

VONZELL AGOSTO

Associate Professor

University of South Florida

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Website: <http://vagosto.wix.com/vagosto#!>

EDUCATION

- University of Wisconsin (UW), Madison**, Ph.D. Curriculum & Instruction, 2009,
Specialization in Teacher Education, Multicultural Education, Social Justice Education
Dissertation: *Identity and Social Justice Values of Prospective Teachers of Color*
Publication No. AAT 3367385. Advisor - Dissertation Chair: Dr. Gloria Ladson Billings
- Olivet Nazarene University**, Illinois, M.A. Curriculum & Instruction, 2003
Nine hours transferred from **Chicago State University**. Research Project: *Engaging
Minority Students: A Study in the Use of Problem Based Learning and the Multiple
Intelligences*. Advisor: Dr. Stan Tuttle
- Northeastern Illinois University**, B.A. Special Education, 1995, Magna Cum Laude
Concentration: Sociology; Illinois Teaching Certificate: Standard Special Teaching
Advisor: Dr. David Yasutake d-yasutake@neiu.edu
- Columbia College**, Illinois, B.A. Communications, 1988, Concentration: Radio Broadcasting
and Sound Engineering; Internship: Chicago Public Radio WBEZ, Production Assistant,
Airplay (1987): A news magazine for teenagers. Producer and Supervisor: Johanna Zorn
jzorn@thirdcoastfestival.org

EMPLOYMENT

- Associate Professor**, University of South Florida (USF), 2009-Present, All professorial duties:
teaching, research, and service. Affiliate faculty in the Department of Women and
Gender Studies (2015-Present). Affiliate faculty in Measurement and Research in the
Department of Educational and Psychological Studies (EPS).
- Professional Consultant, Critical Conversations in Education, LLC**, 2015-Present
- Teaching Assistant**, University of Wisconsin-Madison, 2003-2009, Multicultural Learning
Community (MLC) Seminar. Co-created and co-facilitated a seminar on multiculturalism
and social justice for undergraduates.
- Education Internship Instructor**, University of Wisconsin-Madison, May to July 2006, Pre-
College Enrichment Opportunity Program for Learning Excellence (PEOPLE). Designed
and implemented a six-week internship experience for prospective teachers.
- Project Assistant**, College Access Program (CAP), University of Wisconsin-Madison, July 4,
2004-July 23, 2004. Instructor - Designed and taught course: *(Re)Writing the Student
Body: Identity, Image, and Performance*.
- Secondary Education Teacher**, Steinmetz Academic Centre, Chicago, IL, 1995-2003, Special
Education: Environmental Science, Spanish I and II. Provided separate instruction and
team-teaching for students diagnosed as having mild, moderate and severe
cognitive/intellectual disabilities, and spanning the spectrum of emotions/behaviors and
autism. Contact: Former Assistant Principal Steven Ngo (773) 517-1325.

HONORS AND AWARDS

Early Career Scholar (2015): AERA Critical Issues in Curriculum and Cultural Studies SIG
 Social Justice Teaching Award (2014): AERA Leadership for Social Justice (LSJ) SIG
 Exemplary Diversity Scholar (2009-2010): National Center for Institutional Diversity (NCID)
 Vilas Travel Grant Recipient (2008-2009): University of Wisconsin (UW) Madison
 Graduate Scholar Associate (2007-2008): UW System Institute on Race and Ethnicity (IRE)
 Thora Wick Homme Memorial Scholarship (2007): University of Wisconsin - Madison
 Ford Dissertation Fellowship Honorable Mention (2007): Ford Foundation

TEACHING

My teaching philosophy is captured by the phrase: equitable excellence. My aim is to cultivate curriculum leadership in practice and research that expands equity and quality in education. Curriculum leadership includes understanding how decision-making about curriculum and instruction influences the distribution of resources, recognition, opportunities, access, and outcomes to affect expression, identity construction, and determination. I provoke exploration of how social context, culture, and power matter and rely on critical inquiry and culture-based knowledge to support curriculum leadership development and social transformation.

Graduate Level Courses Taught

PhD: Critical Race Theory (Spring, 2018)
 PhD: Philosophies of Inquiry, EEX 7743: USF 2015, 2016, 2017
 PhD: Curriculum Theory, EDG 7931: USF 2012, 2013, 2016, 2017
 PhD: Analysis of Curriculum and Instruction, EDG 7667: USF 2010, 2015, 2017
 PhD, EDS: Issues in Curriculum and Instruction EDG 7692: USF 2015, 2016
 MA: Foundations of Curriculum EDG 6627: USF 2009-Present (Face to Face and Online)
 MA: School Curriculum Improvement, EDG 6285: USF 2013, 2014, 2015

Course or Certificate Development

Qualitative Research Certificate development with Dr. Jennifer Wolgemuth, 2016-2017
 Narrative Inquiry (with Drs. Jennifer Wolgemuth and Phyllis Jones) 2016-2017
 Curriculum Improvement (with Dr. Mann) 2012-2013 (USF); Curriculum Theory (with Dr. V. Janesick) 2010-2011 (USF); Culturally Relevant Leadership across Diverse Communities (Drs. Karanxha, Black, & Bruner) 2011 (USF)

Graduate Student Mentorship

Successful Dissertation Defenses (In Program)

- Felita Grant Lott (2013): *Parental Involvement Perspectives of African American Grandmothers*. Position Taken: School principal, 2013. (Co-Chair with Dr. Karanxha).
- Member*
- Eric Hall (2014): *A Portraiture of Leadership as Enacted by School Administrators Working in Alternative Educational Settings*. Student is a high level administrator in an organization servicing alternative schools.
 - Heather Sadler (2014): *"I Demand...Sorry, I Apologize": Power, Collaboration, and Technology in the Social Construction of Leadership Across Diversity*. Student is an online curriculum developer for military housing.
 - Claudius Effiom (2014): *Principal Experiences in a School Consolidation*, Now principal,

- Amy J. Samuels (2013): *Negotiating Race-Related Tensions: How White Educational Leaders Recognize, Confront, and Dialogue about Race and Racism*. Position Taken: Tenure Track Position, University of Montevallo, 2015.

Successful Dissertation Defense (Out of Program) Member

- LaTosha Thomas (2016, Counseling). *The Impact of Diversity on Student Engagement and Academic Success*. Continuing employment at USF.
- David Valdéz: (2016, Social Sciences). *Representation of Adolescent Identity Status through Facebook Use: A Qualitative Multi-case Study of Adolescent Digital Behaviors*. Teacher.

Dissertation Chair (8)

Angela Passero, 2013-Present, Writing dissertation 2016-2017 (Educational Leadership)
 Janice Barge Clarke, Writing proposal, 2017 (Educational Leadership)
 Holly Tabak Magaditsch: Collecting data 2017 (Educational Leadership)
 Carrie Gentner: Writing proposal, 2017 (Educational Leadership)
 Heather McConnell: Writing proposal, 2017 (Educational Leadership)
 Angel Hernández: Qualifying Exam, Spring 2017 (Educational Leadership)
 Tara Nkrumah: Writing proposal Spring 2017 (Educational Leadership)
 Ericka Roland: Writing proposal Spring 2017 (Educational Leadership)

Dissertation Co-Chair (Lead*) (with Dr. William R. Black) (2)

Randria Williams*, 2012-Present, Defending proposal Fall 2017 (Educational Leadership)
 Roderick Jones*, 2013-Present, Writing proposal 2017 (Educational Leadership)

Dissertation Co-Chair (Lead*) (with Dr. Zorka Karanxha) (3)

Andrew Bratspis*, 2015-Present, Writing proposal Fall 2016 (Ed. Leadership) (Co-chair)
 Sean Dickerson, 2015-Present, Writing proposal 2016-2017 (Ed. Leadership) (Co-chair)
 Robin Mobley, 2010; Readmit 2014, Writing proposal Fall 2016 (Ed. Leadership) (Co-chair)

Dissertation Co-Chair (with Dr. Jose Castillo) (1)

Sujay Sabnis: Qualifying exam, Fall 2016, Internship 2017 (School Psychology)

Dissertation Co-Chair (with Dr. Ruthmae Sears) (1)

Lakesia Dupree: Taking courses 2016-2017 (Math and Elementary Education)

Dissertation Co-Chair (with Nathan Fisk) (1)

María Migueliz Valcarlos, Taking courses 2016-2018 (Instructional Technology)

Dissertation Committee Member (28)

Yu Hin "Gary" Lam: Collecting data 2017 (School Psychology)
 Brenda Johnson: Writing dissertation 2017 (Adult Education)
 Omar Salaam: Writing dissertation, 2016-2017 (Educational Leadership)
 LaTeesa Allen: Writing proposal, Fall 2016 (Educational Leadership)
 Jessica Wilson: Writing dissertation, Spring 2017 (Mathematics Education)
 Carrie Toreky: Qualifying exam, Fall 2017 (Mathematics Education)
 Silvia Blanco: Writing dissertation, 2016-2017 (Counseling)

Stephanie Green: Writing proposal 2017 (Educational Measurement)
 Tealia Berry: Writing dissertation 2017 (Adult Education)
 Dikeesha G. Brown: Writing proposal 2017 (Adult Education)
 Kymia Jackson: Qualifying exam 2017 (Adult Education)
 Giovanni Espinal: Taking courses 2017 (Adult Education)
 Mashainah Mallory: Writing Proposal, Spring 2016 (Elementary Education)
 Joanelle Morales: Qualifying exam, summer 2017 (English Education)
 Charles Bradley: Collecting data 2016-17 (Educational Leadership)
 Joseph Simmons: Qualifying exam 2017 (Educational Leadership)
 Jennifer Canady: Writing proposal 2017 (Educational Leadership)
 Shahlaine Dillon, Writing proposal 2017 (Educational Leadership)
 Terri Mossgrove: Qualifying exam 2017 (Educational Leadership)
 David R. Fisher: Taking courses 2017 (Educational Leadership)
 Rhonda Leslie: Taking courses 2017 (Special Education)
 Patricia Tyson: Taking courses 2017 (Special Education)
 Gordon Brobbey: Taking courses 2017 (Special Education)
 Lora Canlers: Taking courses 2017 (Special Education)
 Ashley White: Taking courses 2017 (Special Education)
 Nicholas Catania: Taking courses 2017 (Special Education)
 Vanializ Agramonte: Qualifying exam 2017 (Social Science Education)
 Alexander Ledford: Qualifying exam 2017 (Social Science Education)

Educational Specialist Committee

Jacqueline Hayes, 2016-2017, Transferred to Ed.D. 2017
 Odalys Pritchard, 2016-2017, Transferred to Ed.D. 2017
 Anthony Jones, 2016-2017, Transferred to Ed.D. 2017
 Johan Van Ancken, 2016-2017, Transferred to Ed.D. 2017
 Yinka Alege, 2016-2017, Transferred to Ed.D. 2017

INACTIVE OR CONVERTED TO EdS

Amity Chandler: Inactive as of 2015 (Educational Leadership)
 Ronald Schuyler: Inactive as of 2015 (Educational Leadership)
 Kim Loy: Inactive as of Spring 2016 (Special Education)

GRADUATED ED.S.

Carrie Rath (2012-2014) (Educational Leadership)

Berbecker Scholar Host with Dr. Karanxha: Kathlene Bentley (2010) (Educational Leadership)

Mentees outside of Education:

Doctoral Student, Engineering, Mandek Richardson: 2011-2014 Doctoral Student, Engineering
 John Shelton: 2011, Postdoc Carnegie Mellon; Assistant Professor Northern Illinois University

Honors College Thesis Chair – Undergraduate

Aaliyah Haynes, 2016-2017, #Blacklivesmatter
 Tasneem Dawoodjee, “The Effects of Ethnic Studies on Conflict”, 2015

Outside Chair - Dissertation Proposals or Final Defenses (2013 - Revived 2016)

Jelena Vuksanovic, 03/2017 (dissertation); Lao Yiu 12/2016 (proposal); Gregory Samuels 06/2013 (proposal); Katherine Hawley 05/2013 (dissertation); Mitchel J. Ruzek 03/2013 (proposal); Mimi Li 01/2013 (proposal); Rina Bousalis 7/2013 (proposal).

RESEARCH

My research agenda is situated across curriculum studies and educational leadership and consists of two overlapping strands of inquiry: Curriculum (and/or) Leadership and Anti-Oppressive Education (i.e., race, gender, disability) in the preparation, policy, and practice of educators. These strands support my central line of inquiry into curriculum (and/or) leadership exploring the they are understood and operationalized across cultures and contexts to support, challenge, or mediate social oppression (i.e., ableism, racism, sexism). In pursuing this line of inquiry I consider the role of politics, technology, ethics, arts/aesthetics, and culture (ethnic, popular, material). My agenda is motivated by two related questions: How can curriculum and leadership be more anti-oppressive? How is the struggle toward it (anti-oppressive curriculum and/or leadership) graceful (i.e., aesthetically pleasing)?

PUBLICATIONS UNDER REVIEW**Journal Articles (4)**

Intersectionality in educational leadership: A critical literature review. *Review of Research in Education*. (Under review July 2017) **Agosto, V.**, & Roland*, E.

A Phonographic curriculum: Meshwork, mash ups, and a mix, *Educational Studies*, (Due 7/2017). **Agosto, V.**

Daughters of discipline: Girls and their mothers' views on school climate. Karanxha, Z., **Agosto, V.**, Cobb-Roberts, D., Mallory*, M., McConnell*, H., & Sabnis*, S. (R&R due 10/17)

Developing a mentoring network, virtually. Unterreiner, A., Beck, M., **Agosto, V.**, Cobb-Roberts, D., Nganga, C., Esnard, T., Aragon, A., Wu, K. & Karanxha, Z. (R&R due 09/2017)

REFEREED JOURNAL ARTICLES (*co-authored with students - pre-candidacy) 2017

Art/is/try: Molding curriculum leadership and theory. *The National FORUM of Educational Administration and Supervision Journal* (In Press). **Agosto, V.**

Black women resident assistants: Seeking and serving as bridges, givers, filters, mentors, advisors and community builders. *NASPA Journal about Women in Higher Education*. 1-17. Roland, E.,* & **Agosto, V.**

Unpacking assumptions in best evidence systematic reviews: A critical construct synthesis approach, *Educational Researcher*, 46(3), 131-139. Wolgemuth, J. R., Hicks, T., & **Agosto, V.**

Namesake schools: Vulnerable places and cultural narratives of the South. *Journal of Curriculum and Pedagogy*, 14(1), 69-84. **Agosto, V.**, Kyobe, C.,* & Elam, D. (2017).

2016 (3)

Storying transition-to-work for/and youth on the autism spectrum in the United States: A critical construct synthesis of academic literature. *Disability & Society*, 31(6), 777-797.

Wolgemuth, J. R., **Agosto, V.**, Riley, M., Jones*, R., Lam*, Y. H. & Hicks, T.

Life histories and leadership of two Latino (Puerto Rican) education administrators, *The National FORUM of Educational Administration and Supervision Journal*. 33(2-3), 42-60. **Agosto, V.**, Hernandez*, A., & McConnell*, H. (2016).

Running bamboo: A mentoring network of women intending to thrive in academia.

NASPA Journal about Women in Higher Education, 9(1), 1-16. **Agosto, V.**, Karanxha, Z., Unterreiner, A., Cobb-Roberts, D., Esnard, T. & Beck, M. (2016).

2015 (5)

Past, present, and future of assessment in schools: A Thematic narrative analysis

The Qualitative Report, 20(7), 1111-1124. Green, S.,* Kearby, J.* , Wolgemuth, J. R., **Agosto, V.**, Romano, J., Riley, M.,* & Frier, A.* (2015).

Battling inertia in educational leadership: CRT praxis for race conscious dialogue. *Race,*

Ethnicity and Education, 18(6), 785-812. **Agosto, V.**, Karanxha, Z., & Bellara, A. P.* (2015). doi: 10.1080/13613324.2014.885420

Biracial place walkers on campus: A trioethnography of culture, climate, and currere.

International Review of Qualitative Research, 8(1), 109-126. **Agosto, V.**, Marn*, T., and Ramirez*, R. (2015).

Revising curriculum to mentor young Black men. *Curriculum and Teaching Dialogue*, 17(1), 85-100. Dickerson*, S., & **Agosto, V.** (2015).

Productive tensions in a cross-cultural peer mentoring women's network: A social capital

perspective. *Mentoring & Tutoring: Partnership in Learning*, 23(1), 19-36. Esnard, T., Cobb-Roberts, D., **Agosto, V.**, Karanxha, Z., Beck, M., Wu, K., & Unterreiner, A. (2015)

2014 (2)

Scripted curriculum: What movies teach about dis/ability and Black males. *Teachers College Record*, 116(4), 1-24. **Agosto, V.** (2014).

The hidden curriculum: Candidate diversity in educational leadership preparation. *Journal of*

Research on Leadership Education. 9(1), 34-58. Karanxha, Z., **Agosto, V.**, & Bellara, A. P.* (2014).

2013 (2)

Public acts of self-deliberation: Preparation for discursive democracy in education. *Learning for Democracy: An International Journal of Thought and Practice*, 5(1), 18-27. **Agosto, V.** (2013).

School consolidation and the politics of school closure across communities. *Journal of Cases in*

Educational Leadership, 16(3), 31-46. DOI: 10.1177/1555458913498477 Karanxha, Z., **Agosto, V.**, Black, W. R., & Effiom, C.* (2013).

2012 (1)

Searching for a needle in a haystack: Indications of social justice among aspiring leaders.

Journal of School Leadership, 22(5), 819-852. **Agosto, V.**, & Karanxha, Z. (2012).

2011 (3)

Editorial, Guest Co-Editor: 2011-2012 Issue of Themed Issue, Work in Academia:

Underrepresented Racial and Ethnic Female Scholars in Higher Education. *Negro Educational Review: An International Refereed Journal*, 62(1-4), 7-11. Cobb-Roberts, D., & **Agosto, V.**

Resistance meets spirituality in academia: “I prayed on it!”. *The Negro Educational Review*, 62, (1-4), 41-66. **Agosto, V., & Karanxha, Z.** (2011-2012).

Journey of Elam: Her servant-leadership pedagogy as a public intellectual. *Vitae Scholasticae*, 28(2), 65-82. Karanxha, Z., **Agosto, V., & Elam, D.** (2011).

2010 (1)

Incongruent conceptualizations: Prospective teachers of color as social justice allies. *Teacher Education & Practice*, 23(4), 507-521. [INVITED & REVIEWED] **Agosto, V.** (2010).

[[2009 Dissertation – Hired as Assistant Professor]]

2008 (3)

Intratextualities: The poetics of the Freedom Schools. *Journal of Negro Education*, 77(2), 168-179. **Agosto, V.** (2008).

Who are Latin@ prospective teachers and what do they bring to US schools. *Race, Ethnicity and Education*, 11(3), 267-283. Gómez, M. L., Rodriguez, T. L., & **Agosto, V.** (2008).

Life histories of Latin@ teacher candidates. *Teachers College Record*, 110(8), 1639-1676. Gómez, M. L., Rodriguez, T. L., & **Agosto, V.** (2008).

2006 (1)

A multicultural learning community as a site of praxis. *Praxis: The Journal of Praxis in Multicultural Education*, 1(1), 17-28. Grant, C. A., & **Agosto, V.** (2006).

BOOK CHAPTERS

2018

Conduct un/becoming: Discipline in the context of educational leadership research. In Wilkinson, J., & Bristol, L. (Eds.). *Educational leadership as a culturally-constructed practice: New directions and possibilities* (pp. 243-267). Routledge. **Agosto, V., Karanxha, Z.** (2018).

2017

Mentoring among women faculty of color: A meta-synthesis. In Clutterbuck, D., McClelland, A., Kochon, F., Lunsford, L., Smith, B. (Eds.) *SAGE Handbook of Mentoring* (pp. 375-388). Thousand Oaks, CA: Sage Publications. Cobb-Roberts, D., Esnard, T., Unterreiner, A., **Agosto, V., Karanxha, Z., Beck, M., & Wu, K.** (2017).

2016 (4) Published

Anna J. Cooper’s curriculum: A rhetorical and pedagogical analysis. [INVITED]. In D. Taliaferro Baszile, K. Edwards, & N. Guillory (Eds.), *Womanish Ways: Renderings at the Intersections of Race, Gender and Curriculum Theorizing* (pp. 37-51). Lanham, MD. Lexington Books. **Agosto, V.** (2016).

Masking mentorship: Critical (race) care among Black males in special education. In L. Bass (Ed.). *Black mask-ularity: A framework for Black masculine caring* (pp. 77-90). Peter Lang. [INVITED] **Agosto, V., & Jones, R.*** (2016).

Critical (race) media literacy in the curriculum of faculty development: The retreat to teachable moments. In T. Marsh & N. Croom (Eds.). *Envisioning critical race praxis in higher education through counter-storytelling* (pp. 107-120). Charlotte, NC: Information Age Publishing. **Agosto, V., Karanxha, Z., & Cobb-Roberts, D.** (2016).

Leadership that lasts a lifetime: Collegiate advising as mentoring in an extracurricular organization. In K.Peno, E. Silva Mangiante, & R. Kenahan, (Eds.). *Formal and informal*

mentoring in multiple contexts (pp. 119-136). Charlotte, NC: Information Age Publishing. Dickerson, S.,* Dove, M., **Agosto, V.**, & Dickerson, M. * (2016).

2015 (2)

Prekindergarten Policy and Politics: Discursive (Inter)Play on Readyng the Ideal Learner. In P. L. Thomas, P. C. Carr, J. Gorlewski, & B. Porfilio. (Eds.). *Pedagogies of kindness and respect: On the lives and education of children* (pp. 97-110). Peter Lang. Passero, A. C.,* Gentner, C. L.* & **Agosto, V.** (2015).

Tenure Trek to Equanimity: ¡Oh, Cúan Lejos LLejarás! In F. Hernandez, E. Murakami, & G. Rodriguez.(Eds.). *Abriendo Puertas, Cerrando Heridas (Opening Doors, Closing Wounds: Latinas/os Finding Work-Life Balance in Academia* (pp. 21-33). Charlotte, NC Information Age Publishing. **Agosto, V.** (2015).

2014 (4)

An intersectoral policy framework: Technology and obesity intersecting on schoolchildren. In C. A. Grant & E. Zwier (Eds.). *Intersectionality and urban education: Identities, policies, spaces & power* (pp. 293-310). Charlotte, NC: Information Age Publishing. [INVITED] **Agosto, V.**, & Rolle, R. A. (2014).

Curriculum leadership theorizing and crafting: Regenerative themes and humble togetherness. In B. van Wyk & D. Adeniji-Neill, *Indigenous concepts of education: Toward elevating humanity for all learners* (pp. 113-124). New York: Palgrave Macmillan. **Agosto, V.** Salaam, O.*, & Elam, D. (2014).

Critical media literacy: Edutaining (popular) culture. In B. Cruz, B., Vasquez, A., Ellerbrock, C., & Howes, E. (Eds.). *Talking diversity with teachers and teacher educators: Exercises and critical conversations across the curriculum* (pp. 53-71). New York, NY: Teachers College Press. [INVITED] **Agosto, V.**, Karanxha, Z., Cobb-Roberts, D., & Williams, E.* (2014).

Modeling social justice in educational leadership: Self-assessment for equity (SAFE). In Ira Bogotch and Carolyn Shields (Eds.), *International handbook of social [in]justice and educational leadership* (pp. 1187-1207). Springer Publishing. Karanxha, Z., **Agosto, V.**, & Bellara, A. (2014).

2013 (1)

Culture-based leadership and preparation: A qualitative meta-synthesis of the literature. In Linda C. Tillman & James J. Scheurich (Eds.). *Handbook of research on educational leadership for equity and diversity* (pp. 625-650). Routledge/Taylor Francis. **Agosto, V.**, Dias, L.* , Kaiza, N.* McHatton, P., & Elam, D. (2013).

2012 (3)

Teacher leaders: Women of African descent enacting social justice. In Ryan Flessner, Grant Miller, & Kami Patrizio (Eds.), *Agency through teacher education: Reflection, community, and learning* (pp. 37-49). Association of Teacher Educators. Lanham, MD: Rowman & Littlefield Education. **Agosto, V.**, & Karanxha, Z. (2012).

Ecology policy for educational technology. In S. Sanders & L. Witherspoon (Eds.), *Contemporary uses of technology in K-12 physical education: Policy, practice and advocacy*, (pp. 57-68). Charlotte, NC: Information Age Publishing, Inc. [INVITED] **Agosto, V.** & Rolle, A. (2012).

Missing and shrinking voices: A critical analysis of the Florida textbook adoption policy. In H. Hickman & B. Porfilio (Eds.), *The new politics of the textbook: Critical analysis in the core content areas* (pp. 17-40). Sense Publishers. Williams, R.* & **Agosto, V.** (2012).

2008 (1)

Teacher capacity and social justice in teacher education. In M. Cochran-Smith, S., Feiman-Nemser, K. E. Demers, & J. McIntyre (Eds.). *Handbook of research on teacher education: Enduring questions and changing contexts* (3rd ed.) (pp. 175-200). New York: Co-published by Routledge/Taylor & Francis Group and the Association of Teacher Educators. Grant, C. A., & **Agosto, V.** (2008).

2006 (1)

What are we trippin' on?: Transgressing the fault lines in research on the preparation of multicultural educators. In C. Conrad and R. Serlin (Eds.). *The SAGE handbook for research in education: Engaging ideas and enriching inquiry* (pp. 95-115). Thousand Oaks: CA, Sage Publications. Grant, C. A., & **Agosto, V.** (2006).

BOOK REVIEWS (3)

2017

Teaching controversial issues: The case for critical thinking and moral commitment in the classroom. N. Noddings & Brooks, L. (2017). *Teachers College Record*. Davis*, D. & **Agosto., V.** (2017).

2013 (2)

The school leader's guide to social media. R. Williamson & H. Johnson (2013). Eye on Education. *Journal of Educational Administration*, 51(3), 413 – 415. **Agosto, V. & Harmeling, J.*** (2013).

Curriculum, community and urban school reform by Barry M. Franklin (2013). *Power and Education*, 5(1), 94-95. **Agosto, V.** (2013).

2011 (1)

Tedious journeys: Autoethnography by women of color in academe by Cynthia Cole Robinson & Pauline Clardy. *Negro Educational Review*, 62, (1-4), 261-263. Cobb-Roberts, D. & **Agosto, V.** (2011-2012).

ENCYCLOPEDIA ENTRIES (2)

2014

Allies: *Encyclopedia of diversity and social justice.* Edited by Sherwood Thompson, Eastern Kentucky University. Rowman & Littlefield. **Agosto, V.** (2014).

Freedom Schools: *Encyclopedia of diversity and social justice.* Edited by Sherwood Thompson, Eastern Kentucky University. Rowman & Littlefield. **Agosto, V.** (2014).

OTHER SCHOLARLY PUBLICATIONS (1)

2012: Inclusion in a district and two of its high schools: A Comprehensive Report. In L. C. Burrello, J. Kleinhammer-Tramill, & J. Barton*, (Eds.), Pasco Inclusion Study, 57-91. **Agosto, V. Karanxha, Z., & Knollman*, G.** (2012).

WORKS IN PROGRESS**Writing: Stage Three**

Expanding the diversity constricted teaching pipeline. Van Ingen, S. Dennis, D., & **Agosto, V.** (AERA 2017, submit July 2017).

A trioethnography through sound-space-time: A new materialist interpretation, Marn*, T., **Agosto, V., & Ramirez* T.** [Present at ICQI May 2017]

- The hidden curriculum of discipline: Socialization and negotiation of girls of color in secondary schools. **Agosto, V.**, & McConnell*, H., Cobb-Roberts, D., Karanxha, Z., Roberts*, L. (First draft complete; 2017).
- Complicated and courageous Conversations: Students' reactions to *American Promise*, Dickerson*, S. L., Dickerson*, M. S., **Agosto, V.**, Bauer*, K., & Erickson, M. [*Journal of Curriculum and Pedagogy*, Submit Feb. 2017]
- Misplaced in curriculum history: Carter G. Woodson, Dickerson*, S., & **Agosto, V.** (data collection spring 2015, AERA/Society for Curriculum History 2015, Submit Fall 2016)
- "It'll be more of the same, just worse:" Dystopian future(s) of assessment in the schools. Wolgemuth, J. R., Carusi, T., **Agosto, V.**, Green*, S., Kearby*, J., Riley*, M., Frier*, A., Romano, J., & Morphew, K. (AERA 2015, Submit March 2017).
- Things we hold dear: The sedimentation of assessment in material culture and the implications for curriculum. **Agosto, V.**, Wolgemuth, J., Frier*, A., Green*, S., Riley*, M., & Romano, J. (Presented at AERA 2014; First draft near complete, Submit Aug. 2017).
- Curriculum leadership that is culturally relevant. *International Journal of Multicultural Education*. Karanxha, Z., & **Agosto, V.** (2nd year of data coded 2015, 2016 submit)

Data Collecting: Stage Two

- Swarming and distributing: Women mentoring in educational leadership. Karanxha, Z., **Agosto, V.**, Bristol, L., & Ngaga, C. (IRB Approved Summer 2014, AERA 2015).
- Preserving the Legacy: An oral history of the Dr. Carter G. Woodson Museum, Dickerson*, S. & **Agosto, V.** (Presentations at the Association for the Study of African American Life and History (ASALH), Sept 2015, Atlanta; submit 2017).

NATIONAL PEER-REVIEWED CONFERENCE PRESENTATIONS

2018

- Migueliz Valcarlos, M., & Agosto, V. (Under Review). Little boxes in which to dialogue [online]. AERA 2018, Teaching and Learning SIG.
- Embodied apprehensions: Jokering and brokering physical engagement. *The Qualitative Report*, January 2018, **Agosto, V.**, Bratspis, A., Nkrumah, T., Valcarlos, M. M., & Aguilera, C. (Accepted).

2017

- Womanish ways: Opening Reception Film Screening and Panel. American Association of Educational Studies (AESA). Denise Taliaferro Baszile, Theodora R. Berry, Kirstin T. Edwards, Nichole Guillory, Francyne Huckaby, Cheryl E. Matias, Berlisha Morton, and Sabrina Ross.
- Embodied apprehensions: Jokering and brokering physical engagement [Innovative Session], UCEA, November, 2017). **Agosto, V.**, Bratspis, A., Nkrumah, T., & Aguilera, C.
- Expanding the diversity constricted teaching pipeline. (AERA, San Antonio, April 2017, Div. K Teaching and Teacher Education). Van Ingen, S. Dennis, D., & **Agosto, V.**
- Deepening teacher to community engagement and entanglements among math, equity, and culture. (AERA, San Antonio, April 2017). Div. K Teaching and Teacher Education. Dupree*, L. L., & **Agosto, V.**
- Confronting violence as a face of social oppression and healing through memory and

multicultural education. (Association of Teacher Educators - ATE, Orlando FL, Feb. 13th, 2017). Schoorman, D., **Agosto, V.** & Sabnis*, S.

2016 (10)

Daughters of discipline: Girls' and their mothers' views on the school climate, (UCEA, Detroit, November 2016) Karanxha, Z., & **Agosto, V.**, McConnell*, H., Allen*, L.

Using an Ethnodramatic Case to Discuss Teaching and Learning in Schools Serving Vulnerable Youth. Symposium for the 2016 Annual Conference of the University Council of Educational Administration. A. Welton, T. Harris & S. Resko, Chairs. (UCEA, Detroit, November 2016). Vanover, C., **Agosto, V.**, Nkrumah, T. Salaam, O. J., Rolland, E. & Babson, A.

Through sisterhood: Navigating intersectionality and transformative leadership. In the symposium by Rick Sawyer and Joe Norris. Employing duoethnography to assist in the understanding of teaching and learning in higher education. Curriculum and Pedagogy Conference, Cleveland, November 20, 2016). Nkrumah, T., Dhillon, S., Roland, E. & **Agosto, V.**

Anna J. Cooper on the Higher Education of Women. In Womanish ways: Monologues at the intersections of race, gender, and curriculum studies, (Curriculum Studies Summer Collaborative, Savannah GA, June 2016). With D. Taliaferro Baszile, K. Edwards, S. Ross, T. Berry, B. Morton, & F. Huckaby. **Agosto, V.**

Meshing and mashing Up: From phonocentric to phonographic curriculum. Panel on colorizing research: Qualitatively diverse paths and professional portraits, (International Congress of Qualitative Inquiry, Champaign, IL, May 2016). **Agosto, V.**

Transformative theatre: Engaging image theatre as theory, practice, and research –Interactive Session, (International Congress of Qualitative Inquiry, May 2016, Champaign IL), **Agosto, V.**, Bratspis*, A. & Nkrumah*, T.

Life histories and leadership of two Latino (Puerto Rican) education administrators, Leadership for Social Justice SIG (AERA, April 2016, Washington DC) **Agosto, V.**, Hernandez*, A., McConnell*, H.

What's assumed in 'what works:' A critical construct synthesis approach (AERA, April 2016, Washington DC), Wolgemuth, J. R., Hicks*, T., & **Agosto, V.**

Reflexive, dialogic, and democratic tensions of cross-cultural mentoring. In the session Mentoring as a Touchstone for Reinvention, Transforming, and Transitioning, Leads: Ke Wu/Sue Ann Bottoms (AERA, April 2016, Washington DC), Aragon, A., Esnard, T., Karanxha, Z., Nganga, C., **Agosto, V.**, Unterreiner, A., & Beck, M.

Trustworthiness and rigor in ethnodramatic performance (The Qualitative Report Conference, January 2016, Fort Lauderdale FL), Vanover, C., Langtiw, C., Belliveau, G., Winkle, C., Rogers, T., **Agosto, V.**, Babson, A., Lea, G., Valdez, J., & Accili, N.

2015 (10)

Swarming and distributing: Alternative movements in mentoring and faculty development for women in educational leadership. (UCEA, San Diego, Nov. 2015) Karanxha, Z., **Agosto, V.**, Bristol, L., & Nganga, C.

Daughters of discipline: Girls and their mothers' views on school climate, Cobb-Roberts, D., **Agosto, V.**, Karanxha, Z., Allen, L., Mallory*, M., McConnell*, H., & Jackson, A. L. (AESAs, San Antonio, Nov. 2015).

HBCUs, mentoring, and the resilience needed for African American women to advance (in) science, technology, engineering, and mathematics (STEM), (Association for the Study

- of African American Life and History, Sept 2015, Atlanta, Sept, 2015) Cobb-Roberts, D., **Agosto, V.**, Taylor-Webb, T., Ashford*, S., Dickerson*, M., & Wilson*, J.
- Preserving the legacy: An oral history of the Dr. Carter G. Woodson Museum, (Association for the Study of African American Life and History, Sept 2015, Atlanta) Dickerson*, S. & **Agosto, V.**
- Conduct un/becoming: Discipline in (researching) educational leadership practice, International Congress of Qualitative Inquiry, Champaign, IL, 2015). **Agosto, V.**, & Karanxha, Z.
- Those improperly placed: Carter G. Woodson in curriculum history, (Society for the Study of Curriculum History, 2015, Chicago) **Agosto, V.**, & Dickerson*, S.
- Curriculum and professional development: Forging a developmental mentoring network. (AERA, 2015, Chicago) Beck, M. Z., Nganga, C. W., Unterreiner, A., **Agosto, V.**, Karanxha, Z., Cobb-Roberts, D., Esnard, T. R., & Aragon, A. M.
- Swarming and distributing: Alternative movements in mentoring and faculty development for women in educational leadership. (AERA, 2015, Chicago). Karanxha, Z., **Agosto, V.**, Bristol, L., & Ngaga, C.
- It'll be more of the same, just worse:” Dystopian future(s) of education assessment. (AERA, April 2015, Chicago) Critical Issues in Curriculum and Cultural Studies SIG. Carusi, T., Wolgemuth, J., Green*, S., **Agosto, V.**, Kerby*, J., Riley, M., Frier*, A., & Romano, J.
- Prekindergarten policy and politics: Discursive interplay on preparing the ideal VPK earner, (AERA, 2015, Chicago). Critical Perspectives on Early Childhood Education. Passero*, A., Gentner*, C., & **Agosto, V.**
- 2014 (14)**
- Complicated and courageous conversations: Students’ reactions to *American Promise*, (Curriculum and Pedagogy, Nov. 2014, New Orleans), Dickerson*, S. L., Dickerson*, M. S., **Agosto, V.**, Bauer*, K., & Erickson, M.
- Wounded learning in educational leadership preparation, (UCEA, Nov. 2014, D.C.) **Agosto, V.**, Karanxha, Z., & Dickerson*, M.
- Readers and leaders in liberation technology: Aspiring principals using social media, (UCEA, Nov. 2014, D.C.) **Agosto, V.**, Karanxha, Z., W. R. Black & Dickerson*, M.
- Gulf Coast principal preparation program, Video Documentary, Film Series (UCEA, Nov. 2014, D.C.), **Agosto, V.**
- Art/is/try: Molding curriculum leadership and theory (Bergamo Conference, Oct. 2014, Dayton, OH).
- Mentoring: Building a curriculum to support Black males, American Association for Teaching and Curriculum (AATC, Oct. 2014, Tampa) Dickerson*, S. L. & **V. Agosto**
- Resisting scripted curriculum leadership, American Association for Teaching and Curriculum (AATC, Tampa, FL, Oct. 2014), Broomes-Hinds*, A. & **Agosto, V.**
- Place walking: A trioethnography on biracial identities. (*International Congress of Qualitative Inquiry*, May 2014, Urbana) Panel with Joe Norris on Duoethnography. **Agosto, V.**, Marn, T.*, & Ramirez, R.*
- The legacy of Charlie Walker: From colored to International Baccalaureate School (AERA, April 2014, San Francisco). Elam, D., Kyobe*, C., & **Agosto, V.** (Biographical and Documentary Research SIG).
- Things we hold dear: The sedimentation of assessment in material culture. (AERA, San Francisco, April 2014). Critical Issues in Curriculum and Cultural Studies). **Agosto, V.**, Wolgemuth, J., Frier, A. *, Green, S. *, Riley, M. *, & Romano, J.

Construction of the worker situated on the autism spectrum: A critical interpretive synthesis of peer-reviewed literature on transition for youth with disabilities (AERA, April 2014, San Francisco). Critical Disability SIG). Wolgemuth, J. R., Riley, M.*, **Agosto, V.**, & Jones, R.*

Productive tensions in mentoring (AERA, San Francisco, April 2014). Mentoring and Mentoring Practices SIG), Session Organizer: **Agosto, V.** Discussant: Frances Tochon. Tensions in Cross-Cultural Mentoring. Esnard, T., Cobb-Roberts, D., Wu, K., Unterreiner, A., **Agosto, V.**, Karanxha, Z., & Beck, M.

The intersection of race and place in biracial identities: A Trioethnography. (Race and Place: Cultural Landscapes of Black life in America February, 2014, A national conference hosted by the Institute on Black Life at the University of South Florida), Travis M. Marn*, Rica Ramirez*, & **V. Agosto.**

Girls and discipline: Intersections of identity and place. (Race and Place: Cultural Landscapes of Black Life in America, February 2014, A National conference hosted by the Institute on Black Life at the University of South Florida). McConnell, H.*, **Agosto, V.**, Karanxha, Z., Cobb-Roberts, D., & Allen, L.*

2013 (6)

Assistant principal interns: In mentoring relationships with faculty and principals (UCEA, November, 2013, Indianapolis) **V. Agosto, V.**, Karanxha, J., Sadusky, R.*, Bench, S.*, Haines, J., & Burrello, L.

Field research: An analogy for assistant principal preparation (UCEA, Indianapolis, November, 2013) Ignite Session.

Girls and discipline: Intersections of identity (AESAs, Baltimore, November, 2013). **Agosto, V.**, Karanxha, Z., Cobb-Roberts, D., Allen*, L., & McConnell*, H.

Transnational peer mentoring: Sustaining women faculty in the academy (, AERA, Vancouver, April 2012). Symposium. Like running bamboo: Rhizomatic thinking about cross-cultural collaborative mentoring. San Francisco, CA. **Agosto, V.**, Karanxha, Z., Unterreiner, A., Beck, M., Cobb-Roberts, D., & Esnard, T.

The legacy series: Embedding cultural competence in our academic environment. Popular/American Culture Association (Washington, DC, March, 2013). Elam, D., **Agosto, V.**, Kyobe*, C. K., Cobb-Roberts, D., & Karanxha, Z.

Critical media literacy for educators: Focusing on (popular) culture, diversity, and equity pedagogy (March, 2013). Popular/American Culture Association. Washington, DC **Agosto, V.**, Karanxha, Z., & Cobb-Roberts, D.

2012 (12)

Teacher leadership: Women (of African descent) enacting social justice, (November, 2012) UCEA. Denver, CO (**Agosto, V.**, & Karanxha, Z.). Discussant: Terah Venzant-Chambers.

Curriculum leadership that is culturally relevant. (). (UCEA, Denver, November, 2012). Symposium with Vanover, C., et al). Teaching Educational Administration (Karanxha, Z., & **Agosto, V.**). Discussant: Frank Hernandez

In the midst of risk: A cross-case analysis of ethnically diverse women in academia. (Association for the Study of Higher Education [ASHE], Las Vegas, NV, November, 2012). Cobb-Roberts, D., **Agosto, V.**, Karanxha, Z., Turner, C., Jain, D.

- Women mentoring across borders: Double crossing ethnic, institutional, and epistemological territories. (Association for the Study of Higher Education [ASHE], Las Vegas, Nov. 2012). **Agosto, V.**, Karanxha, Z., Unterreiner, A., & Beck, M.).
- A *scripted* curriculum: What movies teach us about dis/ability and Black males. *Critical Race Studies in Education* (CRSEA. May, 2012). New York: Teachers College. **Agosto, V.**
- CRT to the 3rd power in academia: Reluctance, resistance, and risk. Panel. *Critical Race Studies in Education Association* (CRSEA, New York, May, 2012). Cobb-Roberts, D., **Agosto, V.**, Karanxha, Z., Jain, D., Buenavista, T., Rhodes*, B., Campbell*, S.
- CRiT wandering in the field: Toward education and racial justice. Town Hall Meeting. (*Critical Race Studies in Education Conference* [CRSEA], New York, May, 2012). Jones, R.* , Allen, L.* , **Agosto, V.**, Karanxha, Z., Closson, R. Cobb-Roberts, D., Elam, D. M.
- Journey of Elam: Her servant-leadership pedagogy as a public intellectual For the symposium: Embracing Soul Work: Black Educators Teaching for Justice. Chaired by Donyell Roseboro and Sabrina Ross. (AERA, Vancouver, April, 2012). Karanxha, Z., & **Agosto, V.**
- The ABC's of inclusion: Accountability, budget, and collaborative teaching For the symposium: What Does a District's Commitment to "Inclusive Practices" Mean and How Does It Affect School Practices? Chaired by William Black. (AERA, Vancouver, April 2012). (Knollman, G.* , Karanxha, Z., & **Agosto, V.**
- Cross-case analysis: Making sense of it all. For the symposium: What Does a District's Commitment to "Inclusive Practices" Mean and How Does It Affect School Practices? Chaired by William Black. (AERA, Vancouver, April, 2012). **Agosto, V.**, Hoppey, D. & Karanxha, Z.
- Journey into the embrace of risk: A collaboration of allies across races and conferences. Symposium - Women's ways of mentoring in the academy: Reflections across Transnational Borders. Chaired by Joyanne De Four-Babb. Narrative SIG, (AERA, Vancouver, April 2012). **Agosto, V.**, & Karanxha, Z..

2011 (6)

- Traversing social (in)justice in educational leadership preparation: Counter-narratives of African American women. Discussant: Christa Boske (University Council of Educational Administration [UCEA], November, 2011). (Karanxha, Z., & **Agosto, V.**)
- High school study of inclusion. For the symposium District Study of Inclusion. Paper, Hosted by Burrello, et al.) *University Council of Educational Administration* (UCEA, November, 2011), (Knollman, G.,* Karanxha, Z., & **Agosto, V.**)
- Uncovering power and privilege in curriculum policy: Competing voices in a state textbook adoption process. *Critical Race Studies in Education Association* (CRSEA, San Antonio, May 20, 2011),. Roundtable discussion. Williams-Stubbs, R.* & **Agosto, V.**
- Working academia: Female scholars of color in higher education. Symposium (Cobb-Roberts, D., Agosto, V., Karanxha, Z., Turner, C., & Jain, D.). Paper: "I Prayed on it.": Resistance meets spirituality in Academia. *Critical Race Studies in Education Association Conference* (CRSEA, San Antonio, May 20, 2011). **Agosto, V.** & Karanxha, Z.
- Traversing social (in)justice in educational leadership preparation: Counter-narratives of African American women. *Critical Race Studies in Education Association* (CRSEA, San Antonio, May 21, 2011.) Karanxha, Z., & **Agosto, V.**

Teacher leadership: Black females experiencing and enacting social justice. *Critical Race Studies in Education Association* (CRSEA, San Antonio, May 20, 2011). **Agosto, V., & Karanxha, Z.**

2010 (8)

Equity, social justice, and quality in school leadership preparation: A critical self-assessment to build criteria for candidate selection, *American Evaluation Association (AEA)*, San Antonio, November 2010). Bellara,* A., Karanxha, Z., & **Agosto, V.**

Searching for the needle in a haystack: A social justice orientation among aspiring leaders. University Council for Educational Administration (UCEA, New Orleans, October, 2010) *Paper presentation.* **Agosto, V., & Karanxha, Z.**

Self-assessment for equity (SAFE). University Council for Educational Administration. Paper presentation. (UCEA, New Orleans, October, 2010). Karanxha, Z., **Agosto, V., & Bellara, A.***

The hidden curriculum: Candidate diversity in educational leadership and policy preparation. Paper presentation (University Council for Educational Administration [UCEA],), New Orleans, October, 2010). **Agosto, V., Karanxha, Z., & Bellara, A.***

Battling inertia and confronting racial diversity in the echelons of educational leadership. Paper presentation. (National Race and Pedagogy Conference, Puget Sound, October, 2010), **Agosto, V., Karanxha, Z. & Bellara, A.***

Critical race theory (CRT) based praxis in educational leadership. Paper presentation. Critical Race Studies in Education Association Conference (CRSEA, Salt Lake City, May, 2010). **Agosto, V., Karanxha, Z., & Bellara,* A.**

Refractions of identity: Social bi/racial justice, Paper presentation. (American Education Research Association (AERA, Denver, April, 2010). **Agosto, V.**

Education they inspire. Paper presentation. (Association of Teacher Educators [ATE], Chicago, February 15, 2010), **Agosto, V.**

2009 (5)

The education they inspire, National Association for Multicultural Education (NAME, November 26, 2009), Denver, CO. Roundtable discussion. **Agosto, V.**

The education they inspire, (Bergamo Conference, Dayton, October 17, 2009). Paper Presentation. **Agosto, V.**

Social justice ally, mentor, model: Incongruent conceptions from a biracial and Critical Race Theory perspective, Supporting and Retaining Diverse Faculty: Research, Scholarship, Mentoring, and Tenure, Institute on Race and Ethnicity, Milwaukee, WI, April 16, 2009 Paper Presentation. **Agosto, V.**

Incongruent conceptualizations: Prospective teachers of color as mentors, role models, and social justice allies, American Educational Research Association (AERA, San Diego, April 17, 2009). Paper Presentation. **Agosto, V.**

Incongruent conceptualizations: Prospective teachers of color as mentors, role models, and social justice allies. (Social Justice and Equity Conference, Pomona, New Jersey, March, 28, 2009). Paper Presentation. **Agosto, V.**

2008 (2)

Prospective teacher of color: Pathways and orientations to social justice values. Paper Presentation. American Educational Research Association (AERA, New York, March, 2008). **Agosto, V.**

Prospective teacher of color: Complexity in the articulation of social justice values. Graduate Student Forum. (ATE, New Orleans, February, 2008), **Agosto, V.**

2006 (1)

Intratextualities: The poetics of the Freedom Schools (1964). Paper Presentation. (American Educational Research Association [AERA], Division B Curriculum Studies, San Francisco, April 7, 2006). **Agosto, V.**

2005 (1)

Missing in action: Locating bodies in progressive education. Roundtable II Discussion. Disability Studies Special Interest Group, (American Educational Research Association [AERA] Conference, Montréal, Quebec, April 11, 2005). **Agosto, V.**

2004 (1)

What are we tripping on?: Transgressing the fault lines in the preparation of multicultural educators. Discussion. National Association of Multicultural Education (NAME Conference, 2004), Kansas City, MO. (**Agosto, V.**, and Grant, C. A.).

REGIONAL PEER-REVIEWED CONFERENCE PRESENTATIONS

2012

Absence and ubiquity: Identifying and challenging Dis/ability narratives in popular culture. Midwest Popular and American Culture Association (MWPCA/ACA, Columbus, October, 2012). Roundtable with **Agosto, V.**, Ali, A., Duchastel, C., & Johnson, M. [INVITED]

2011

What movies teach us about dis/ability: Lessons for school educators and leaders. Paper Presentation. Midwest Popular and American Culture Association (MWPCA/ACA, Milwaukee, WI, October 16, 2011). Section on Disability & Popular Culture. **Agosto, V.**

SYMPOSIA

2012

Assessment: In conversation with social justice. UCEA Center for Educational Leadership and Social Justice, 5th Annual Duquesne Educational Leadership Symposium (DELS, May, 2012). "Connecting Assessment and Social Justice: Moving Beyond the Politics of Accountability". (**Agosto, V.**, & Jones, R. *) [INVITED]

WORKSHOPS/COLLOQUIA

2016

Diversity, Attrition and Clinically-Rich Undergraduate Teacher Preparation: Challenges and Support for Multicultural Students, 13th Annual Diversity Summit (March 31, 2016) Van Ingen, S., Danielle, D., & Agosto, V.

2011

Collaborative biographies and counter-narratives in social justice educational leadership. (Narrative Research in Progress Conference, May 27, 2011, Anchorage, Alaska. **Agosto, V.**, & Karanxha, Z.

KEYNOTE ADDRESSES

2016

Women Advancing (in) Academia, April 15, 2016, Diversity Speaker Series, Miami University
2013

Pledge to shine bright like a diamond: Increasing presence by using technology. Technology Summit. April 19th, College of Education

RESEARCH PROJECTS

- 2017: Play it forward leadership (PlayFl): Transformative arts-based approaches to dialogue and development in education. The study on the use of arts-based approaches to facilitate leadership development and dialogue focused on problems of practice in education. Principal investigator: Agosto, V. Co-Investigators are Andrew Bratspis*, Tara Nkrumah*, LaSonja Roberts*, and Maria Migueliz Valcarlos* (IRB submitted 2/2017). Accepted for presentation at UCEA, 2017.
- 2016: Resident Assistants (RAs) who identify as Black women. The purpose of this study was to understand how the climate of a predominantly White institution and how women undergraduates who identify as Black navigate is a students and employees (RAs). This work contributes to understandings of race and gender related to student success and leadership. It informs the fields of higher education, namely student affairs, and educational leadership. (IRB approved March 2016; Dissemination outcomes: 1 article published 2017, *NASPA Journal about Women in Higher Education*) w/ Ericka Roland*
- 2015-2017: Exploring reasons for premature exits from a preparation program. Since the inception of a teacher preparation program emphasizing clinically experience in 2011, there had been few who prematurely exited the program. However, of those who have most were from populations under-represented in the teaching profession. Co-Principal Investigators Danielle Dennis, Sarah Van Ingen, and Vonzell Agosto. (IRB app 10/28/2015). Pro00023756). Presented at USF's 13 Annual Diversity Summit: AERA 2017, paper in progress 2017).
- 2015-2016: Life histories and legacies in educational leadership. As study of how school administrators narrate their leadership and identity development. These partial life story narratives focus on mentoring and provide insight into their lives and legacies as people from historically marginalized groups (related race, ethnicity, and/or sexual orientation). (IRB Pro00021459 expired 3/16). Dissemination outcomes: Presented at AERA; Published in *National FORUM of Educational Administration and Supervision Journal* with Angel Hernandez* and Heather McConnell*.
- 2014-2015: Swarming and Distributing: Alternative Movements in Mentoring and Faculty Development for Women in Educational Leadership. This study 1) examines the relationship between mentoring and faculty development among women faculty in educational leadership, including how they create and use knowledge; 2) interrogates how the activities of reflective and creative intelligence in mentoring and faculty development are supported and constrained. Co-principal investigator with Bristol, Karanxha, & Nganga (Principal Investigator) (IRB Approval 2014 # IRB-1408005-EXM: AERA 2016; In progress).
- 2013-2017: Girls and Discipline: Intersections of identity. This is a multi-case study with girls in various communities, organizations, and schools. Discipline is addressed as a socializing influence on the identity and experiences of girls of color. The role of the hidden curriculum and leadership (teachers, administrators) are explored. Agosto, V., Karanxha, K., Cobb-Roberts, D., McConnell, H., Allen, L.* (IRB extended to 2017). Dissemination: Presented at AESA 2015 and UCEA 2016. 1 chapter in book published with Routledge, 2017; 1 revised and resubmitted 3/2017 to the *Journal of Negro Education*.

- 2013-2014: Building culturally relevant curriculum from the legacy of a namesake school: This project involves unit planning based on a digital collection of artifacts in order to create culturally relevant curriculum. This research component involves constructing a life history of the school, supporting the development of culturally relevant curriculum by teacher leaders, and exploring the influence and practice of the school principal as curriculum leader (Policy and document analysis: 1 article published in the *Journal of Curriculum and Pedagogy* 2017 with Charles Kyobe* and Donna Elam.
- 2012-2017: The construction of the “worker on the autism spectrum”: A critical interpretive synthesis. Jennifer Wolgemuth, Vonzell Agosto, Roderick Jones*, Michael Riley* (IRB approved; Dissemination outcomes: AERA 2015 - 2016; 2 articles published in *Disability & Society*, 2016; *Education Researcher* 2017.
- 2014-2016: The past, present and future of assessment with Jennifer Wolgemuth and students Anne Anderson*, Aimee Frier*, Michael Riley*, Kathryn Morphew*, Rocky Tyler*, Stephanie Green* Dissemination: Published article in *The Qualitative Report*; Two articles in process on dystopia and objects.
- 2010-2012: Program evaluation of leadership preparation for social justice through equity lens. Self-assessment for equity (SAFE). Principal Investigators: Zorka Karanxha and Vonzell Agosto. IRB expired. Disseminations outcomes: Published 3 journal articles and 2 book chapters).
- 2010-2011: Inclusive education. PIs Leonard Burrello & Jeannie Kleinhammer-Tramill. (Report)
- 2004-2006: Qualitative research project: How Latinos experience the preservice teacher program in a university with a predominantly white student body. PI: Mary-Louise Gómez. (IRB expired; Dissemination outcome: Published 2 journal articles)

FUNDED GRANTS (\$3, 751, 403.00)

2016-2017 Funded

Agosto, V. (Principal Investigator). *Play it Forward Leadership (PlayFL): Transformative Theatrics*. (1 year, 2016). Office of Community Engagement and Partnership's (OCEP) Community Engagement Grant, \$4,000.00 (2016-2017). The project provides leadership development for youth and adults to facilitate and engage in co-generative dialogue across communities of students, educators, administrators, families and community members using theater techniques that foster anti-oppressive processes and outcomes. Tara Nkrumah, Andrew Bratspis (USF students) in collaboration with the Farmworkers Self Help Organization's Dreamers Teatro Crew – Theater Director Cornelio Aguilera.

2014-2019 Funded

Kleinhammer-Tramil, P. J., Karanxha, Z., & Agosto, V. (2014). (Co-Principal Investigator). *Preparing Leaders for Faculty Roles in Special Education Policy Studies (SEPS)* (5 years). U. S. Department of Education, Office of Special Education Programs, Grant (CFDA) # 84.325D. \$1,245,861 (5 year total). Funded, 2014. (Co-authored, taught course, directed student research).

2011-2014 Funded

Burrello, L. C., Rolle, R. A., Black, W. R., Karanxha, Z., Agosto, V. (2011). Co-Principal Investigators. USF and Gulf Coast Embedded Leadership Preparation Program. *Race to the Top*

Job-embedded Principal Preparation Program funded by Florida Department of Education, Grant (CFDA) #84.395A. \$2,500,000 (3 year total). **2011-2014**. (Helped to write the grant; Serve as liaison to interns, conduct site visits monthly, read and provide constructive feedback on monthly reflections, teach, attend district partner meetings, and presentation inquiry institutes).

PROFESSIONAL SERVICE

I bridge teaching and research to professional service that promotes equitably excellent education characterized by diversity and supported by technology and the arts.

SERVICE TO THE PROFESSION

National Organizations

Program Co-Chair AERA Division B Curriculum Studies, 2017-2019
 Communications Chair, Leadership for Social Justice Special Interest Group, AERA, 2016-2018
 Executive Member of the Governing Council of the Curriculum & Pedagogy Group, 2015-2018
 Vice-President, FL Chapter of the National Association of Multicultural Education, 2015 - 2017
 Member of FL National Association of Multicultural Education Advisory Committee, 2013-2014
 Reviewer, Emerging Scholar Award, AERA Critical Issues in Curriculum & Cult Studies, 2016
 Reviewer, Student Award Best Paper, AERA SIG Critical Issues in Curric & Cult Studies, 2014
 Co-Chair AERA Division B Curriculum Studies Section 6: Arts, Youth, and Action, 2012-2014
 Member of the Publications Committee: Leadership for Social Justice AERA SIG, 2011-2014
 Member of the Program Committee: Critical Race Studies in Education Conference, 2011-2012
 Member of the Program Committee, American Education Studies Association (AESA), 2015
 Chair of Review Committee 21: National Association for Multicultural Education, 2011

Journals

Co-Editor of the *Journal of Cases in Educational Leadership* 2013-2019 (Lead: 2015-2017)
 Editorial Board Member, [INVITED] *The Journal of Critical Media Literacy* 2017
 Editorial Board Member, *Journal of Curriculum and Pedagogy* 2013-2017
 Editorial Board Member [INVITED], *International Journal of Whole Schooling* 2014-2017
 Invited Reviewer: *American Educational Research Journal* 2017
 Invited Reviewer: *Teachers College Record* 2012, 2014, 2017
 Invited Reviewer: *International Journal of Qualitative Studies in Education* 2014 - 2017
 Invited Reviewer: *Education Administration Quarterly* 2011, 2012, 2013, 2015, 2016
 Invited Reviewer: *Cogent Education*, 2017
 Invited Reviewer: *Journal of Negro Education*, 2016
 Invited Reviewer: *South African Journal of Philosophy*, 2016
 Invited Reviewer: *Educational Studies*, 2016
 Invited Reviewer: *Multicultural Perspectives*, 2016
 Invited Reviewer: *International Journal of Multicultural Education*, 2016, 2017
 Invited Reviewer: *Children and Youth Services Review*, 2016
 Invited Reviewer: *Race, Ethnicity and Education* 2015
 Invited Reviewer: *Journal of Cases in Educational Leadership* 2011, 2013 [Co-Editor 2013-19]
 Invited Reviewer: *Journal of Equity & Excellence in Education*, 2008, 2009, 2014
 Invited Reviewer: *Journal of Teacher Education*, 2008

Conferences

Invited Session Chair: "People of Curriculum: Gloria Ladson-Billings, William Pinar, Gayatri Chakravorty Spivak, and Jessica Benjamin" (AERA, 2017).

Invited Co-Chair with Crystal Laura of the Division B (Curriculum Studies) Highlighted Session, "Sandra Bland and the Responsibility of Educational Researchers to Say her Name." (AERA, 2017).

Invited Session Chair: "The Principal, The Superintendent, & The Union" at AESA, 2015.

Invited Session Chair: "Educational School Climate: Issues of Safety and Discipline" at UCEA, 2014.

Invited Roundtable Chair: AERA Expanding the Social Imagination: Decolonizing, and Deconstructing Youth & Art, 2013

Invited Reviewer: Proposals: AERA Div. B Section 1 Critical -Post-Foundationalist 2013, 2016

Invited Reviewer: Proposals AESA: 2015

Invited Reviewer: Proposals AERA Div. B: Historical, Philo, & (Inter) Disc. Knowledges, 2014

Invited Reviewer: Proposals- National Youth At-Risk Conference, 2012, 2014

Reviewer: Proposals - UCEA conference 2009, 2010, 2013, 2014

Reviewer: Proposals - AERA SIG Leadership for Social Justice 2016

Reviewer: Proposals - National Assoc. for Multicultural Education (NAME), 2011 - 2013, 2015

Reviewer: Proposals - ASHE (Assoc. for the Study of Higher Education) 2012, 2013

Reviewer: Proposals - AERA SIG Race, Ethnicity, and Gender, 2011

Reviewer: Proposals - AERA Div. K: Sect. 4 Teaching & Teacher Education, 2011

Reviewer: Proposals - AERA SIG Scholars of Color, 2011

Reviewer: Proposals - AERA conference, 2010, 2011, 2012, 2013

SYSTEM OR UNIVERSITY – WIDE SERVICE

Committee on Black Affairs (COBA) Member 2014-2015; Chair 2015-2018

Graduate Council Curriculum Committee Member, 2015-2018; Co-Chair 2017, Chair 2017-2018

Graduate Council Member, 2015-2018

System-Wide Committee on the Evaluation of Teaching – Member, 2014-2015

(Discuss all aspects of evaluation by students of the teaching/instruction by employees)

Student Organization, Special Olympics@ USF, Advisor, 2014-2015

USF/COEDU Ad Hoc Committee Member for Online Course Evaluations, 2013-2014

(Participate in monthly meetings, craft policy)

COLLEGE-WIDE SERVICE

Co-Chair of the Spring 2017 Colloquium Planning Committee and Distinguished Scholar

Lecture, with Sarah Kiefer and co-members: Drs. Cobb Roberts, Nathan Fisk, Sarah Kiefer, Shannon Suldo, Jennifer Wolgemuth and Jennifer Schneider.

Graduate Programs Committee, 2015-2017 *(Assess materials for graduate programs)*

Diversity Facilitator, Anchin Center, 2014-2017. *(Manage communication/coordination of diversity initiatives -campus or community-that are of interest to educators).*

Undergraduate Programs Committee, 2014-2015. *(Assess materials for undergrad programs)*

USF/COEDU Outstanding Latino/a Educator (OLÉ) Award, Co-Chair 2011-12; Chair 2012-14.

(Schedule and facilitate committee meetings, solicit and evaluate nominations, plan and host event, clerical work such as payment of stipends, videotaping; recruit volunteers)

USF/COEDU Member: Outstanding Latino/a Educator (OLÉ) Award Committee, 2010, 2011

USF/COEDU Hiring Committee for Counselor Education, 2012-2013

(Read applications, deliberated on candidates, attended job talks, interviewed)

USF/COEDU Member Diversity Committee, 2009-2011; Co-Chair: 2012-2015

(Co-Chair: Planned retreat, presented, organized meetings, forums)

USF/COEDU Member of the Technology Action Group (TAG), 2010-2013

(Planned technology showcase, provided keynote address, attended monthly meetings)

USF/COEDU Member: Diversity Committee, 2009-2011 *(organized professional development)*

DEPARTMENTAL SERVICE

The Academy for Teaching and Learning Excellence (ATLE), Faculty Liaison, 2017.

Search Committee Member, 2016-2017 (USF ELPS) Assistant Professor (screened, interviewed)

Ad hoc committee on Revising the Department's Governance Document 2016-2017

Doctoral Committee, 2011-13, 2015-17 (ELPS) (Evaluated applications)

Masters Committee, 2009-10, 13-17 (ELPS) (Evaluated applications, developed procedures)

Search Committee, 2014-2015 Instructor Position (Created screener tool, evaluated/interviewed)

Department Social Media Manager, 2013 - 2016 (USF ELPS) (Created/monitored Facebook)

Department Web Manager 2011-2012 (USF DELPS)

Berbecker Scholarship Committee, 2011, 2015-16 (USF DELPS)

Hiring Committee for Department Chair (USF DELPS), 2009-2010

PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED

National Professional Development Provided

2017

- Sisters of the Academy (SOTA) Research Boot Camp, Senior Scholar Mentor, Tallahassee, FL Aug. 1-5, 2017 Mentored 5 early career (junior) scholars and advanced doctoral students. [RE-INVITED]
- Mentor for the William L. Boyd National Educational Politics Workshop. Hosted by Division L in conjunction with the Politics of Education Association and UCEA at AERA 2017 [INVITED]
- Panelist for "Don't Look Past Me: Women Researchers in Academia, March 23, 2017. Hosted by the Graduate Student Applied Research Network and Elizabeth Miller in Anthropology [INVITED].

2016

- Sisters of the Academy (SOTA Research Boot Camp, USF Tampa, May 9-13th, 2016. Mentored 5 early career (junior) scholars and advanced doctoral students. USF [INVITED]
- Mini-Lecture, "Matrix of Anti-Oppressive Education". USF Center for Leadership and Civic Engagement's (undergrads) Lunchtime Leadership Series: Social Justice 101 [INVITED]

2015

- Sisters of the Academy (SOTA) Research Boot Camp, Senior Scholar Mentor, Tallahassee, FL Aug. 2-8, 2015 Mentored 5 early career (junior) scholars and advanced doctoral students. [INVITED]

2014

- Invited to facilitate UCEA Modules from The Fund for Improving Post-Secondary Education (FIPSE), [INVITED] by Mark Gooden, UCEA Oct. 2014,

2013

- Facilitated adoption of UCEA Modules from The Fund for Improving Post-Secondary Education (FIPSE). [INVITED] by Mark Gooden, AERA April 30

College-Wide Faculty Development Provided

2015-2017

- Philosophies of Inquiry Advisory Group Member, 2015, 2016, 2017
- Qualitative Research Inquiry Group, 2015, 2016, 2017

2013

- Revise and Resubmit, Sacrifice or Surrender: Methodological and Ethical Struggles in Publishing Qualitative Research. Jennifer Wolgemuth, **Vonzell Agosto**, Zorka Karanxha, & Deirdre Cobb-Roberts. Center for Research Evaluation & Measurement. [INVITED]
- Pledge to Shine Bright like a Diamond: Using Technology to Increase Presence for the USF College of Education Technology Summit. April 19, 2013

2012

- Critical Media Literacy: Diversity Committee (November, 2012)
- Teaching Philosophy and Personal Identity Dev. - Diversity Committee (February, 2012)
- Technology Summit Planning Committee, USF COEDU, Hosted NVivo Webinar (2012)

Professional Development Acquired

2013

- TO 101: How to Teach Online. Professional development course. A faculty certification course provided by Innovative Education -University of South Florida, Nov.– Dec. 2013
- Using Popular Culture in Your Teaching: E-teaching and tech workshop. Nov. 2013

2012

- *Cultural Proficiency: A Way of Working in the World Webinar*. Thursday, June 21, 2012 with Kikanza Nuri-Robbins.
- *Research-Mentoring Program for Early Career Scholars of Color*. AERA, Hosted by the Committee on Scholars of Color in Education (CSCE). Mentor: Judy Alston (April, 2012)
- *My Ed. Leadership Lab and Course Connect Webinar* (February 2012), Hosted by Pearson. Online web course supplementary materials.

2011

- *Articulate Academy* (2011-2012). Selected to participate in an online course conversion workshop and year long initiative at USF through use of advanced software (*Articulate*).
- *QSR International Webinar* (2011): Looking at your data through multiple lenses: A practical guide. Lead by mixed methods research practitioners Leech & Ongwuebuzie.
- *Narrative Research in Progress Conference* (May 27, 2011). Collaborative Biographies and counter-narratives in social justice educational leadership. Selected to participate in a weeklong workshop developing narrative research project. Hosted by Cathy Coulter and Stephanie Pinnegar. Guests Tom Barone & Shaun Murphy.

2010

- *AERA Preconference Institute* (2010): Social Justice Activism. Selected to participate in a two-day institute on bridging scholarship and activism toward social justice. Hosted by Division B: Curriculum Studies: Hosted by Fran Huckaby and Leslie Bloom. Guest Speakers: Kevin Kumashiro, Erica Meiners.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA), 2004-Present

AERA Division Member B: Curriculum Studies, 2009-Present

AERA Division Member A: Administration, Organization & Leadership, 2012-Present

AERA Division Member L: Educational Policy and Politics, 2010-2011

AERA Division Member G: Social Context of Education, 2004-2007

AERA SIG Member: Critical Issues in Curriculum and Cultural Studies, 2011-Present

AERA SIG Member: Leadership for Social Justice, 2010-Present

AERA SIG Member: Qualitative Research, 2016-Present

AERA SIG Member: Arts-Based Research, 2012-2016

AERA SIG Member: Elliot Eisner, 2013-2017

AERA SIG Member: Narrative Inquiry, 2011-2013

AERA SIG Member: Biographical and Documentary Research, 2012-2014

AERA SIG Member: Hispanic Research Issues, 2011

Curriculum and Pedagogy Group, 2014 - Present

American Association of Educational Studies (AESAS) 2012-Present

Midwest Popular Culture Association, 2011-2015

National Association for Multicultural Education (NAME), 2009-Present

Association of Teacher Educators (ATE), 2008-2015, 2017

Critical Race Studies in Education Association (CRSEA), 2010-2012

TRAVELS

Greece, Turkey, Thailand, Costa Rica, Venezuela, Canada, Mexico, Italy, Egypt, Puerto Rico, Spain, St. Thomas, Cayman Islands, Jamaica

PROFICIENCY IN LANGUAGE OTHER THE ENGLISH

Conversational Spanish

References for Dr. Vonzell Agosto

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