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National Youth-At-Risk Conference Savannah

2020 Draft Conference Program

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## Read, Write, Rhyme: Increasing Reading performance with hip-hop texts

Crystal Monique LaVoullé

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National Youth at Risk conference 2020

“Helping Adults serve Youth”

1. TITLE:

Read, Write, Rhyme: Increasing Reading performance with hip-hop texts

2. RELEVANCE:

Explain how the proposal relates to one or two (no more than two) of the five strands

This presentation supports the “Head” conference strand. Approaching this research, I operated from the belief that the hip-hop phenomenon was ripe for pedagogical exploration. Most research on hip-hop culture explores its origin as a social movement (Rose, 1991) or analyzed the lyrical content of rap songs (Henderson, 1996) or provided an argument for usage in the classroom (Akintunde, 1997; Callahan & Low, 2004). This research, however, uses hip-hop texts to support reading comprehension and the application of critical literacy applied to math, science and social studies. This presentation addresses the issue of hip-hop culture’s encroachment upon the school environment and the ways that hip-hop can be used to improve reading comprehension and critical thinking. The desire to increase student engagement and improve students’ critical thinking skills led to the creation of a new instructional approach using hip hop texts. As popular culture becomes a more dominating aspect of the school environment, it may give insight to educators with students that are heavily influenced by the nuances of popular cultures such as hip-hop.

3. BRIEF DESCRIPTION:

Write an informative and interesting description of your presentation in 30 to 60 words; include specific objective(s), topic(s), and target audience. (If accepted, this description will be used in the conference program.)

This presentation describes the *Harlem Renaissance to Hip Hop Movement*, a literacy program that uses best practices in literacy instruction to improve reading comprehension, critical thinking, and writing. Moving beyond educational hip-hop songs and videos, this presentation offers insight into effective ways to increase Georgia Milestone Assessment scores in both English language arts and social studies using a variety of hip-hop texts.

#### 4. SUMMARY:

Summarize proposal in 250 to 350 words. Preference will be given to proposals that describe practical models, programs, methods, strategies, or practices and provide “take home” learning opportunities for participants. Session presentations must not include advertisements for books, products, programs, or services.

This presentation describes the components of the *Harlem Renaissance to Hip Hop Movement*, a literacy program that uses best practices in literacy instruction to improve reading comprehension, critical thinking, and writing. Moving beyond educational hip-hop songs and videos, this presentation offers insight into effective ways to increase Georgia Milestone Assessment scores in both English language arts and social studies using a variety of hip-hop texts. Based on Common Core Standards for English language arts and social studies, participants learn how hip-hop related documents are used as primary or secondary sources allowing students to cite text, make logical inferences, and make connections among and distinctions between individuals, ideas, or events. Based on cognitive complexity, the activities presented support discourse around social economic status, classism and social justice as they relate to education of the current hip-hop generation.

In this presentation, participants will engage in discussion about what it means to be a literate person in a technological society and how schools can support and develop students’ reading abilities. The *Harlem renaissance to Hip Hop Movement* offers a practical model that can be integrated across content to support school-wide literacy plan. Participants walk away with

examples of how teachers can use the strategies presented to create content and effective questions.

## 5. EVIDENCE:

Describe evidence that demonstrates the field-tested effectiveness of the proposed solution or approach. Explain how the proposal is based on known research and promising practices.

This presentation is based on the Harlem Renaissance to Hip Hop Movement literacy program designed as part of the Literacy Through the Arts summer program used in Atlanta Public Schools. The techniques presented have been field-tested in teacher education courses as well as teacher professional development workshops. The activities are created in the emerging field of Hip-Hop-Based Education (HHBE). Marc Lemont Hill (2009) introduced (HHBE) as the collective educational research using hip-hop culture. Similar to other research within HHBE, this presentation offers activities that help teachers develop questions that generate high levels of cognitive thinking. Love (2015) examined the positive educational outcomes resulting when Hip-Hop-Based Education initiatives are used in early childhood classrooms. Authors Cummings, Chambers, Reid, and Gosha (2019) argued that applying hip-hop pedagogy to academic interventions effectively increases the ability to re-envision content into ones that reflect underrepresented students lived experiences. This presentation is based on current HHBE research and replicable practice.

Emdin, C., & Adjapong, E. S. (Eds.). (2018). # HipHopEd: The Compilation on Hip-hop Education: Volume 1: Hip-hop as Education, Philosophy, and Practice. BRILL.

Love, B. L. (2015). What is hip-hop-based education doing in nice fields such as early childhood and elementary education?. *Urban Education*, 50(1), 106-131.

6. FORMAT:

Select preferred presentation format (individual presentation to a group of 50–70, OR poster presentation). Poster presentations will provide an opportunity for interaction and consultation with conference attendees. These presentations should feature visual aids and handouts.

7. BIOGRAPHICAL SKETCH:

Provide brief biographical information about relevant professional experience.(FOR EACH PRESENTER)

Crystal LaVoulle, Ph.D.

Dr. Crystal LaVoulle is an international education consultant with a proven record of accomplishment in providing professional development. Dr. LaVoulle has worked with teachers and leaders in the United Arab Emirates, India, South Africa, and United States of America. Dr. LaVoulle created a series of professional learning workshops titled **Chronicles of Effective Teaching**© which provide teachers with tools to bridge the gap between students' current performance and their academic potential. She holds a doctorate from Georgia State University. Dr. LaVoulle specializes in school improvement and research in effective use of popular culture texts. Her books *Read, Write, Rhyme: Educators, Entertainers, and Entrepreneurs Engage in Hip-Hop Discourse* and *Teaching with Diversity and Cultural Competence in Mind: Using Popular Culture to Teach Social Justice* are available for purchase for conference participants.

With 20 years of educational experience, Dr. LaVoulle has worked with a diverse range of students and teachers and has earned a doctorate in Teaching and Learning from Georgia State University, a Masters of Public Administration in Policy and Education from the University of West Georgia, and a Bachelor's degree in Sociology from the State University of New York at Stony Brook. Dr. LaVoulle is committed to educating the world's children through intelligent leadership.

Dr. Crystal LaVoullé's consulting company, LaVoullé Group, LLC., specializing in differentiated professional learning and development. The Chronicles of Effective Teaching workshop series provides teachers with tools to bridge the gap between students' current performance and their academic potential. Using a collaborative conversational approach, the LaVoullé Group's Lead By Example workshop series supports school leaders by addressing critical barriers to school improvement such as school climate, school culture and teacher retention.

Dr. LaVoullé specializes in digital literacy and popular culture studies and uses her research interest to support teaching and learning in urban schools. Her book titled Read, Write, Rhyme Institute: Educators, Entertainers, and Entrepreneurs Engage in Hip-Hop Discourse, describes a hip-hop literacies experience shared by entertainers, entrepreneurs and educators who participated in a forum for intellectual dialog and Discourse about hip-hop culture. Her publications focus on global educational teaching practices and the politics of hip-hop culture, using popular culture as a teaching tool to connect with students and stimulate critical thinking.

Serving the education community at home and abroad, Dr. Crystal established a non-profit organization called Literacy Learners, INC. for Teachers Who Love to Travel. Through the non-profit, she has created educational experiences for teachers and leaders to investigate global issues, learn through hands-on cultural experiences, and promote literacy.

A brief representation of Dr. LaVoullé's work can be found following the links below:

LaVoullé Group, LLC. [www.lavoullé.com](http://www.lavoullé.com)

Standard Scrutiny <https://youtu.be/Jju8VQBDkks>

English language arts <https://youtu.be/D4of3swK1f4>

International Consulting video clip <https://youtu.be/Up9GSObZJy4>

### **Testimonials**

Principal testimonial DeKalb County School District <https://youtu.be/mgBi2cRXvzA>

Co-Teaching Pilot Atlanta Public Schools <https://youtu.be/KtfrVpmIQgY>

**Crystal LaVoullé, Ph.D.**  
[crystallavoullé@gmail.com](mailto:crystallavoullé@gmail.com)  
(404) 274-1570

## **EDUCATION**

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Ph.D. Teaching and Learning, Reading, Language and Literacy Education, Georgia State University (2014)

MPA Urban Economic Development, University of West Georgia (1997)

B.A. Urban Sociology, State University of New York at Stony Brook (1994)

## **CERTIFICATIONS**

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Educational Leadership P-12 (L7)

Reading Specialist Program Endorsement P-12 (T7)

Middle Grades: Social Sciences 4-8 (T7)

## **HIGHER EDUCATION EXPERIENCE**

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### **Adjunct Professor, Georgia State University, 2007- 2019**

College of Education

- Guided education students in conducting research, theory and implications for practice in which components of a comprehension reading program are modeled and demonstrated.
- Supervised candidates' field and clinical experiences.
- Provided observation and instructional activities in media technology.
- Supervised classroom experiences where students (1) examined ways of recording, analyzing, and using assessment information in daily classroom instruction; and (2) considered cultural, psychological, social, and political issues associated with traditional ability groups and alternative approaches to ability grouping that can be implemented to meet students' needs.
- Introduced theories and issues related to teacher research, literacy development and assessment.

**Courses**

EDRD 3400 Reading World 21<sup>st</sup> Century Texts

EDRD 2200 Reading for Undergraduate Success

EDRD 6600 Introduction to Methods and Materials in Literacy Instruction

EDRD 8550 Early Literacy and Assessment

EDRD 7550 Linking Literacy and Classroom Assessment

ELMT 7660 Internship in Library Media Technology

EPEL 7680 Urban Teacher Leadership Practicum

**Adjunct Professor, St. Thomas University, 2016-2017**

College of Education

- Provided an overview of the nature of reading and the theoretical processes of reading comprehension. Guided education students in conducting research, theory and implications for practice in which components of a comprehension reading program are modeled and demonstrated.
- Supported teachers' decision making processes regarding the instructional strategies for the diverse needs of learners in grades K-12

**Course**

RED 506 Processes of Reading Comprehension

**Adjunct Professor, Thomas University, 2014-2016**

College of Education

- Provided foundational understanding of formal and informal diagnostic assessment procedures used with reading difficulties



- Introduced different instructional strategies that reinforce the learner's strengths, as well as eliminate weaknesses
- Helped early childhood teachers develop literacy and critical thinking in their learners, as well as to motivate their students to become life-long readers of quality literature.
- Facilitated examination of major components of language and phonics that facilitate the acquisition of literacy, including phonology, morphology, syntax, word analysis strategies, vocabulary, fluency, and diverse socio-cultural influences on learning literacy.

### **Courses**

RDE 655	Diagnosis & Remediation of Reading Difficulties
RDE 654	Enhancing Literacy with Literature
RDE 656	Patterns of Practice in the English Language Arts
RDE 652	Methods & Materials of Teaching Reading in Early Childhood
EDU 610	Educational Research
EDU 612	Teacher as Researcher

### **Adjunct Professor, Mercer University, 2010-2012**

College of Education

- Led Graduate level teacher education students in the examination of the middle school curriculum.
- Provided instruction on diversified instruction, curriculum planning and assessment, common core curriculum, advisee/advisor curriculum, exploration, school activities, integrating the curriculum, cultural diversity enrichment, and integration of multiple subjects.
- Guided students in understanding the influences of socio-cultural and technological forces that have shaped the middle school curriculum.

- Supported teacher certification candidates in understanding the reading process, the developmental patterns of literacy, the interrelatedness of reading and writing, the role of reading in the content areas, and phonemic awareness.

## **Courses**

EDUC 460 Middle School Curriculum

EDUC 377 Effective Reading & Writing Methods

## **EDUCATIONAL LEADERSHIP EXPERIENCE**

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### ***Abu Dhabi Department of Knowledge/Ministry of Education, UAE 2016-2018***

#### ***Deputy Principal***

- Identified areas for growth in critical subjects, mathematics and science and established SMART goals with incremental steps to improve performance. Accelerated learning through development of best teaching practices after identifying action plans for mathematics and science courses.
- Streamlined Response To Intervention (RTI) process and transformed referral process for Special Educational students (SWDs).
- Supervised provisions for guiding the academic, personal, and behavioral needs of students including a systematized student attendance plan with positive behavior incentives resulting in 25% increase in attendance.
- Initiate dialog with school leadership to clarify needs, prioritize strategies and create a plan of professional learning support using gradual release model.

### ***Columbia Middle School, DeKalb County School District, 2014-2016***

#### ***Assistant Principal***

- Provided professional Learning for developing a data-driven School Improvement Plan
- Facilitated effective Leadership Team protocols
- Created New Teacher Mentoring program and reduced teacher turnover rate by 25%

- Developed community partnerships and increased middle school parent volunteers
- Formulated job-embedded professional learning based on teacher's individual performance levels

**Martin Luther King Jr. High School, DeKalb County School District, 2009-2014**

*Assistant Principal*

- Created instructional master schedule of 1,500 students and 125+ certified faculty, providing increased AP courses and common planning time for special education/general education co-teaching teams.
- Designed and facilitated a 2-day Summer Leadership conference with 100% participation by department chairs and subject leaders, while leading School Improvement Plan committees.
- Prioritized school improvement goals for Title I funds and established monthly parent meetings attended by 60% of Parent Teacher Association members.
- Reinvigorated Smaller Learning Communities, increased enrollment in Freshman and Career Technology Academies by 17% including an organizational structure for Career Academies including College and Workforce Readiness.

**Peachtree Charter Middle School, DeKalb County School District, 2004-2008**

*Assistant Principal for Instruction*

- Consolidated School Improvement Plan (CSIP) facilitator
- Created a seven period master schedule for 1,100 students
- Monitored all classroom instruction and grade reporting including supervision of the DeKalb County Parent Portal for 24-hour on-line grade access
- Utilize Georgia School Keys and Georgia Performance Standards to create a School Improvement Plan
- Emphasized assertive discipline techniques and decreased discipline referrals by 25 % by implementing team discipline policies

## K-12 TEACHING EXPERIENCE

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### **DeKalb Transition Academy, 2003-2004**

*Alternative Education Programs, Elementary Reading Specialist*

- Initiated a reading skills program for at-risk elementary students
- Utilized a multidiscipline instructional approach to reading to rebuild social and academic skills.
- Provided teacher professional development in effective reading techniques for at-risk youth and struggling readers

### **Stephenson & Avondale Middle School, 1999-2003**

*Reading Specialist and Department Chair*

- Taught Corrective Reading Decoding and Corrective Reading Comprehension programs for disabled middle school readers
- Diagnosed reading deficiencies and implemented individualized reading program for students scoring in lowest 25% on Iowa Test of Basic Skills
- Provided remedial reading instruction of decoding, word identification and oral reading deficits for students. Monitored \$17,000 annual reading budget for training and materials for SRA Direct Instruction program.

### **Stone Mountain Middle School, 1997-1999**

*Language Arts teacher*

- Taught English language arts to six, seventh and eighth grade students in a general level classroom setting introducing a variety on fictional and non-fictional texts.

## **EDUCATIONAL CONSULTING EXPERIENCE**

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### **LaVoullé Group / Read Write Rhyme Educational Services, LLC., 2010-2019**

#### *Literacy Consultant*

- Led pre-service and in-field teachers in the investigation and implementation of current research, theory, and trends related to effective instructional practices
- Conducted professional learning workshops on best practices and preferred Georgia co-teaching models
- Planned, developed and coordinated professional development workshops and courses to support Georgia Standards of Excellence
- Created and facilitated data analysis workshops for K-12 content area teachers
- Developed knowledge of adult learning theory, change processes, best teaching practices
- Designed and implemented curriculum to address literacy standards embedded into content
- Instructed educators on the effective uses of popular culture texts to motivate students and support traditional curriculum

## **PROFESSIONAL DEVELOPMENT EXPERIENCE**

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### **Genesis Innovation Academy, Atlanta Georgia 2019**

Leading ELA teachers to deepen their content knowledge and hone their performance in the areas below. Helping teachers focus their instruction to target growth areas in preparation of the Georgia Milestone.

### **DeKalb County School District, Lithonia Middle School, 2018**

Guiding teachers in unpack Georgia Standards of Excellence to ensure the depth of understanding of content standards.

### **Atlanta Public Schools, Dobbs Elementary School, 2015**

Developing professional learning training for Pre-K teachers

**Atlanta Public Schools, Office of High School Instruction, 2011-2012**

Intermediary Partner Services for Standards-Based Math II and English Language Arts, Special Education Co-Teaching Pilot

Provided training for secondary teachers on how to plan and implement lessons following an instructional framework.

**Metro West GLRS/Metro Regional Education Services Agency (RESA), 2010-2011**

Effective Co-Teaching in the Standards-Based English Language Arts Classroom

Implemented training for special education teachers on how to adapt and modify instruction for students with diverse academic and emotional needs.

**National Urban Alliance for Effective Education (NUA), 2008-2009**

Birmingham City Schools, Birmingham TRUST initiative

Taught 10 training sessions on the reading process and writing strategies.

**National Urban Alliance for Effective Education (NUA), 2008-2010**

Newark Public School, Striving Readers Grant

Implemented yearlong, on-going training for cohort of teachers on reading comprehension.

**Educational Dynamix, 2009-2011**

Dar Un Noor School

Provided training on literacy development and implementation of literacy Circles.

**PROFESSIONAL DEVELOPMENT PRESENTATIONS**

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LaVoullle, C. (March 2019). National Youth at Risk Town Hall Panel. Raising and Educating Successful African American and Hispanic males.

LaVoullle, C. and Al Shakilli, A. (March 2018). Reading and Arabic Reading Strategies. Fatima Bint Mubarak Cycle II, Abu Dhabi, UAE.

LaVoullle, C. (January, 2018). Culturally Responsive Classroom Management. Department of Education and Knowledge. Winter Professional Learning Conference. Abu Dhabi, UAE.

LaVouille, C. (September, 2017). Understanding the Importance of Data: Where are We and Where Do We Need to Go? Department of Education and Knowledge. Fall Education Conference. Abu Dhabi, UAE.

LaVouille, C. (December 2016). Taxonomy of Relationships: Building on Cultural Practices. Fatima Bint Mubarak Cycle II, Abu Dhabi, UAE.

LaVouille, C. (September 2016). Socio-Cultural Deprivation: Understanding the importance of Culturally Responsive Teaching. Fatima Bint Mubarak Cycle II, Abu Dhabi, UAE.

LaVouille, C. (January 2013). Co-Teaching Matrix. Martin Luther King, Jr. High School, DeKalb County School District

### **ACADEMIC CONFERENCE PRESENTATIONS**

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LaVouille, C. (July, 2019) Georgia Association of Education Leader (GAEL) Summer Conference. Attracting, Developing and Retaining High Quality Teachers. Jekyll Island Convention Center.

LaVouille, C. (March, 2019). Increasing the Success of African American and Hispanic males National Youth at Risk Conference Town Hall panelist. Georgia Southern University.

LaVouille, C. (March, 2019). National Youth at Risk Conference. Using Hip-Hop Texts to Unpack Social Justice. Georgia Southern University.

LaVouille, C. (March, 2019). #NeverAgain Utilizing Common Core Standards to Critically Examine Student Acts of Social Justice. ASCD Empower19 Conference.

LaVouille, C. (February, 2019). Supporting Students with Disabilities and English Language Learners. Georgia Charter Schools Association Conference.

LaVouille, C. (March 2016). Deconstructing the Bad Bitch Barbie Image and other Racialized and Sexualized Representations of Black Women's Bodies and Images in Hip-Hop. Hip-Hop Literacies Conference: Black Women and Girls' Lives Matter, Ohio State University.

LaVouille, C. (October 2015). Effective Interdisciplinary Practices for Diverse Learners. Association for Middle Level Education Annual Conference.

LaVouille, C. (March 2014). Using Popular Culture texts to Reach and Teach Disengaged Students. National Youth at Risk Conference.

- LaVoulle, C. (February 2014). Bridging the Gap: Using popular culture texts to teach an interdisciplinary unit. Research on Teaching and Learning Summit, Kennesaw State University.
- Robinson, C. and Glenn, K. (January 2010). Transformative Possibilities of Hip Hop Texts: Examining Popular Culture through Professional Development National Title I Conference
- Robinson, C. (March 2007). Troubled Waters: The Art of Teaching At-Risk Youth in the Suburban Classroom. National Youth at Risk Conference.
- Robinson, C. (February 2007). Troubled Waters: The Art of Teaching At-Risk Youth in the Suburban Classroom. Georgia Council of Teachers of English.
- Robinson, C. (January 2005). Hip Hop to Rap: Connecting With Today's Youth. Georgia Read Write Now Conference.

## **RESEARCH AND SCHOLARSHIP**

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### **Books**

- LaVoulle, C. (2019). Teaching With Diversity and Cultural Competence in Mind: Using Popular Culture Texts to Teach Social Justice. Atlanta, Georgia.
- LaVoulle, C. (2019). Read, Write, Rhyme Institute: Educators, Entertainers and Entrepreneurs Engaging in Hip-Hop Discourse. Peter Lang Publishing, Co. New York.

### **Refereed Articles**

- LaVoulle, C. and Lewis, T. (2017). Bad Bitch Barbie Craze and Beyoncé: African American Women Bodies as a Commodity in Hip-Hop Culture, Images and Media. Taboo: Journal of Culture and Education.
- Lavoulle, C. (2016). Effective Instructional Practices for Diverse Learners and. AMLE Magazine, 4(4), 12-14.

### **Refereed Chapters in Edited Volumes**

- LaVoulle, C. (2016). Critical Analysis of Hip-Hop Texts. In L. Johnson, C. Goering, L. Johnson,



& C. Goering (Eds.), *Recontextualized: A Framework for Teaching English with Music* (pp. 21-30). Rotterdam, The Netherlands: Sense Publisher.

LaVoullle, C. (2015). *Above the Drum: A Study of Visual Imagery Used to Represent the Changes in Hip-Hop*. In *SAGE Research Methods Cases*. London, United Kingdom: SAGE Publications, Ltd. doi:<http://dx.doi.org/10.4135/978144627305014536125>

### **Other Published Work**

LaVoullle, C. (2014). *Wordsmith: Examining the role hip-hop texts play in viewing the world*. Unpublished doctoral dissertation, Georgia State University.

### **Works in Progress**

LaVoullle, C. and Geter, J. *Hustlenomics: Understanding the Nature of Hip-Hop Entrepreneurism*.

LaVoullle, C. *That International Life: International Educators Guide to Surviving and Thriving Abroad*.

LaVoullle, C. *How Do School Leaders Utilize Hip-Hop Aesthetics to Increase Reading Performance*

### **SERVICE**

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Mentoring of New Assistant Principals	2018
Reading Strategies workshop for new teachers in Abu Dhabi, UAE	2017
International Journal of Multicultural Education, Reviewer	2016
Pearson Education Testing, Elementary Literacy EDTPA, Scorer	2014
Literacy Research Association Pre-service Teacher Education, Reviewer	2014
Supervisor of After-School Credit Recovery Martin Luther King, JR. High School Literacy Through the Arts Program	
Georgia Department of Education, Striving Readers Literary Grant Reviewer	2013

ASCD Emerging Leader Coach	2012
ASCD Emerging Leader	2010
KIPP South Fulton, Parent Workshops on Improving Home Literacy	2010

### **PROFESSIONAL ORGANIZATIONS**

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Association for Middle Level Education	Consultant	2014- present
Georgia ASCD	Past President	2011-2014
ASCD	member	2009-2019
International Literacy Association	member	2000-2016
Georgia Reading Association	member	2009-2013
National Teachers of English	member	2005-2013

### **VIDEO DEVELOPMENT**

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Webinar: Teaching with Diversity and Cultural Competency in Mind in the Middle Level.

Association for Middle Level Education <http://www.amle.org/> March 18, 2015

<http://www.amle.org/ServicesEvents/Webinars/031815/tabid/666/Default.aspx>