattered family: Parenting, African migrants, and global inequality. [Review of *The scattered family: Parenting, African migrants, and global inequality*]. *Journal of West African History*.
- Flowers, T. A.** (2016). Adult literacy & American identity: The moonlight schools & Americanization programs. [Review of the book *Adult literacy & American identity: The moonlight schools & Americanization programs*]. *Journal of Latinos and Education*.
- Flowers, T. A.** (2016). Discussion in the college classroom: Getting your students engaged and participating in person and online. [Review of *Discussion in the college classroom: Getting your students engaged and participating in person and online*]. *Journal of Research Initiatives in Education*.
- Flowers, T. A.** (2016). Making sense of learners making sense of written language: The selected works of Kenneth S. Goodman and Yetta M. Goodman. [Review of *Making sense of learners making sense of written language: The selected works of Kenneth S. Goodman and Yetta M. Goodman*]. *Education Review*.
- Flowers, T. A.** (2016). The art of comic book writing: The definitive Guide to outlining, scripting, and pitching your Sequential Art Stories. [Review of the book *The art of comic book writing: The definitive guide to outlining, scripting, and pitching your sequential art stories*]. *Journal of Graphic Novels and Comics*.
- Flowers, T. A.** (2016). Confronting suburban school resegregation in California. [Review of the book *Confronting suburban school resegregation in California*]. *Journal of Latinos and Education*.
- Flowers, T. A.** (2015). Word by word: Emancipation and the act of writing. [Review of the book *Word by word: Emancipation and the act of writing*]. *The Journal of African American History*.
- Flowers, T. A.** (2015). Teaching transnational youth: Literacy and education in a changing world. [Review of *Teaching transnational youth: Literacy and education in a changing world*]. *Teachers College Record*.
- Flowers, T. A.** (2015). Motivating and retaining online students: Research-based strategies that work. [Review of the book *Motivating and retaining online students: Research-based strategies that work*]. *Adult Education Quarterly*.
- Flowers, T. A.** (2015). Assessment for reading instruction. [Review of the book *Assessment for reading instruction*]. *The Journal of Negro Education*.

- Flowers, T. A.** (2015). The (Re-)Making of a Black American: Tracing the racial and ethnic socialization of Caribbean American youth. [Review of the book *The (Re-)Making of a Black American: Tracing the racial and ethnic socialization of Caribbean American youth*]. *Education Review*.
- Flowers, T. A.** (2015). Girls behind bars: Reclaiming education in transformative spaces. [Review of the book *Girls behind bars: Reclaiming education in transformative spaces*]. *Gender and Education Journal*.
- Flowers, T. A.** (2015). Race in American Science Fiction. [Review of the book *Race in American science fiction*]. *The Western Journal of Black Studies*.
- Flowers, T. A.** (2014). Uncivil Rights: Teachers, unions, and race in the battle for school equality. [Review of the book *Uncivil rights: Teachers, unions, and race in the battle for school equality*]. *The Journal of African American History*, 99, 148-149.
- Flowers, T. A.** (2014). Adult literacy and development: Stories from the field. [Review of the book *Adult literacy and development: Stories from the field*]. *Adult Education Quarterly*, 64, 182-183.
- Flowers, T. A.** (2013). Dialogue and difference in a teacher education program: A 16-year sociocultural study of a professional development school. [Review of the book *Dialogue and difference in a teacher education program: A 16-year sociocultural study of a professional development school*]. *Teachers College Record*, 328.
- Flowers, T. A.** (2012). Literacy achievement and diversity: Keys to success for students, teachers, and schools. [Review of the book *Literacy achievement and diversity: Keys to success for students, teachers, and schools*]. *Education Review*, 15, 1-5.
- Flowers, T. A.** (2012). Rationales for teaching graphic novels. [Review of *Rationales for teaching graphic novels*]. *Education Review*, 15.
- Flowers, T. A.** (2011). The writing-rich high school classroom. [Review of the book *The writing-rich high school classroom*]. *Journal of Negro Education*, 80, 537-539.
- Flowers, T. A.** (2011). The promise of pre-K. [Review of the book *The promise of pre-K*]. *Education Review*, 14.
- Flowers, T. A.** (2007). Exemplary literacy teachers: Promoting success for all children in grades K-5. [Review of the book *Exemplary literacy teachers: Promoting success for all children in grades K-5*]. *Journal of Negro Education*, 76, 622-623.
- Flowers, T. A.** (2006). Knowledge to support the teaching of reading: Preparing teachers for a changing world. [Review of the book *Knowledge to support the teaching of reading: Preparing teachers for a changing world*]. *Teachers College Record*. Available: www.tcrecord.org.
- Flowers, T. A.** (June, 2005). Negotiating critical literacies with young children. [Review of the book

Negotiating critical literacies with young children]. *Western Journal of Black Studies*, 29, 2, 593-594.

Flowers, T. A. (Winter/Spring 2005). Hunger overcome?: Food and resistance in twentieth-century African American literature. [Review of the book *Hunger overcome?: Food and resistance in twentieth-century African American literature*]. *The Journal of African American History*, 90, 177-178.

Review of Professional Curriculum Teaching Materials

Flowers, T. A. (Winter, 2016/2017). *101 ways to love a book*. [Review of the professional book *101 ways to love a book*]. *Kansas Reading Journal*.

Published Curriculum Development Materials

Flowers, T. A., Davis, B.B., Harrison, D., Jones, R.L., (May, 2021). Valentine, J. ILA Resource Collection: Using Culturally Relevant and Responsive Children's Literature. International Literacy Association.

Flowers, T. A., Davis, B.D., Harrison, D., Jones, R.L., Valentine, J. (May 2021). Using Culturally Relevant and Responsive Children's Literature: A K-12 Book List. International Literacy Association.

Flowers, T. A. (2012). *EDUC 2110: Investigating Issues in Education Online Course Template*. Georgia Perimeter College.

Flowers, T. A. (2011). *EDUC 2130: Exploring Teaching and Learning Online Course Template*. Georgia Perimeter College.

Flowers, T. A., & Berry-McCrea, E. (September, 2019). *Black Lightning Syllabus, Season 1*.

Flowers, T. A., & Copeland, L. (2008). *Content area reading strategies across the curriculum, grades 6-12*. Georgia Department of Education.

Flowers, T. A., Copeland, L., Brown, S., & Mong, M. (2007). *Literacy across the curriculum in social studies K-12 module*. Georgia Department of Education.

Flowers, T. A., Ardern, P., & Flowers, L. A. (2007). *Teaching tolerance through literature circles curriculum handbook grades 6-12*. Project funded by the Southern Poverty Law Center, Teaching Tolerance Project.

Flowers, T. A. (2007). Book talk activity guide, Grades 9-12. *Who am I without him? Short stories about girls and the boys in their lives by Sharon Flake*. South Carolina Young Adult Book Award Committee.

Flowers, T. A. (2007). Book talk activity guide, Grades 9-12. *Names will never hurt me by Jaime Adoff*. South Carolina Young Adult Book Award Committee.

Young Adult Book Reviews

Flowers, T. A. (May, 2019). *Trace*. [Review of the young adult book *Trace*]. *Booklist*.

Flowers, T. A. (May, 2019). *Hearts are made for breaking*. [Review of the young adult book *Hearts are made for breaking*]. *Booklist*.

Flowers, T. A. (April, 2019). *In the key of Nira Ghani*. [Review of the young adult book *In the key of Nira Ghani*]. *Booklist*.

Flowers, T. A. (March, 2019). *A good kind of trouble*. [Review of the young adult book *A good kind of trouble*]. *Booklist*.

Flowers, T. A. (November, 2018). *The polar bear explorers' club*. [Review of the young adult book *The polar bear explorers' club*]. *Booklist*.

Flowers, T. A. (2018). *Best Babysitters ever*. [Review of the young adult book *Best Babysitters ever*]. *Booklist*.

Flowers, T. A. (2018). *Pretend she's here*. [Review of the young adult book *Pretend she's here*]. *Booklist*.

Flowers, T. A. (2018). *Love like sky*. [Review of the young adult book *Love like sky*]. *Booklist*.

Flowers, T. A. (Summer 2016). *Who am I without him?* [Review of the young adult book *Who am I without him?*]. *Illinois English Bulletin*.

Flowers, T. A. (Summer 2016). *Hush*. [Review of the young adult book *Hush*]. *Illinois English Bulletin*.

Flowers, T. A. (Summer 2016). *Monster*. [Review of the young adult book *Monster*]. *Illinois English Bulletin*.

Flowers, T. A. (2016). *Shirley Chisholm: Catalyst for Change*. [Review of the book *Shirley Chisholm: Catalyst for Change*]. *New England Journal of History*.

Flowers, T. A. (2015). *Names will never hurt me*. [Review of young adult book *Names will never hurt me*]. *The Missouri Reader*, 39, 2, 19.

Children's Book Reviews

Flowers, T.A. (August, 2021) *The proudest color*. [Review of the book *The proudest color*]. *Booklist*.

Flowers, T.A. (July, 2021) *Zuri Ray tries ballet*. [Review of the book *Zuri Ray tries ballet*]. *Booklist*.

Flowers, T.A. (July, 2021) *The In-Between book*. [Review of the book *The In-Between book*]. *Booklist*.

Flowers, T.A. (June, 2021) *Dozens of dachshunds*. [Review of the book *Dozens of dachshunds*]. *Booklist*.

- Flowers, T.A.** (May, 2021) *I affirm me: The ABCs of inspiration for Black kids*. [Review of the book *I affirm me: The ABCs of inspiration for Black kids*]. *Booklist*.
- Flowers, T.A.** (May, 2021) *Family reunion*. [Review of the book *Family reunion*]. *Booklist*.
- Flowers, T.A.** (May, 2021) *Ruby's reunion day dinner*. [Review of the book *Ruby's reunion day dinner*]. *Booklist*.
- Flowers, T.A.** (April, 2021) *Boogie Boogie, Y'all*. [Review of the book *Boogie Boogie, Y'all*]. *Booklist*.
- Flowers, T.A.** (March, 2021) *Your life matters*. [Review of the book *Your life matters*]. *Booklist*.
- Flowers, T.A.** (March, 2021) *Sometimes it's hard to be nice*. [Review of the book *Sometimes it's hard to be nice*]. *Booklist*.
- Flowers, T.A.** (February, 2021) *Wanda*. [Review of the book *Wanda*]. *Booklist*.
- Flowers, T.A.** (February, 2021) *Jayden's impossible garden*. [Review of the book *Jayden's impossible garden*]. *Booklist*.
- Flowers, T.A.** (January, 2021). *Have I ever told you that Black lives matter*. [Review of the book *Have I ever told you that Black lives matter*]. *Booklist*.
- Flowers, T.A.** (January, 2021). *My friend*. [Review of the book *My Friend*]. *Booklist*.
- Flowers, T.A.** (January, 2021). *The whole hole story*. [Review of the book *The whole hole story*]. *Booklist*.
- Flowers, T.A.** (January, 2021). *Off to see the sea*. [Review of the book *Off to see the sea*]. *Booklist*.
- Flowers, T.A.** (September, 2020). *Brown: The many shades of love*. [Review of the book *Brown: the many shades of brown*]. *Booklist*.
- Flowers, T.A.** (July, 2020). *Alphabet of black cultures*. [Review of the book *Alphabet of black cultures*]. *Booklist*.
- Flowers, T.A.** (June, 2020). *Nola's scribbles save the day*. [Review of the book *Nola's scribbles save the day*]. *Booklist*.
- Flowers, T.A.** (June, 2020). *Libby loves science*. [Review of the book *Libby loves science*]. *Booklist*.
- Flowers, T.A.** (May, 2020). *Harlem grown: how one big idea transformed a neighborhood*. [Review of the book *Harlem Grown: How one big idea transformed a neighborhood*]. *Booklist*.
- Flowers, T.A.** (May, 2020). *The Noisy Classroom*. [Review of the book *The Noisy Classroom*]. *Booklist*.

- Flowers, T.A.** (May, 2020). *Our world is whole*. [Review of the book *Our world is whole*]. *Booklist*.
- Flowers, T. A.** (May, 2020). *I'm sticking with you*. [Review of the book *I'm sticking with you*]. *Booklist*.
- Flowers, T. A.** (May, 2020). *Way past mad*. [Review of the book *Way past mad*]. *Booklist*.
- Flowers, T. A.** (April, 2020). *What I like most*. [Review of the book *What I like most*]. *Booklist*.
- Flowers, T. A.** (April, 2020). *Down under the pier*. [Review of the book *Down under the pier*]. *Booklist*.
- Flowers, T. A.** (April, 2020). *Happy: A Beginner's Book of Mindfulness*. [Review of the book *Happy: A Beginner's Book of Mindfulness*]. *Booklist*.
- Flowers, T. A.** (April, 2020). *Margot and the moon landing*. [Review of the book *Margot and the moon landing*]. *Booklist*.
- Flowers, T. A.** (April, 2020). *Tag your dreams: poems of play and persistence*. [Review of the book *Tag your dreams: poems of play and persistence?*]. *Booklist*.
- Flowers, T. A.** (April, 2020). *Who will you be?* [Review of the book *Who will you be?*]. *Booklist*.
- Flowers, T. A.** (March, 2020). *Tiara's Hat Parade*. [Review of the book *Tiara's Hat Parade*]. *Booklist*.
- Flowers, T. A.** (March, 2020). *Thank you, garden* [Review of the book *Thank you, garden*]. *Booklist*.
- Flowers, T. A.** (March, 2020). *Help wanted. Must love books*. [Review of the book *Help Wanted. Must love books*]. *Booklist*.
- Flowers, T. A.** (March, 2020). *Just like mama*. [Review of the book *Just like mama*]. *Booklist*.
- Flowers, T. A.** (February, 2020). *Rita and Ralph's Rotten Day*. [Review of the book *Rita and Ralph's Rotten Day*]. *Booklist*.
- Flowers, T. A.** (February, 2020). *Cool cuts*. [Review of the book *Cool cuts*]. *Booklist*.
- Flowers, T. A.** (January, 2020). *I believe I can*. [Review of the book *I believe I can*]. *Booklist*.
- Flowers, T. A.** (January, 2020). *Brown baby lullaby*. [Review of the book *Brown baby lullaby*]. *Booklist*.
- Flowers, T. A.** (January, 2020). *Bedtime for sweet creatures*. [Review of the book *Bedtime for sweet creatures*]. *Booklist*.
- Flowers, T. A.** (November, 2019). *Just like me*. [Review of the book *Just like me*]. *Booklist*.
- Flowers, T. A.** (October, 2019). *What John Marco Saw*. [Review of the book *What John Marco Saw*].

Booklist.

- Flowers, T. A.** (October, 2019). *I am perfectly designed*. [Review of the book *I am perfectly designed*]. *Booklist*.
- Flowers, T. A.** (October, 2019). *Pippa's night parade*. [Review of the book *Pippa's night parade*]. *Booklist*.
- Flowers, T. A.** (September, 2019). *A different story*. [Review of the book *A different story*]. *Booklist*.
- Flowers, T. A.** (September, 2019). *Ruby finds a worry*. [Review of the book *Ruby finds a worry*]. *Booklist*.
- Flowers, T. A.** (July, 2019). *Tallulah the tooth fairy*. [Review of the book *Tallulah the tooth fairy*]. *Booklist*.
- Flowers, T. A.** (July, 2019). *Boonoonoonous*. [Review of the book *Boonoonoonous*]. *Booklist*.
- Flowers, T. A.** (July, 2019). *I got next*. [Review of the book *I got next*]. *Booklist*.
- Flowers, T. A.** (July, 2019). *The king of kindergarten*. [Review of the book *The king of kindergarten*]. *Booklist*.
- Flowers, T. A.** (June, 2019). *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*. [Review of the book *The Unstoppable Garrett Morgan: Inventor, Entrepreneur, Hero*]. *Booklist*.
- Flowers, T. A.** (June, 2019). *The night is yours*. [Review of the book *The night is yours*]. *Booklist*.
- Flowers, T. A.** (April, 2019). *Hair love*. [Review of the book *Hair Love*]. *Booklist*.
- Flowers, T. A.** (2018). *Not quite snow white*. [Review of the book *Not quite snow white*]. *Booklist*.
- Flowers, T. A.** (2017). *Savion: My life in tap*. [Review of the book *Savion: My life in tap*]. *Illinois English Bulletin*.
- Flowers, T. A.** (Summer 2016). *Read and Rise*. [Review of the book *Read and Rise*]. *Illinois English Bulletin*.
- Flowers, T. A.** (Summer, 2016). *I Hate to Read*. [Review of the book *I Hate to Read*]. *Illinois English Bulletin*.
- Flowers, T. A.** (Summer 2016). *Richard Wright and the Library Card*. [Review of the book *Richard Wright and the Library Card*]. *Illinois English Bulletin*.
- Flowers, T. A.** (2016). *Ghostly Evidence: Exploring the Paranormal*. [Review of the book *Ghostly Evidence: Exploring the Paranormal*]. *Oklahoma English Journal*.

Flowers, T. A. (2015). *Wild about books*. [Review of the book *Wild about books*]. *Georgia Journal of Reading*, 38, 2, 35.

Flowers, T. A. (2015). *The amazing things that books can do, book 1, 2nd ed.* [Review of the book *The amazing things that books can Do, Book 1, 2nd ed.*]. *Georgia Journal of Reading*, 38, 2, 35.

Flowers, T. A. (2015). *The library*. [Review of the book *The library*]. *Georgia Journal of Reading*, 38, 2, 35.

Interviews

Flowers, T. A. (2017). Best-selling author Beverly Jenkins writes books for teens. *South Carolina English Teacher Journal*.

Guest Blog Posts

Flowers, T.A., Kirkland-Holmes, G. (2021). The African American Read-In Celebration at the University of Northern Iowa Marks its 15th Anniversary. *NCTE Blog*.

Flowers, T.A., Harrison, D. (2020). Family literacy matters. *NCTE Blog*.

Flowers, T.A. (2020). Build your stack: Affirming the diversity of Black hair. *NCTE Blog*.

Flowers, T.A. (2020). Grassroots Community Engagement Initiatives for African American Literacy Development. *NCTE Blog*.

Flowers, T. A. (2019). Name writing and diversity. International Literacy Association, *Literacy Daily*.

Flowers, T.A. (March, 2019). Refocusing college diversity courses: Culturally relevant pedagogy at Perimeter College. Center for Teaching and Learning.

Flowers, T. A. (2018). #EliminatingBookDeserts through disruption. *NCTE Blog*.

Holmes-Kirkland, G., & **Flowers, T. A.** (March, 2018). Sustaining a long-term African American Read-In. *NCTE Blog*.

Flowers, T. A., Frazier, K. (December, 2016). Reflections on the African American read-in. *NCTE Blog*.

Flowers, T. A. (August, 2016). First person: Black boys in ‘book deserts’ don’t get inspiring literacy experiences. Let’s do better. *Chalkbeat*.

Flowers, T. A. (August, 2016). Are we punishing Black males for living in book deserts? *NCTE Blog*.

Flowers, T. A. (June, 2016). Hosting the African American Read-In Online. *NCTE Blog*.

Flowers, T. A. (February, 2016). What Students Can Learn from the African American Read-In. *NCTE Blog*.

Flowers, T. A. (February, 2016). The African American Read-In 2016 and Beyond. *NCTE Blog*.

Editorials

Flowers, T. A. (June/July, 2020). What if? Imagining a world without book deserts. International Literacy Association, *Literacy Today*.

Flowers, T. A. (October, 2019). 7 Picture books about Black father figures. *School Library Journal*.

Flowers, T. A. (2019). #EliminatingBookDeserts through social action. International Literacy Association, *Literacy Today*.

Flowers, T. A., Wilkins, R. (May, 2016). Steps to strengthen education programs at community colleges. *Diverse Issues in Higher Education*.

Flowers, T. A. (February, 2016). Advocating for the African American Read-In. *Diverse Issues in Higher Education*.

Flowers, T. A. (January, 2016). 3 key challenges and strategies for college professors. *Diverse Issues in Higher Education*.

Flowers, T. A. (December, 2015). 5 suggestions for faculty of color teaching online. *Diverse Issues in Higher Education*.

Flowers, T.A. (October, 2015). Scholars of color making academic research more culturally relevant. *Diverse Issues in Higher Education*.

Flowers, T.A. (July, 2015). In memoriam: Marva Delores Knight Collins 1936-2015. *Journal of Blacks in Higher Education Online*.

Newsletter Articles/Write-ups/Submissions/Mentions

Flowers, T. A. (April, 2019). #EliminatingBookDeserts Project. *Children's Literature Association Newsletter Member News Write-up*.

Flowers, T. A. (October 2018). #EliminatingBookDeserts project is more than a hashtag. *Literacy Research Association Member News Write-up*.

Flowers, T. A. (Spring 2016). Books for Boys. *Pennsylvania Council for the Teachers of English Language Arts Newsletter*.

Flowers, T. A. (Summer/Fall 2015). Reading Diverse Literature for Pleasure. *Scribbles 'n Bits: The Official Newsletter of the Georgia Council of the Teachers of English*.

OFFICIAL NATIONAL STATEMENTS

Yoon, B., **Flowers, T. A.**, Chao, X., Briceno, A., Song, K., Brochin, C., & Jimenez, L. (2020). Actions for racial justice: Statement from the Ethnicity, Race, and Multilingualism Committee. Literacy Research Association, posted at the official ERM Facebook, July 1, 2020.

TEACHER CERTIFICATION

Georgia, Elementary Education P-5 Certificate, T-7, *Validity Period 7/1/18-6/30/23*

PUBLIC SCHOOL TEACHING EXPERIENCES

Second Grade Teacher. Northside Elementary School. Seneca, SC, August 2009-June 2010.

- Implemented effective classroom instruction for culturally diverse students
- Assessed students' academic and social development

First Grade Teacher. Code Elementary School. Seneca, SC, August 2008-June 2009.

- Implemented effective classroom instruction for culturally diverse students
- Assessed students' academic and social development
- Served on a district-wide diversity committee

Kindergarten Teacher. Prairie View Academy (Charter School). Gainesville, FL, August 2004-June 2005.

- Assessed and planned effective classroom instruction for culturally diverse students
- Organized a literacy night for families and served on various school committees
- Served as the Kindergarten grade-level chairperson
- Supervised preservice teachers in field placements
- Served as Title I contact for the school

Kindergarten Teacher. Joseph Williams Elementary School (Professional Development School), Gainesville, FL, August 2000-June 2002.

- Assessed and planned effective classroom instruction for a culturally and linguistically diverse population of students
- Organized the first Black History Month program for the school
- Served as the Kindergarten grade-level chairperson
- Supervised preservice teachers in field placements

Substitute Teacher. Richmond Public Schools, Richmond, VA, 1996-1999.

- Substitute for grades PreK-Grade 5
- Long-term substitute assignment

UNIVERSITY- SCHOOL PARTNERSHIPS

#EliminatingBookDeserts Project. Georgia State University Perimeter College, Clarkston, GA, 2018-Present.

This service-learning partnership between the Georgia State University Perimeter College libraries (Decatur, Clarkston, and Alpharetta), EDUC 2110 and EDUC 2120 students, Clarkston High School, Salem Middle School, and Jolly Elementary School. The purpose of this project to organize book drives in the community to eliminate book deserts in the elementary, middle, and high schools in the communities surrounding the Georgia State University Perimeter College. This project is completed during the fall, spring, and summer of each academic year.

Homework Assistance Project. Georgia State University Perimeter College, Clarkston, GA, 2018-2019.

This service-learning project is a partnership between EDUC 2110 and EDUC 2120 students and La Amistad after school learning center program. The purpose of this project is for students to assist English Language Learners with the difficult task of completing homework in a non-native language in an afterschool program. This project is completed during the fall and spring of each academic year.

The Buddy Readers Project. Eugene T. Moore School of Education, Clemson University, Clemson, SC, 2007.

This service-learning partnership between the Clemson Child Development Center, the Littlejohn Community Center, and Kellett Elementary School enabled Clemson University preservice teachers to share the joy of reading aloud with early childhood students in the Clemson community.

African American Read-In. Charles H. Houston Center for the Study of the Black Experience in Education, Clemson University, Clemson, SC, 2006-2007.

This project enabled Clemson University students and PreK-5 Elementary school students to participate in the African American Read-In, sponsored by the National Council for the Teachers of English (NCTE). The purpose of the program was to promote African American literacy. Clemson University students, faculty, and staff read African American children's literature to children in local schools.

PROFESSIONAL EXPERIENCES

Frederick Douglass Teaching Scholar. Frederick Douglass Teaching Scholars Program, West Chester University, West Chester, PA, June 2004-July 2004.

- Taught a course for students receiving post baccalaureate certification in grades K-8
- Conducted research presentations on campus

Graduate Assistant. University of Iowa, University Residence Halls, Iowa City, IA, August 2002-June 2003.

- Planned educational and social programs for students in the residence halls
- Coordinated the communication plan for the residence halls education programs office

Minority Faculty Fellow. Minority Faculty Fellowship Program, Indiana University, Bloomington, IN, June 2000-July 2000.

- Worked under the direction of Dr. Martha McCarthy as a research assistant
- Conducted research on the social foundations of education

Graduate Assistant. University of Iowa, Women's Resource and Action Center, Iowa City, IA, August 1999-June 2000.

- Coordinated social justice projects
- Assisted and organized educational programs

SPONSORED PROJECTS

Principal Investigator. *Writing across the curriculum in online education courses.* Georgia State University, Center for Teaching and Learning. May 2017-May 2018, **\$2,000.**

Principal Investigator. *Integrating Problem Based Learning Online with Teacher Education Students.* Georgia Perimeter College, Center for Teaching and Learning. January 2015-December 2015, **\$150.**

Principal Investigator. *The Buddy Reading Project.* Co-Principal Investigator: Lamont A. Flowers at Clemson University, Citizens and Scholars Mini-Grant program, January 2007-January 2008, **\$5,000.**

Principal Investigator. *African American Read-In.* Co-Principal Investigator: Lamont A. Flowers, Clemson University, Barnes and Noble, January 2007-February 2007, **\$747.90.**

Principal Investigator. *Ethics across the curriculum grant.* Clemson University, August 2006, **\$200.**

Principal Investigator. *A mixed methods analysis of the early preschool literacy experiences of African American children.* Clemson University, Summer Research Support Program, May 2006-January 2006, **\$7,000.**

Principal Investigator. *The tolerance project.* Co-Principal Investigators: Pam Ardern at Clemson University; Lamont A. Flowers at Clemson University, Southern Poverty Law Center, Teaching Tolerance, February 2006-February 2007, **\$1,477.**

Principal Investigator. *African American Read-In.* Co-Principal Investigator: Lamont A. Flowers at Clemson University, Barnes and Noble, January 2006-February 2006, **\$1,000.**

Principal Investigator. *Kindergarten multi-ethnic literature project.* Southern Poverty Law Center, Teaching Tolerance, January 2001-May 2001, **\$1,000.**

Principal Investigator. *Kindergarten reading readiness project.* Gainesville Chamber of Commerce, January 2001-May 2001, **\$150.**

PROFESSIONAL EDITORIAL/REVIEWER EXPERIENCE

Special Theme Issue Guest Editorship

Flowers, T.A., Flowers, L.A. (In Progress). Moving beyond achievement gap research for Black students P-Adult. *Urban Review*.

Flowers, T.A., Walker, D., Valentine, J. (In Progress). The BIPOC experience in education. *Journal of Research Initiatives in Education*.

Flowers, T.A., Harrison, D. (In Progress). Community engagement, literacy, and research in communities of color. *Journal of Research Initiatives in Education*.

Flowers, T.A., Berry-McCrea, E. (In Progress). Community Engagement with Underrepresented Populations. *The Journal of the Community Development Society*.

Flowers, T.A., Ruday, S. (In Progress). Community engagement in the field of literacy. *Journal of Literacy Innovation*.

Flowers, T. A., Ruday, S. (April 2021). Diversity, literacy, and classroom instruction. *Journal of Literacy Innovation*.

Editorial Board Member

New England Reading Association Journal, 2015-2019

Georgia Educational Researcher, 2016-2019

Peer Reviewer

Literacy Research: Theory, Method, and Practice, 2020-Present

The Excellence in Education Journal, 2018-Present

The Journal of Latinos and Education, 2021-Present

The Journal of Research Initiatives in Education, 2017-Present

Journal of Education (Refereed), 2021-Present

Education 3-13 (Refereed), 2018-Present

Middle School Journal (Refereed), 2018-Present

Journal of Early Childhood Teacher Education, 2018-2021

The Journal of School Leadership, 2010-2020

Cogent Education Journal, 2016-2019

Curriculum Journal, 2018-2021

International Journal of Early Years Education, 2018-2021

International Journal of Multicultural Education, 2007-2008, 2016-2019

Georgia Council for the Teachers of English: Connections Journal, 2016-2017

Ad hoc Reviewer

Journal of Children's Literature, 2020 (Special Theme Issue #OwnVoices)

Journal of African American Males in Education, 2016

Equity & Excellence in Education, 2006-2008

Multicultural Learning & Teaching, 2012-2014

Book Reviewer

American Library Association, Booklist Committee, 2018-Present

Book Proposal Manuscript Reviewer

Multicultural Education: A Caring-centered, Reflective Approach, Montezuma Publishing, 2016

Dispositions in Teacher Education: A Global Perspective, Sense Publishing, Netherlands 2015

Conference Proposal Peer Reviewer

Literacy Research Association (LRA), 2021

Association of Literacy Educators and Researchers (ALER), 2019, 2021

National Council of the Teachers for English (NCTE), 2020-2021

National Association for the Education of Young Children (NAEYC) Conference (Family Engagement and Support), 2020

National Association for the Education of Young Children (NAEYC) Professional Learning Institute, 2019

Grant Proposal Reviewer

The Association for Literacy Educators and Researchers, Research Grant, 2021.

Institute of Museum Library Sciences, American Rescue Plan Act Grant, Institute of Museum Library Sciences, 2021.

Comprehensive Literacy State Development Grant (LG42019 Grant Applications), Georgia Department of Education, 2020-2021.

Affordable Learning Georgia. Board of Regents, University of Georgia, 2015, 2017.

Parental Information and Resource Center Grant Program. United States Department of Education, Office of Innovation and Improvement, 2003-2004.

Scholarship Application Reviewer

PDK Educational Foundation Scholarship Applications, 2021

Pi Lambda Theta Student Support Scholarship, 2019

Yearbook Reviewer

Association of Literacy Educators and Researchers Yearbook Reviewer, 2019

CONFERENCE PRESENTATIONS

National Conference Presentations

Yoon, B., Chao, X., Jimenez, L., **Flowers, T.A.**, Brochin, C., Song, K., (2020). *Ethnicity, race, and multilingualism committee business meeting update*. Literacy Research Association (LRA), Online Conference.

Flowers, T. A. (2020). *S.W.O.T. presentation*. National Council for the Teachers of English (NCTE) Summer Teacher Institute, Online Conference.

Flowers, T. A. (2019). *To kill a mockingbird overview, Critical inquiry of American "Classics" Roundtable*. Sponsored by the NCTE Assembly on American Literature, National Council of the Teachers of English, Baltimore, MD.

Flowers, T. A., Heubach, K., Horton, A. (2019). *Literacy teachers: Voices of effectiveness, resilience, and care*. Association for Literacy Educators and Researchers (ALER), Corpus Christi, TX.

Flowers, T. A. (2019). *S.W.O.T. presentation*. National Council for the Teachers of English (NCTE) Summer Teacher Institute, Washington, DC.

Flowers, T. A. (2016). *Advocating for Black male literacy pre k-grade 12*. National Council of the Teachers of English, Atlanta, GA.

Flowers, T. A. (2015). *Unpacking African American books for young adults and teens*. National Council of the Teachers of English, Minneapolis, MN.

Flowers, T. A. (2015). *Empowering Black males to read books*. Conference on African American Children and Families Conference, Cedar Falls, IA.

Flowers, T. A., Tolson, C., Jean-Louis, A. (2012). *African American faculty members in online environments*. National Association of African American Studies, Baton Rouge, LA.

Roundtable Presentations

Flowers, T. A. (2003). *Silenced voices in the literacy debate: Successful strategies for African American students*. Roundtable Discussion Paper presented at the National Reading Conference, Scottsdale, AZ.

Flowers, T. A. (2019). *Afrofuturism, fantasy, and young adult literature, eclectic and speculative fiction roundtable*. National Council of the Teachers of English, Baltimore, MD.

State Conference Presentations

Flowers, T. A., Moore, K. (March, 2020). *The African American Read-In 101*, Georgia Department of Education Winter Institute, Tifton, GA.

Flowers, T. A., Moore, K. (February, 2020). *The African American Read-In 101*, Georgia Department of Education Winter Institute, Dublin, GA.

Flowers, T. A., Moore, K. (February, 2020). *The African American Read-In 101*, Georgia Department of Education Winter Institute, Cartersville, GA.

Flowers, T. A., Berry, E. L. (March, 2018). *Black girls encouraging them to read through representation*. Kennesaw Children's Literature Conference, Kennesaw State University, Kennesaw, GA.

- Flowers, T. A.** (March, 2016). *Using African American Young Adult Books in the Classroom*. Kennesaw Children's Literature Conference, Kennesaw State University, Kennesaw, GA.
- Flowers, T. A.** (March, 2016). *Empowering Black Males to Read Books in Grades 2-5*. Kennesaw Mountain Writing Project, Kennesaw State University, Kennesaw, GA.
- Flowers, T. A.** (March, 2016). *Integrating Diverse Literature in Grades 5-8*. Georgia Children's Literature Conference, University of Georgia, Athens, GA.
- Flowers, T.A.** (February, 2016). *Exploring Diverse Young Adult Books Grades 5-8*. Georgia Council for the Teachers of English, Lanier Islands, GA.
- Flowers, T. A.** (2007). *Book talk. Who am I without him? Short stories about girls and the boys in their lives by Sharon Flake*. South Carolina Association for School Libraries, Columbia, SC.
- Flowers, T. A.** (2007). *Book talk. Names will never hurt me by Jaime Adoff*. South Carolina Association for School Libraries, Columbia, SC.
- Flowers, T. A.** (2007). *The Palmetto Ph.D. Project*. South Carolina Professional Association of Access & Equity Conference, Columbia, SC.

Local Conferences/Meetings

- Tolson, C., **Flowers, T. A.** (2018). How to manage issues of race, cultural diversity, and social justice in online and face to face classrooms. *Georgia State University Perimeter College Faculty Development Day*, Clarkston, GA.
- Flowers, T. A.**, Tolson, C. (2015). *Teaching Diversity Online*. GPC Faculty Development Day, Clarkston, GA.
- Flowers, T. A.** (2013). *Service learning in the college classroom*. GPC Faculty Development Day, Clarkston, GA.
- Flowers, T. A.** (2004). *Exploring the influence of reading for pleasure on African American high school students' reading achievement*. Paper presented to the Frederick Douglas Research Symposium, West Chester, PA.
- Flowers, T. A.** (2003). *Effective strategies for teaching African American students*. Paper presented at the Yager Diversity Conference, Iowa City, IA.

PANELS

- Flowers, T.A.** (2021) *Editors Panel Moderator*, National Council of the Teachers of English Early Career Educator of Color Summer Institute Online.
- Flowers, T.A., Valentine, J.** (2021). *Black YA and the Arcade Panel Co-Moderator*, Children's Literature Association, Atlanta, GA.

Flowers, T.A. (2021). *Advocating for Black Children within Education Contexts Panel Moderator*. Georgia State University Department of Africana Studies Freedom School, Atlanta, GA.

Flowers, T. A. (2021). *Black Girls Panel Moderator*. Conference on African American Children and Families Conference, Cedar Falls, IA.

Flowers, T. A. (2020). *Black Girls Panel Moderator*. Conference on African American Children and Families Conference, Cedar Falls, IA.

INVITED PRESENTATIONS

Flowers, T. A. (2020). *African American Storyteller*. Conference on African American Children and Families. University of Northern Iowa, Cedar Falls, IA.

Flowers, T. A. (2019). *Cultivating school-based literacies among African American families*. Conference on African American Children and Families Conference, Cedar Falls, IA.

Flowers, T. A. (2018). *Cultivating school-based literacies among African American families*. Conference on African American Children and Families Conference, Cedar Falls, IA.

Flowers, T. A. (2018). *African American Storyteller*. Conference on African American Children and Families. University of Northern Iowa, Cedar Falls, IA.

Flowers, T. A. (2017). *Fostering African American Male Literacy Development Grades PreK-Grade 12*, Conference on African American Children and Families. University of Northern Iowa, Cedar Falls, IA.

Flowers, T. A. (2017). *African American Read-In Author*. Conference on African American Children and Families. University of Northern Iowa, Cedar Falls, IA.

Flowers, T. A. (2010). *Reading like a writer*. The Laurinburg Institute, Laurinburg, NC.

Flowers, T. A. (2010). *Understanding the doctoral student experience in education*. Charles H. Houston Center for the Study of the Black Experience in Education, Clemson, SC.

Flowers, T. A. (2007). *Exploring multicultural children's literature in the elementary classroom, Grades 2-5*. Scholarly ideas presented to an Elementary Education Language Arts Course, Clemson, S.C.

Flowers, T. A. (2007). *Exploring children's literature in primary classrooms, Pre-K through grade 2*. Scholarly ideas presented at the South Carolina Association for the Education of Young Children, Clemson, SC.

Flowers, T. A. (2006). *Using children's literature in counseling interventions*. Scholarly ideas presented to Counselor Education Practicum Course, Clemson, SC.

Flowers, T. A. (2004). *Preparing African American children in the early grades to enter school*. Scholarly ideas presented to First Baptist Church, Gainesville, FL.

Flowers, T. A. (2004). *How to prevent your child from becoming a struggling reader*. Scholarly ideas presented to Prairie View Academy parents during Literacy Night, Gainesville, FL.

Flowers, T. A. (2003). *Enhancing reading readiness workshop*. Scholarly ideas presented to the Broadway Community Center, Iowa City, IA.

Flowers, T. A. (2003). *Enhancing reading readiness workshop*. Scholarly ideas presented to the Ebenezer Community Center, Huntington, WV.

ACADEMIC POSTER PRESENTATIONS

Flowers, T. A. (2015). *Implementing Diverse Literature through a Service-Learning Project*. University of Iowa, College of Education, Dr. Martin Luther King Jr. Research Symposium.

Flowers, T. A. (2011). *Teaching pre-service teachers to use multicultural literature in the classroom*. 19th Annual National Association of African American Studies Conference, Baton Rouge, LA.

Flowers, T. A. (2011). *Using service learning to enhance multicultural awareness of pre-service teachers*. 18th Annual Georgia Conference on College and University Teaching, Kennesaw, GA.

PROFESSIONAL DEVELOPMENT WORKSHOP PRESENTATIONS

Flowers, T. A. (January, 2021). *Working with struggling readers in grades 3-5 Part I & Part II*. Cobb County School District, Marietta, Georgia.

Flowers, T. A. (November, 2020). *The African American Read-In 102*. Renfroe Middle School, Decatur, Georgia.

Flowers, T. A. (2016). *Empowering Black males to read literature in grades K-12 workshop*. National Black Child Development Institute Conference, Orlando, FL.

Copeland, L., & **Flowers, T. A.** (2008). *Reading in the 21st century*. Georgia Department of Education Title I Conference, Atlanta, GA.

Flowers, T. A. (2008). *Seven points to ponder about graduate study*. Charles H. Houston Center for the Study of the Black Experience in Education, Clemson, SC.

Flowers, T. A. (2008). *Early intervention program technical assistance workshop*. Commerce City School District, Commerce, GA.

Flowers, T. A. (2008). *Content area literacy strategies for K-12 science educators*, Albany, GA.

Flowers, T. A. (2007). *The home-school literacy connection in grades K-5*. Magnolia Elementary School, Albany, GA.

Copeland, L., & **Flowers, T. A.** (2007). *Using standards-based instruction in reading to increase student*

achievement. Georgia Association of Curriculum and Instructional Supervisors, Athens, GA.

Copeland, L., & **Flowers, T. A.** (2007). *Georgia's K-12 Reading Initiative*. Georgia Reading Association, Macon, GA.

Copeland, L., & **Flowers, T. A.** (2007). *Early Intervention Program technical assistance workshop*. City Schools of Decatur School District, Decatur, GA.

Copeland, L., & **Flowers, T. A.** (2007). *Early Intervention Program technical assistance workshop*. Atlanta Public Schools District, Atlanta, GA.

Flowers, T. A. (2007). *Early literacy strategy presentation*. Scholarly ideas presented to the Clemson Child Development Center, Clemson, SC.

Flowers, T. A. (2006). *Teaching tolerance through literature circles*. Scholarly ideas presented to the Youth Learning Institute, Youth Development Camp, Aiken, SC.

PODCASTS

Flowers, T.A. (May, 2021). *ILA Children's Literature Intensive: Creating a culturally responsive classroom through books*. International Literacy Association.

Flowers, T.A. (April, 2021). *Author Panel: Lesa Cline-Ransome, Mireille Harper, and Cheryl Willis Hudson, Children's Literature Intensive: Creating a culturally responsive classroom through books*. International Literacy Association.

Valenza, J.K., **Flowers, T.A.**, Jacobs, M., Kachel, D.E., Lemmons, K. (April, 2020). *It's about equity! Let's tackle information poverty: Eliminating Book Deserts*. School Library Journal/ISTE.

Flowers, T.A. (February, 2020). *Season 1: Episode 1 - The African American Read-In*. Georgia Department of Education, What's your story?

PROFESSIONAL SERVICE

National Committee Service

Committee Member. Children's Literature Association, Publicity Committee, August 2021-June 2024, (Appointed Position with a 3-Year Term).

- Participate in Publicity Committee meetings at regular intervals or online via email.
- Contribute to the development of website and print publicity material for ChLA.
- Supply the chair with information about the year's work for inclusion in the semiannual reports.
- Attend the committee meeting during the annual conference, if possible.

Committee Member. Children’s Literature Association, Book Award Committee, June 2021-June 2024, (Elected Position with a 3-Year Term).

- Assist in identifying books to be considered for the award.
- Secure the books listed for consideration in each year from local libraries, interlibrary loan, and/or personal or private collections.
- Screen each book on the preliminary list against the criteria for the award, reporting to the chair as soon as possible, ideally within the month, those that are considered unsuitable in any way, and suggest additions to the list that may have been overlooked.
- Review each book on the intermediate list(s) more carefully, again reporting to the chair promptly any more books that are found unsuitable.
- Read each book on the final, short list completely, reporting in a brief statement to the chair as each book is completed as to its suitability or unsuitability for the award.
- Vote on the books listed on the subsequent ballot to determine the winner(s) of the award (and their rank).
- Assist in preparing a precis/review/critique of one of the award-winning books to be used in press releases and/or at the presentation of the award.

Advisory Board Member. National Science Foundation Grant, 2020-2023, *Boosting educational technology competence and leadership among educators (BeTech)*. Southern University A&M College. Baton Rouge, Louisiana.

- Provide support in helping to develop online and face-to-face modules
- Meet six times a year.
- Provide guidance on digital literacy

Committee Chair. Association for Literacy Educators and Researchers (ALER) Legislative and Social Issues Committee, 2019-Present.

- The committee meets during the academic year to discuss legislative issues related to literacy.
- We form a presentation of current legislative issues and focus group information from teachers to present at the national conference.

Committee Member. Children’s Literature Association, Diversity Committee, 2020-2021 (Elected Position).

- Share information with the chair and other members and make suggestions regarding the role of diversity studies to the ChLA.
- Recruit new members interested in diversity studies to the committee and to the ChLA.
- Supply the chair with ideas and information about specific opportunities and information that would advance the mission of the committee.
- Propose session for the annual meeting.
- Organize and conduct the committee’s annual conference session.
- Make a good faith effort to attend the Diversity Committee meeting at the annual conference and make a good faith effort to attend the committee’s annual conference session.

Committee Member. Literacy Research Association, Ethnicity, Race, and Multilingualism Committee, November 2018-Present.

The purpose of this committee is to serve a 3-year term to do the following:

- To increase awareness and knowledge of members about issues of diversity and equity in literacy research and education.
- To promote an interest in conducting or supporting literacy research aimed at improving educational opportunities, access, achievement, and empowerment of students of diverse, cultural, linguistic, and socioeconomic backgrounds.
- To increase the participation of scholars of diverse cultural backgrounds in LRA as members, Annual Conference presenters, Committee members, and officers.
- To assist and advise the Board of Directors in monitoring LRA's progress in meeting goals of equity.

Committee Member. American Educational Studies Association, Critics Choice Book Award Committee, 2019-2021.

The purpose of this committee is to serve a 3-year term to do the following:

- To review books for consideration of the AESA Critics Choice Book Award
- To read the books and evaluate them using a pre-determined scale.

Ad Hoc Selection Committee Member. Children's Literature Association, Mentoring Award 2020.

- The purpose of this special committee is to vote on the nominees for the mentoring award.

Advisory Board Member. Reading Rainbow, 2019.

- This national committee serves in an advisory capacity for the award-winning children's program, Reading Rainbow.

Committee Member. Literacy Research Association (LRA) Ad Hoc Committee on Equity and Inclusion, Summer 2019.

- The committee was formed to discuss issues related to equity and inclusion within LRA and to make recommendations to the leadership for further review.

State-Wide Committee Service

Committee Member. Georgia Reading Association Statewide Family Literacy Committee, Atlanta, Georgia, July 2015-July 2016.

The purpose of this committee is to discuss statewide strategies for family literacy recommendations.

Co-Chair. State Reading Advisory Board Committee, Georgia Department of Education, Atlanta, GA, July 2007-July 2008.

- This committee is composed of reading professionals across the state of Georgia.
- The purpose of this committee is to discuss issues related to reading across the state.

Committee Member. Special Education Disproportionality Committee, Georgia Department of Education, Atlanta, GA, August 2007-July 2008.

- This committee discusses issues about the disproportionate numbers of children in special education.

Committee Member. South Carolina Association of School Libraries, Young Adult Book Award Committee, May 2006-June 2007.

- This committee is comprised of media specialists and literacy professionals.
- The focus was to review 50 plus books for consideration of the SC book award for the year.

Conference Volunteer Service

LRA Conference Online Room Monitor 2020

- Journal of Literacy Research and LR: TMP Reviewer and LR: TMP Reviewer Meeting
- STAR Fellows Showcase
- Coffee Café
- Reading and Writing Connections
- Oscar Causey Award Presentation

NCTE Conference Session Chair 2020

Using critical literacies to foster a confluence of voice, choice, and identity among K-12 students. Early Career Educator of Color Award Recipients, NCTE Panel Presentation, November 2020.

NCTE Conference Session Discussant 2020

Culturally sustaining pedagogies and social change: Engaging racial differences within and beyond the classroom. Early Career Educator of Color Award Recipients, NCTE Panel Presentation, 2020.

University of Northern Iowa Task Force Member. African American Children's and Families Conference, 2019-Present.

- The purpose of this conference is to provide research and programming to researchers across the United States and families. During this service activity, I helped organize, drafted conference

forms, and assisted with conference programming. Participation on this committee requires yearly travel to the conference.

Conference Volunteer. Alonzo A. Crim Center for Urban Educational Excellence GSU Sources Conference, Atlanta, Georgia, October 2018.

- The purpose of this conference was to focus on art, stem, mentorship, and reading in K-12 urban schools. During this service activity, I helped to recruit volunteers and I volunteered during the conference with various tasks.

Conference Volunteer. Georgia Council for the Social Studies, Athens, Georgia, October 2018.

- The purpose of this conference was to focus on improving the teaching of social studies through content rich strategy instruction, critical thinking, and making social studies come alive for students. During this service activity, I helped to recruit volunteers and I volunteered at the check-in desk.

Conference Volunteer. National Council for the Teachers of English Conference, Atlanta, Georgia, November 2016.

- The purpose of this conference was to focus on advocacy, collaboration, and working to help children, family, and communities with literacy. During this service activity, I volunteered to assist with the author book signing, event set up, information desk, and the conference head count.

Conference Volunteer. Association for the Study of History and Life Centennial Conference, Atlanta, GA, September 2015.

- The purpose of this conference was to bring together scholars, practitioners, and community members to celebrate 100 years of research regarding African American History, Life, and Culture. During this service activity, I volunteered at the information desk and at conference check-in.

National Service to the Profession

Co-coordinator. National Council of the Teachers for English, Early Career Educators of Color Mentorship Program, 2019-Present.

The purpose of this program is to provide mentoring to early career award winners from underrepresented groups within the field of education. This position requires:

- Mentoring 4-12 award winners each year which includes K-12 teachers and junior scholars in higher education.
- Providing training to mentees during a summer institute each summer.
- Co-facilitating a presentation of the awardees research projects at the national conference.
- Facilitating monthly meetings with mentees.

Interview. Association for Literacy Educators and Researchers (ALER). What's hot in literacy, Spring 2021.

- The purpose of this focus group is to discuss the latest topics of research interest to the field of literacy.
- The results from this focus group were published in the latest 2020 report of what is important in terms of literacy research for the next decade.

Focus Group. International Literacy Association (ILA). ILA What's hot in Literacy, Summer 2019.

- The purpose of this focus group is to discuss the latest topics of research interest to the field of literacy.
- The results from this focus group were published in the latest 2020 report of what is important in terms of literacy research for the next decade.

LRA Book Display Auction. Literacy Research Association (LRA). Conference
Tampa, Florida, November 2019
Lexington, Kentucky, November 2018

- Organization members were asked to donate published books for display/auction for the reading room. I donated a book for the conference activities by mail.

Table Discussion Leader Newcomer's Breakfast. National Council of the Teachers of English, Minneapolis, Minnesota, November 20, 2015.

- The purpose of this service activity was to lead first time conference attendees in a discussion about the origins and purpose of the African American Read-In.

Social Media Volunteer. National Council for the Teachers of English, Social Media/Twitter Chat, 2014.

- The purpose of this activity is to chat with members pertaining to important advocacy issues regarding literacy via the Twitter Social media network.

UNIVERSITY SERVICE

Georgia State University

Co-Chair, Cultural and Behavioral Sciences Peer Review Committee, 2021. The purpose of this committee is to review application materials for tenure and promotion for tenured and non-tenure track positions at the department level.

Chair, Conference Proposal Committee. Alonzo A. Crim Center for Urban Educational Excellence GSU Sources Conference, Atlanta, Georgia, January 2019-October 2019.

- The purpose of this committee is to work to plan the Sources conference for urban educators.

- Members of this committee work in collaboration with community organizations, nonprofits, and educators to develop a theme, accept conference proposals, and to plan appropriate activities associated with the conference.

Georgia State University Perimeter College

Member. COACHE Mentoring Committee, Summer 2021. The purpose of this committee is to focus on key mechanisms for mentoring and retaining faculty members of color.

Member. COACHE Promotion and Tenure Communications Committee, Summer 2021-Fall 2021. The purpose of this committee is to challenges, suggestions, and strategies to enhance communication in the tenure and promotion process.

Member. Perimeter College 2021 T2W2 Scholarship Selection Committee, Spring 2021. The purpose of this committee is to select winners for the summer study scholarship.

Member. Perimeter College 2020 Alumni Association Scholarship Selection Committee, Fall 2020. The purpose of this committee is to select a winner and runner up for the alumni scholarship.

Member. Perimeter College 2016 Scholarship Selection Committee, Spring 2016. The purpose of this committee is to select applicants for academic scholarships.

Georgia Perimeter College

Webmaster. GPC Social Sciences Department, Fall 2015-Spring 2016.

The purpose of this volunteer position is to update the department website with accurate information.

Member. Faculty Senate, Spring 2015-Fall 2015.

The purpose of this body is to discuss concerns regarding Faculty and to vote on important issues.

Member. GPC Department Chair Hiring Committee, Spring 2014.

The purpose of this committee was to hire a Department Chair for the newly formed Socio-Cultural Foundations Department.

Member. GPC OIT Strategic Planning – Enhance Instruction Sub-Committee, Spring 2014.

The purpose of this committee was to develop a plan for 21st century instruction at Georgia Perimeter College.

Coordinator. GPC Education Transfer Fair & Forum, Fall 2012 - 2014.

The purpose of this program is to coordinate the fifteen colleges across the state of Georgia in order to provide transfer information, scholarship information, and academic requirements to two hundred GPC students.

Chair. Education Hiring Committee, Spring 2012.

This committee is composed of faculty members and administrators. The purpose of this committee is to hire two tenure track faculty members in Education.

Clemson University

Member. Early Childhood Education Advisory Board, Clemson University, Clemson, SC, August 2005-May 2007.

Clemson University committee comprised of Early Childhood Faculty, former Clemson graduates, principals, and community stakeholders. This committee was responsible for making recommendations for improving the Early Childhood Education program.

University of Iowa

Advisor. *Earthwords*, Iowa City, IA, 2003.

Served as the faculty advisor to the student group Earthwords. This is an undergraduate literary magazine comprised of a collection of student writing. This group met to select writing, edit the magazine, and solicit writers. The final product of this group is a published collection of creative work.

Virginia Commonwealth University

Member. Kappa Delta Pi Mu Lambda, Professional Advisory Committee, Virginia Commonwealth University, Richmond, VA 2019-2020.

- Furnish reports of chapter activities and submit applications for consideration and publication in appropriate Society communications.
- Teach chapter members about education-related policy at the local, state, and national levels.
- Teach members how to advocate for the education profession.
- Provide opportunities for members to advocate.
- Liaison with the KDP Public Policy Committee.
- Serve as professional mentors to undergraduate and master's level student members.
- Provide opportunities for networking and/or host professional student workshops.

Member/Mentor. African American Alumni Council Mentoring Board, Virginia Commonwealth University, Richmond, VA 2016-2018.

The purpose of this board is to manage and build relationships between the business community, undergraduate students, and mentors who are alumni.

Chair. Activities Programming Board Lecture Committee, Virginia Commonwealth University, Richmond, VA, 1998-1999.

Planned programs to expose students to multicultural issues and ideas. Met with representatives from student organizations to plan programs of interest to all students.

Member. Search Committee. Student Commons, Virginia Commonwealth University, Richmond, VA, 1998.

Participated in developing the job description. Collaborated to meet Affirmative Action hiring procedures. Studied approaches and techniques for conducting interviews. Reviewed curriculum vitas of job applicants. Interviewed job applicants.

COMMUNITY SERVICE

Georgia

Career Day Presentation. Jolly Elementary School, Clarkston, GA, March 2019.
Read Across America Volunteer. Jolly Elementary School, Clarkston, GA, March 2019.
Read Across America Volunteer. Clarkston High School, Clarkston, GA, February 2019.

South Carolina

President. Littlejohn Community Center Board of Directors, Clemson, SC, June 2006-June 2007.

Coordinated meetings, contacted businesses in the community, as well as wrote and acquired grants to fund programs and initiatives.

AWARDS AND HONORS

Recognition of 10 Years of Service, Georgia State University Perimeter College, 2021
Recognition of 5 Years of Service, Georgia State University Perimeter College, 2016
NCTE Early Career Educator of Color Leadership Award, NCTE, 2014
Pi Lambda Theta Scholarship, University of Iowa, 1999
University Leadership Award, Virginia Commonwealth University, 1997
University Service Award, Virginia Commonwealth University, 1997
Listed in Who's Who Among Students in American Universities and Colleges, 1995
Outstanding Service to the Campus Community, Virginia Commonwealth University, 1995

PROFESSIONAL MEMBERSHIP IN ACADEMIC ORGANIZATIONS

Member, Young Adult Studies Association, 2021-Present
Member, American Educational Studies Association, 2018-Present
Member, International Literacy Association, 2006, 2012-2016, 2016-2018, 2020-Present
Member, National Council for the Teachers of English, 2012-2016, 2018-Present
Member, NCTE – American Literature Roundtable, 2021-Present
Member, Georgia Council for the Teachers of English, 2014-2016, 2018-Present
Associate Member, Association for Literacy Educators and Researchers, 2018-Present
Professional Member, Literacy Research Association, 2018-Present
Member, Children's Literature Association, 2018-Present

Member, International Research Society for Children's Literature, 2018-Present

PAST PROFESSIONAL MEMBERSHIPS IN ACADEMIC ORGANIZATIONS

Member, National Association for the Education of Young Children, 2018-2021

Member, Southern Association for the Education of Young Children, 2018-2021

Member, Georgia Association for the Education of Young Children, 2018-2021

Member, Modern Language Association, 2018-2019

Member, Assembly on Literature for Adolescents, 2018

Member, National Black Child Development Institute, 2014-2016

Member, Literacy and Social Responsibility SIG, 2018

Member, Georgia Reading Association, 2015-2016

Member, Kansas Reading Association, 2016-2017

Member, National Council for the Teachers of English, Conference on English Education, 2015-2016

Member, National Council for the Teachers of English, Black Caucus, 2015-2016

Member, Association for the Study of African American Life and History, 2010-2016

Member, National Association for African American Studies, 2010-2015

Member, Association for Education Research Association, 2013-2014

Member, National Alliance of Black School Educators, 2006-2007

Member, National Reading Conference, 2003-2004

PROFESSIONAL MEMBERSHIP IN HONOR SOCIETIES ORGANIZATIONS

Member, Order of Omega Greek Leadership Honor Society, 1997 – Present

Member, Pi Lambda Theta Honor Society, 2000-Present

Member, Kappa Delta Pi International Honor Society in Education, 2018-Present

Life Member, Virginia Commonwealth University Alumni Association, 2012-Present

Member, Virginia Commonwealth University Black Alumni Association, 2012-Present