

La-Neka S. Brown

Contact Information

Virginia Commonwealth University School of Education
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LINE OF RESEARCH

My research interest is in African-American girls' pursuit of postsecondary education and careers in STEM and I examine how mentoring, parent education and professional development for educators impact the number of black female girls who choose post-secondary education and careers in STEM.

ACADEMIC PREPARATION

Virginia Commonwealth University, Richmond, VA

PhD in Educational Leadership, Policy and Justice; Anticipated Graduation: May 2025

Virginia Commonwealth University, Richmond, VA

Post-Master Certificate in Educational Leadership, 2021

Concentration: Educational Leadership and Administration

University of Virginia, Charlottesville, VA

Masters of Education, 2010

Concentration: Curriculum and Instruction-Reading Education

Virginia Commonwealth University, Richmond, VA

Masters of Teaching, 2000

Concentration: Early Childhood Education

Virginia Commonwealth University, Richmond, VA

Bachelor of Science in Psychology, 1999

LICENSES AND CERTIFICATIONS

2021-Present Virginia Commonwealth University Antiracist Educator Level 1

2019-Present Mental Health First Aid Certified through The National Council for Behavioral Health

2018-2023 Commonwealth of Virginia Postgraduate Professional License #PGP-0600733
Educational Leadership and Administration Endorsement, K-12 Reading Education,
PreK-12, Teaching License, NK-4

HONORS AND AWARDS

Spring 2022	<i>Joining Forces to Foster Diversity, Equity, and Inclusion (DEI)</i> grant program, Virginia Commonwealth University (VCU), School of Education (SOE),
Fall 2021-Present	Holmes Scholar, American Association of Colleges for Teacher Education (AACTE), Washington, D.C., President-elect.
Spring 2021	Continuing Education Grant, Philanthropic Educational Organization, Norfolk, Virginia
Summer 2016	Fellow, Project Zero, Washington International School Summer Institute for Teachers-WISSIT, Washington, D.C.
Fall 2014	Bridge Builder Award: Outstanding Community Partner, Recipient, Georgetown University's Center for Social Justice Research, Teaching & Service, Washington, D.C.
Fall 2013	R.E.B. Award for Teaching Excellence, Recipient, The Community Foundation of Central Virginia, Richmond, Virginia
Fall 2013	Dr. Judy Flythe Teacher Leader Award, First Recipient, The Center for Teacher Leadership, Virginia Commonwealth University, Richmond, Virginia
Fall 2008	Mary Munford Scholar, The Women's Club of Richmond, Richmond, Virginia
Fall 2005	R.E.B. Award for Teaching Excellence, Finalist, The Community Foundation of Central Virginia, Richmond, Virginia

PUBLICATIONS

Published Articles: Refereed

D. Naff, P. Willis, A. Jefferson, T. Stripling, E. Ross, **L. Brown**, D. Rahbar-Daniels (2022, April 21-26). *How Schools Provide Access to Advanced Courses: An Analysis of Federal, State, and District Policies* (D. Naff, chair). Symposium to be presented at the annual meeting of the American Educational Research Association. San Diego, CA, United States.

CONFERENCE PRESENTATIONS

Invited Presentations

National

D. Naff, P. Willis, A. Jefferson, T. Stripling, E. Ross, **L. Brown**, D. Rahbar-Daniels (2022, April 21-26). *How Schools Provide Access to Advanced Courses: An Analysis of Federal, State, and District Policies* (D. Naff, chair). Symposium to be presented at the annual meeting of the American Educational Research Association. San Diego, CA, United States.

L. Brown, (2022, March 2-6). *The Impact of Discriminatory School Discipline Practices on Black Girls*. Symposium to be presented at the annual meeting of the American Educational Research Association. New Orleans, Louisiana, United States.

Local

Brown, L. (2022, February). *Cultivating a Diverse, Inclusive, and Culturally Responsive Classroom*. Virginia Commonwealth University Career Switcher Seminar, Richmond, VA.

Brown, L. (2021, September). *Cultivating a Diverse, Inclusive, and Culturally Responsive Classroom*. Virginia Commonwealth University Career Switcher Seminar, Richmond, VA.

Brown, L. (2021, July). Plenary speaker. *Equipped, Empowered and Engaged: Advocating for Your Children's Success*. Early Intervention for Equity and Excellence Conference, Norfolk, VA.

University Experience

Virginia Commonwealth University-Richmond, VA

Metropolitan Educational Research Consortium (MERC) Research Team

2021-Present The MERC Equitable Access and Support for Advanced Coursework study was commissioned by the Policy and Planning Council in December of 2019 to analyze student course taking and performance data from the Virginia Longitudinal Data System (VLDS) over the past 10-13 years in the MERC region. To understand the landscape of advanced course taking and how it varies by students' race, SES, gender, EL, and disability status we will review federal, state, and division level policies related to the provision of advanced coursework.

Mentor and Professional Development Facilitator

2021–Present Serves as a mentor and Professional Development Facilitator for the Office of Strategic Engagement's Pathways to Teaching: Career Switchers Program. Prepares and delivers instruction to adult career switchers. Designs and maintains an active classroom environment conducive for adult student learning and success. Evaluates student performance and learning. Provides regular and timely evaluation feedback to students. Support students' professional growth and development as new teachers.

Summer Learning Academy Professional Development Facilitator

Summer 2021 Served as a professional development facilitator for the Office of Strategic Engagement's Summer Learning Academy. Developed content for each session, planned for synchronous sessions and created asynchronous session work and assignments. Presented two hybrid week-long sessions to educators throughout the state of Virginia on the disproportionalities of discipline for Black girls in school and the effects of school pushout on Black girls throughout their lifespan.

Instructional Coach and Professional Development Facilitator

2020–2021 Leads as an Instructional Coach and Professional Development Facilitator with the Office of Strategic Engagement. Customizes professional learning opportunities focused on creating equity in schools and communities through culturally responsive best practices for paraprofessionals, teachers, and administrators. Works directly with classroom teachers to enhance instructional practices and classroom management through instructional student-focused conversations, coaching and analysis of student data for instructional decision making. Collaborates and develops partnership with teachers, instructional coaches, and administrators in urban and high needs schools that have been historically marginalized.

Center for Teacher Leadership

2010-2013 University Supervisor
2005-2013 Clinical Faculty

Residence Life and Housing

1999-2000 Resident Director
2005-2013 Resident Assistant

Graduate Teaching Assistant

Spring 1999 University College (UNVI) 101: Introduction to the University (Co-taught)
Spring 1999 University College (UNVI) 102: Investigations in Learning (Co-taught)
Spring 1999 University College (UNVI) 103: Education and Career Planning (Co-taught)
Fall 1998 University College (UNVI) 101: Introduction to the University (Co-taught)
Fall 1998 University College (UNVI) 102: Investigations in Learning (Co-taught)
Fall 1998 University College (UNVI) 103: Education and Career Planning (Co-taught)

Undergraduate Research Assistant

Fall 1997 -1998 Humanities and Sciences, Department of Psychology

K-12 TEACHING EXPERIENCE

Norfolk Public Schools-Norfolk, Virginia

Title I Program Specialist

2018–Curren Facilitated the implementation of the Title I program to ensure compliance with federal and state provisions of the grant. Provided technical assistance to school and district-based personnel for the preparation of grant applications, development and/or revisions of the schools' spending plans, and Title I Schoolwide Plans. Reviews Title I financial records and the Online Management of Education Grant Awards (OMEGA) system to ensure adherence to the Virginia Department of Education and federal budget requirements. Oversees the Title I application, contracts, memos, proposals, handbooks, website information, advertisements, and other documents to ensure program compliance, effectiveness, and accountability. Supervised approximately 30 school-based Family Engagement Specialists and

coordinated the Family and Community Engagement Program for all Title I schools. Created and facilitated District-wide Family Engagement Committee with families, community partners. Actively built partnerships amongst families, schools, and community organizations to increase student achievement.

Kingdom Educational Solutions, LLC.

Tidewater, Virginia

Chief Executive Officer, Educational Consultant

2016-Present Develop and help implement high-impact and proven instructional coaching strategies and professional development to increase student achievement. Developed and implemented research-based Conduct in-depth performance audits and create data-driven action plans and operational road maps for systemic change. Provides strategic and focused accountability coaching for teachers, school leaders, and division leadership in the areas of curriculum and instruction, program evaluation and school improvement practices. Strengthens organizational performance through enhanced processes for budgeting, staffing, scheduling, compliance, and other operational priorities. Provides performance data analysis and compliance support using school and district data to drive instruction, implement new programs and evaluate and modify division practices that support school improvement. Facilitates long-term capacity building, strategic planning, and turnaround initiatives.

District of Columbia Public Schools

Washington, D.C.

Assistant Principal of Literacy

2013–2016 Supervised daily literacy instruction in underperforming schools with a primary focus on implementing consistent researched based school-wide practices. Established instructional priorities for the Academic, Leadership, and Response to Intervention Teams. Provided leadership and direction in the implementation of best practices in Guided Reading, Close Reading, Cooperative Learning, Thinking Routines, Evidence Based Writing, and Data Analysis. Facilitated weekly meetings with the Administrative, Academic, Special Education and Response to Intervention Teams to analyze the capacity of the teaching staff, effectiveness of intervention services and consistency of instructional programming. Developed, implemented and monitored differentiated job-embedded coaching and professional learning opportunities based on formal and informal classroom observations and student performance data. Collaborated monthly with district level leadership to complete gap analysis in instructional practices by conducting instructional round and informal debriefs in 16 schools yearly. Evaluated public sector trends across the district in underperforming schools to determine common areas of improvement and developed strategic action plans to provide operational and curriculum support.

Richmond Public Schools–Richmond, Virginia

Title I Reading Specialist

2010–2013 Assisted administrators in proactively identifying school strengths and areas for

improvement in English/language arts and recommend strategic responses that maximize student achievement in reading and literacy development. Supported teachers in ensuring the alignment of their lesson plans and instruction to the appropriate Virginia Standards of Learning and the Curriculum Framework. Facilitated teachers' use of high-impact, evidence-based instructional strategies, including differentiated instruction for diverse learners. Stayed abreast of the latest English/language arts research, innovations, program trends, and methodologies and implements new strategies as appropriate for the school's student population. Monitored the instructional program provided by English/language arts classroom teachers and provides ongoing professional learning support, feedback and coaching to help teachers improve performance and achieve literacy-related objectives. Provides direct support to individual and small groups of students as warranted; Analyzes and uses student performance data to identify and respond to the literacy related professional learning needs of individuals and groups of teachers.

Virginia Reading First Literacy Coach

2008–2010

Supervised daily literacy instruction in underperforming schools with a primary focus on implementing consistent researched based school-wide practices. Established instructional priorities for the Academic, Leadership, and Response to Intervention Teams. Provided leadership and direction in the implementation of best practices in Guided Reading, Close Reading, Cooperative Learning, Thinking Routines, Evidence Based Writing, and Data Analysis. Facilitated weekly meetings with the Administrative, Academic, Special Education and Response to Intervention Teams to analyze the capacity of the teaching staff, effectiveness of intervention services and consistency of instructional programming. Developed, implemented and monitored differentiated job-embedded coaching and professional learning opportunities based on formal and informal classroom observations and student performance data. Collaborated monthly with district level leadership to complete gap analyses in instructional practices by conducting instructional round and informal debriefs in 16 schools yearly. Evaluated public sector trends across the district in underperforming schools to determine common areas of improvement and developed strategic action plans to provide operational and curriculum support.

Elementary Inclusion Teacher

2000–2007

Provided daily instruction in Title I Schools with a primary focus on differentiated whole group and small group instruction based on students' formative and summative assessment data. Worked with families and community partners to support student achievement by facilitating tutoring and mentoring opportunities. Created and facilitated Individualized Educational Plans (IEPs), 504 plans, Functional Behavior Assessment (FBAs), and Behavioral Intervention Plans (BIPs) for exceptional needs students. Certified Kagan Cooperative Learning Trainer. Facilitated six grade-level Professional Learning Communities of 42 teachers, para-professionals and administrators on building strong team and classroom cultures. Secretary of the School Planning and Management Team. Drafted School Improvement Plan and created systems to improve parental involvement and student achievement. Served on the School Administration Team and developed the school's assessment and master schedules.

OTHER WORK EXPERIENCE

Norfolk Public Schools, Norfolk, Virginia

2018-Present Family and Community Engagement Coordinator Office of Early Learning and Title I

District of Columbia Public Schools, Washington, D.C.

2013-2016	Site-Base Supervisor	Joe's Camps Pre-K Initiative
2015-2016	Internal Coach	Literacy Lab Reading Corps
2014-2016	Test Facilitator	PARCC Assessment
2013-2014	LEA Representative	Student Support Team
2013-2014	LEA Representative	Multidisciplinary Team

Richmond Public Schools, Richmond, Virginia

2012-2013	Internal Lead	Strategic Planning Committee
2010-2013	Lead Teacher-Reading	Department of Instruction
2010-2013	Site-Based Coordinator	Early Reading Initiative
2010-2013	Co-Coordinator	After-School Intervention Program
2007-2013	Literacy Coach	Voyager Expanded Learning
2005-2010	Teach First Facilitator	Department of Education
2005-2008	Site-Based Trainer	Kagan Cooperative Learning

SERVICE

Virginia Commonwealth University

Spring 2021 Participant in the Council for the Accreditation of Educator Preparation (CAEP) process for Educational Leadership department

Norfolk Public Schools

2022-Present	District School Improvement Team
2021-Present	District-Wide Family Engagement District Leadership Committee
2021-Present	Pre-K 5 Year Strategic Planning District Leadership Committee
2021-Present	Comprehensive Coordinated Early Intervening Services District Team
2021-Present	ARP II Homeless Funding Planning District Leadership Committee
2021-Present	Ready Rosie District Leadership Committee
2020-Present	District Community Engagement District Leadership Committee
2020-2021	Emergency Child Care District Leadership Committee
2019-Present	Restorative Justice District Leadership Committee
2018-Present	Virginia Tiered Systems of Support (VTSS) District Leadership Committee
2018-Present	Homeless Families Holiday Gift Tree Department Committee
2018-Present	Positive Behavioral Interventions and Supports (PBIS) District Team

2018-Present Faith Based Partnership District Leadership Committee
2018-Present Attendance Team District Leadership Committee
2018-Present Academic Review District Leadership Team

PROFESSIONAL AFFILIATIONS

2022-Present American Educational Research Association (AERA)
2021-Present Virginia Commonwealth University Holmes Scholars Program
2021-Present American Association of Colleges for Teacher Education (AACTE)
2021-Present National Center for Faculty Development and Diversity
2019-2022 Learning Forward Virginia (LFVA)
2019-2022 National Association for Family, School, and Community Engagement
2018-2022 National Association for the Education of Young Children (NAEYC)
2008-2013 Virginia State Reading Association (VSRA)
2008-2013 International Reading Association (IRA)
1999-Present National Honor Society in Psychology-PSI CHI

COMMUNITY INVOLVEMENT

2019-Present Virginia Arts for Learning Board Member
2018-Present Portsmouth Service League Member
2016-2022 Hampton Roads Black Chamber of Commerce Board Member (BlackBrand)
2019-2021 WHRO, VOICE Reader and Special Event Volunteer
2018-2021 Urban League Guild of Hampton Roads
2017-2019 Service Corps of Retired Executives Member (SCORE)
2017-2018 Business Network International Member (BNI)