

Melanie M. Acosta, Ph.D.

Assistant Professor of Education
Florida Atlantic University, College of Education
Department of Curriculum, Culture, & Educational Inquiry
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EDUCATION

- Ph.D. (2013) University of Florida, Gainesville, FL
Specialization: Curriculum, Teaching, & Teacher Education
Dissertation: A Culture-Focused Study with Accomplished Black Educators on Pedagogical Excellence for African American Children.
Areas of interest:
- Teacher education from a Black Studies perspective,
 - African American educators/education,
 - Elementary literacy,
 - Culture systemic community organizing for education
- M.Ed. (2009) University of Florida, Gainesville, FL
Specialization: Special Education & Literacy
Focus: Culturally Relevant Literacy Instruction and Intervention for African American elementary readers.
Focus: Literacy instruction and intervention, Culturally diverse readers
- B.S. (2002) University of Florida, Gainesville, FL
Major: Public Relations/ Journalism
Minor: Business Administration

PROFESSIONAL APPOINTMENTS

- 2018 – present Florida Atlantic University, **Assistant Professor**
Department of Curriculum, Culture, & Educational Inquiry, College of Education.
- 2014 - 2018 The University of Alabama, **Assistant Professor**
Department of Curriculum & Instruction, College of Education.
- 2013 – 2014 City of Gainesville, **Parent Empowerment Coordinator**
Parent Emissary Program, Gainesville, FL.
- 2010 – 2013 The University of Florida, **Graduate Course Instructor, Practicum Coordinator, & Intern Supervisor** School of Teaching & Learning, College of Education.
- 2012 – 2013 Santa Fe College, **Advising Specialist.** Education Programs Department, Social Sciences College.

2010 – 2011 The University of Florida, **Program Director & Literacy Coach**
School of Teaching and Learning, Kids Count Afterschool Tutoring &
Enrichment Program.

PUBLICATIONS

Articles in Peer Reviewed Journals

- Acosta, M. M.**, Duggins, S. (in press). Growth through crisis: Preservice teachers productive struggle to enact culturally relevant pedagogy. *Action in Teacher Education*.
- King, N. S., Collier, Z., Johnson, B. G., **Acosta, M. M.**, Southwell, C. N. (2021). Determinants of Black families' access to a community-based STEM program: A latent class analysis. *Science Education*. <https://onlinelibrary.wiley.com/share/C7IVIAFQJVQNYDKIREBP?target=10.1002/sce.21669>
- Acosta, M. M.** (2019). The paradox of pedagogical excellence among exemplary Black women educators. *Journal of Teacher Education*, 70(1), 26-38.
- ◆ Kennedy-Lewis, B., **Acosta, M. M.**, Soutullo, O. (2019). Counter narratives of students' experiences returning to comprehensive schools from an involuntary disciplinary alternative school. *Race, Ethnicity, & Education*, 22(1), 130-149.
- Duggins, S., **Acosta, M. M.** (2019). Reading aloud in an era of Common Core: Perspectives of primary teachers serving African American children in low-income schools. *Journal of Early Childhood Literacy*, 19(2), 252-278.
- Acosta, M. M.**, Foster, M., Houchen, D. (2018). "Why seek the living among the dead?" African American pedagogical excellence: Exemplar practice for teacher education *Journal of Teacher Education*, 69(4), 341-353.
- Acosta, M. M.**, Duggins, S. (2018). Community literacy learning spaces as counterhegemonic figured worlds for African American readers. *Reading Horizons*, 57(3), 49 -67.
- Acosta, M. M.** (2018). "No time for messin' around!" Black educator urgency and implications for the preparation of urban educators. *Urban Education*, 53(8), 981-1012.
- ◆ ¹Hudson-Vassell, C., **Acosta, M. M.**, King, N. S., Upshaw, A., Cherfere, G. (2018). Development of liberatory pedagogy in teacher education: Voices of novice BLACK women teacher educators. *Teaching and Teacher Education*, 72, 133-143.
- Acosta, M. M.**, Denham, A. (2017). Simulating oppression: Digital gaming, race, and the education of African American children. *The Urban Review*, 50(3), 345-362.
- ◆ **Acosta, M. M.**, Hudson-Vassel, C., Cherfere, G. Johnson, B., Duggins, S. Harris, M., G., Wallace, J. (2017). Beyond Awareness: Black Studies for Consciousness And Praxis in Teacher Education. *Equity & Excellence In Education*, 50(2), 241-256.

¹ "Diamond indicates work with graduate students

- Acosta, M. M.** (2017). EDG 6931 writes back!: Black Studies as emancipatory resistance to neoliberal tyranny in teacher education. *Cultural Studies—Critical Methodologies*, 17(3), 269-276.
- Hambacher, E., **Acosta, M. M.**, Bondy, E., Ross, D. D. (2016). Elementary preservice teachers as warm demanders in an African American school. *The Urban Review*. 48, 175-197.
- Acosta, M. M.**, Duggins, S., Moore, T. E., Adams, T., Johnson, B. (2015). “From whence cometh my help” Exploring Black doctoral student persistence. *Journal of Critical Scholarship in Higher Education and Student Affairs*, 2(1). 32-48.
- Acosta, M. M.** (2015). Quality of implementation as the “IT” factor in preparing teachers of African American children. *African American Learners Journal*, 4(1).
- Acosta, M. M.** (2015). Ethics of exemplary Black educators: Implications for teacher education and the preparation of African American teachers. *Urban Education Research and Policy Annuals*, 3(1), 24-38.
- Murphy, A., **Acosta, M. A.**, Kennedy-Lewis, B. (2013). “I’m not running around with my pants sagging, so how am I not acting like a lady?” Intersections of Race and Gender in the Experiences of Middle School Troublemakers. *The Urban Review*, 45(5), 586-610.
- Bondy, E., Ross, D. D., Hambacher, E., **Acosta, M. M.** (2013). Becoming warm demanders: Perspectives and practices of first year teachers. *Urban Education*, 48(3), 420-450.

Book Chapters (peer reviewed)

- McCoy, S., **Acosta, M. M.** (2020). “We do it all the time!”: Afrocentric pedagogies for raising consciousness and collective responsibility. In D. Stevenson, S. Steinberg, S. Grande, & B. Down (Eds.). *The Sage Handbook of Critical Pedagogy*. [pp.974-988]. Thousand Oaks, CA: Sage.
- Acosta, M. M.** (2016). Reauthorizing effective literacy teaching for African American children. In L. M. Scott & B. P. Cassidy (Eds.). *Culturally Affirming Literacy Practices for Urban Elementary Students*. New York: Rowan & Littlefield.
- Acosta, M. M.**, Johnson, B. G, Hudson-Vassell, C., Hudson-Vassell, M., Hosby, J. (2016). Casualties in the classroom: How CRT is weaponized to safeguard white supremacy. In V. Stead (Ed.). *RIP Jim Crow: Fighting racism through higher education policy, curriculum, and cultural interventions*. New York: Peter Lang Publishing.
- Acosta, M. M.** (2016). “Hell yes we can do this!”: Race mentoring as a figured world. In Ford, D.Y., Trotman Scott, M. & Goings, R., Wingfield, T. & Henfield, M. (Eds.). *RACE Mentoring through social media: Black and Hispanic scholars share their journey in the academy*. New York: Information Age Publishing.

Book Reviews

- Acosta, M.M.** (2016). “Teach It To Your Children And Your Children’s Children” [Review of the book *Using Past As Prologue: Contemporary Perspectives On African American Educational History*, by D. Dannis, M. A. Purdy, & C. M. Span]. *Teachers College Record*.

PUBLICATIONS UNDER REVIEW

Acosta, M. M., Hayes, C. (*accepted/in press*). “Come and get yo’ soulfood: A Duoethnography highlighting Black Teachers and the Praxis of the Black Intellectual Tradition.” *International Journal of Qualitative Studies in Education*.

Acosta, M. M., Nightengale-Lee, B. (*under review*). “Doin’ diversity in teacher education”: Beginning Black teacher experiences studying diversity in teacher education. *Teaching and Teacher Education*.

CONFERENCE PRESENTATIONS

International Refereed Presentations

Acosta, M. M. (2018). Counter-discourses of novice Black teachers studying diversity and justice in teacher education. Paper accepted but not presented due to health at the International Conference on Urban Education Biennial Conference, Nassau, Bahamas.

Acosta, M. M. (2018). Preparing reading teachers for growth through crisis. Paper accepted but not presented due to health at the International Conference on Urban Education Biennial Conference, Nassau, Bahamas.

Duggins, S, **Acosta, M. M.** (2016). Envisioning the possibilities: Literacy learning and figured worlds of African American students. Paper presented at the International Conference on Urban Education Biennial Conference, San Juan, Puerto Rico.

Acosta, M. M. (2016). A charge to keep: Beginning Black educators and 19th & 20th century liberatory educational philosophies. Paper presented at the International Conference on Urban Education Biennial Conference, San Juan, Puerto Rico.

Acosta, M. M. (2014). “No time for messin’ around!” Understanding Black educator urgency and implications for the preparation of urban educators. Paper presented at the International Conference on Urban Education, Montego Bay, Jamaica.

Duggins, S., **Acosta, M. M.** (2014). Reading aloud post common core: A cautionary tale of children in low income schools as collateral damage. Paper presented at the International Conference on Urban Education, Montego Bay, Jamaica.

Acosta, M. M., Duggins, S., Moore, T. (2013). The preparation of Black intellectuals: Black doctoral student perspectives on culturally relevant pedagogy in the academy. Paper presented at the International Conference for Doctoral Education, Orlando, FL.

National Refereed Presentations

King, N. S., Acosta, M. M. (2021). Prioritizing social emotional development in a virtual STEM program amid COVID-19: A community cultural wealth model. Paper presented at the Society for Research in Child Development Biennial Meeting, Virtually hosted.

- Acosta, M. M.** (2020). Doin diversity in teacher education: Beginning Black teacher experiences studying diversity in teacher education. Paper accepted but not presented due to Covid-19 at the annual conference of the American Educational Research Association, San Francisco, CA.
- Acosta, M. M.** (2018). Critical studyin' for critical encounters: Preparing reading educators for growth through crisis. Paper presented at the annual conference of the American Educational Research Association, New York City, NY.
- Acosta, M. M.** (2017). Partnering to promote meaningful literacy learning experiences for African American readers. Paper presented at the annual meeting and conference of the National Alliance of Black School Educators, New Orleans, LA.
- Acosta, M. M.** (2017). Recognizing the power of community-based literacy learning spaces for African American students. Paper presented at the annual meeting and conference of the Association for the Study of African American Life and History, Cincinnati, OH.
- Acosta, M. M.** (2017). "I Too, Sing America!" Bringing the pedagogical needs of novice African American teachers from margin to center in teacher education. Paper presented at the annual meeting and conference of the Association for the Study of African American Life and History, Cincinnati, OH.
- Acosta, M. M.** (2017). Black Studies and the cultivation of pre-service African American teachers. Paper presented as part of the Research Roundtable Series at the Annual Meeting and Conference of the National Alliance of Black School Educators, New Orleans, LA.
- Acosta, M. M., Duggins, S.** (2016). "Reading aloud gets bumped down the totem pole": Reading aloud post Common Core. Paper presented in a symposium at the Literacy Research Association Annual Conference, Nashville, TN.
- Acosta, M. M.** (2016). "What's grit got to do with it?" Challenging hegemony and positionality in teacher quality. Paper presented at the annual conference of the American Educational Research Association, Washington, D.C.
- Acosta, M. M., Hudson-Vassel, C., Cherfere, G., Johnson, B., Duggins, S., Harris, M., G., Wallace, J.** (2016). The struggle is real: Novice Black female teacher educator experiences enacting a liberatory pedagogy. Paper presented at the annual conference of the American Educational Research Association, Washington, D.C.
- Duggins, S., Acosta, M. M.** (2015). Reading aloud post-Common Core: Perspectives of primary teachers in low-income schools serving children of color. Paper presented at the annual conference of the Literacy Research Association, Carlsbad, CA.
- Acosta, M. M.** (2015). Speaking back: Exemplary Black female educators confront pedagogical hegemony in teacher quality. Paper presented at the annual conference of the American Educational Research Association Research on Women and Education, Birmingham, AL.
- Acosta, M. M.** (2015). Ethics of exemplary Black educators: Implications for teacher education and the preparation of prospective Black teachers. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

- Acosta, M. M.,** Cherfere, G., Wallace, J., Johnson, B., Southwell, C. (2015). “And with all thy getting, get an understanding”: The promise of Black studies towards knowledge, understanding, and praxis in teacher education. Paper presented at the American Educational Research Association, Chicago, IL.
- Acosta, M. M.** (2015). Examining the cultural knowledge base of exemplary Black educators: Implications for pedagogical excellence as the barometer for teacher quality. Paper presented at the American Association of Colleges for Teacher Education, Atlanta, GA.
- Acosta, M. M.,** Duggins, S., Moore, T. (2014). Culture counts: Black doctoral student perspectives on their persistence in a research-intensive college of education. Paper presented at the American Educational Research Association, Philadelphia, PA.
- Acosta, M. M.** (2014). “While visions of excellence danced in their heads”: Black educator perspectives on effective pedagogy for African American learners. Poster presented at the American Association of Colleges for Teacher Education, Indianapolis, IN.
- Houchen, D., **Acosta, M. M.,** Ross, D.D. (2013). Reporting back: Teacher learning and perspectives after coursework in and for high poverty contexts. Paper presented at the Conference on Research Directions for African American Education, Hilton Head, SC.
- Hambacher, E., **Acosta, M. M.,** Bondy, E., Ross, D.D. (2013). Elementary interns’ understandings and enactments of warm demanding. Poster presented at the annual meeting of the American Educational Research Association Annual Conference, San Francisco, CA.
- Murphy, A., **Acosta, M. M.,** Kennedy-Lewis, B. (2013). “But you’re not helping me”: Understanding how middle school girls of color justify noncompliant behaviors. Paper presented at the American Educational Research Association Annual Conference, San Francisco, CA.
- Acosta, M. M.,** Houchen, D., Koro-Ljungberg, M. (2013). Methodological emancipation: Fireside chat for graduate students. Session Chair. Paper presented at the American Educational Research Association, San Francisco, CA.
- Acosta, M. M.,** Houchen, D., Ross, D.D. (2013). Job-embedded, online graduate al: Strategies for enhancing teachers’ knowledge and practice in meeting the needs of children living in poverty, Paper presented at the American Association of Colleges for Teacher Education, Orlando, FL.
- Acosta, M. M.,** Duggins, S., Moore, T. (2013). Recognizing the culturally distinctive lived experiences of Black doctoral students in colleges of education at research intensive universities. Paper presented at the American Association of Colleges for Teacher Education, Orlando, FL.
- Bondy, E., Ross, D.D., Hambacher, E., **Acosta, M. M.** (2011). Becoming a warm demander: First year teachers’ experiences and enactments of warm demanding. Paper presented at the American Educational Research Association, New Orleans, LA.
- Acosta, M. M.,** Butler, T. (2009). Creating time for authentic reading. Paper presented at the National Association of Black School Educators, Atlanta, GA.

Regional/Local-Refereed Presentations

- Acosta, M. M. (2018). Honor(less) prophets no more: Repositioning African American communities, caregivers, and educators as a social justice imperative. Paper accepted but not presented due to relocation at the 1st Annual All Y'all Social Justice Series Professional Development Conference, Jacksonville, FL.
- Acosta, M. M. (2018). Can I get a witness! Helping preservice reading teachers cultivate counternarratives of possibility in racially and linguistically diverse school settings. Paper accepted but not presented due to relocation at the Alabama Association of Teacher Educators State Conference, Athens, AL.
- ◆ Robertson, W. B., Campbell, T., Walton, M., Longshore, C., **Acosta, M. M.** (2018). Memory work: Explorations of race and identity. Panel Session presented at the University of Alabama ESPRMC Graduate Research Symposium, Tuscaloosa, AL.
- Acosta, M. M. (2015). Success starts with me!: Creating a classroom culture of high literacy achievement. Paper presented at the annual conference of the Alabama Reading Association, Birmingham, AL.
- Acosta, M. M.**, Koro-Ljungberg, M. (2013). A transformative dialogue of emancipatory methodologies. Paper presented at The Qualitative Report 4th annual conference, Ft. Lauderdale, FL.
- Murphy, A., **Acosta, M. M.**, Kennedy-Lewis, B. (2012). “Don’t come in my classroom all loud and unladylke”: Considerations for Culturally Responsive Classroom Management (CRCM). Paper presented at the Florida Association of Teacher Educators regional conference, Gainesville, FL.
- Acosta, M. M.**, Hambacher, E. (2012). Challenging the miseducation of teachers: Race and equity talk in teacher education. Presentation at the Florida Association of Teacher Educators regional conference, Gainesville, FL.
- Hambacher, E., **Acosta, M. M.** (2012). Cases of warm demanding: Beliefs and enactments of beginning teachers. Paper presented at the Florida Association of Teacher Educators regional conference, Gainesville, FL.
- Koro-Ljungberg, M., **Acosta, M. M.**, Rodsiller, L. (2012). Silent decisions: What to consider when selecting qualitative data analysis methods. Paper presented at the Qualitative Report 3rd Annual Conference, Ft. Lauderdale, FL.

NON REFEREED MATERIALS

Invited Publications

- Acosta, M. M. (2021). School and classroom factors affecting Black and Latinx student outcomes. *Culturally Responsive Evidence-Based Strategies for Traumatic Stress (CRESTS) concept paper*. <https://www.crestsprogram.com/resources/concept-papers>.
- Acosta, M. M. (in press). Being “THAT” parent: You are your child’s greatest advocate and don’t you forget it! *Children’s Services Council of Broward County Family Resource Guide*.
- Acosta, M. M. (March, 2017). You reap what you sow: High expectations and student achievement. *DiversityinEd Magazine*.

Acosta, M. M. (November, 2015). Rethinking teacher quality: Demanding pedagogical excellence. *Living Education E-Magazine*.

Acosta, M. M. (October, 2015). Classroom consciousness: Cornerstone of effective teaching. *DiversityinEd Magazine*.

Invited Presentations

National/International

Acosta, M. M. (2021). Abolitionist teacher preparation: Anti-racist praxis, critical perspectives, and humanizing pedagogies. Invited panelist at the Presidential Session of the American Educational Research Association annual conference, Virtually hosted.

Acosta, M. M. (2021). African descent-peoples community organizing for education in the South. Invited panelist at the Division K session of the American Educational Research Association annual conference, Virtually hosted.

Acosta, M. M. (2021). Emancipate Education: Leveraging Critical and Community-Based Pedagogies for Transformative Teacher Preparation, Invited panelist at the Association for Teacher Educators Annual Conference, Virtually hosted.

Regional/local

Acosta, M. M. (2021). The Black family: Representation, identity and diversity. Invited discussant, Florida Atlantic University, Center for Inclusion, Diversity, Equity, & Advocacy. Virtually hosted.

Acosta, M. M. (2021). “My story, our history”: A Black history month dialogue. Invited panelist, HANDY, Inc. Broward County, FL. Virtually hosted

Acosta, M. M. (2021). Systemic racism in South Florida: The past, the present, the future, a community discussion. Invited panelist, YMCA of South Florida. Virtually hosted.

Acosta, M. M. (2020). Literacy means liberation! Testimonies of a Black mother, teacher, scholar. Broward County Public Schools Parent Training Academy. Ft. Lauderdale, FL.

Acosta, M. M. (2020). I ain’t a killa’ but don’t push me: Eliminating Black student alienation. 26th Annual African, African American, & Caribbean Studies Summer Institute. West Palm Beach, FL.

Acosta, M. M. (2020). “No Easy Answers – Examining the Current Climate in America” Florida Atlantic University Real Talk series. Panel Discussant. Boca Raton FL.

Acosta, M. M. (2020). The necessity of Negro things. Hope Church of Christ Black History Month Education Ministry Celebration. Hollywood, FL.

Acosta, M. M. (2020). Hypervisibility, invisibility and the brilliance of Black girls: What we need now! Florida Atlantic University Department of Curriculum, Culture & Educational Inquiry Black History Month Educator Workshop. Boca Raton, FL.

- Acosta, M. M. (2020). The ballot or the bullet: A staged reading of Malcom X's speech. Florida Atlantic University Center for Inclusion, Diversity Education and Advocacy and The Black Undergraduate Theatre Collective, Panel Discussant. Boca Raton, FL.
- Acosta, M. M. (2020). Beyond the basics: Negro spirituals revisited. Hope Church of Christ Black History Month Education Ministry Series. Hollywood, FL.
- Acosta, M. M. (2019). Choose you this day! A call to equity-minded folks. Broward County Public Schools, Department of Equity & Inclusion Equity Conference. Davie, FL.
- Acosta, M. M. (2019). African American infusion: Why it matters to Black student achievement. Invited Presentation at School District of Palm Beach County District-Level Administrators' Meeting, West Palm Beach, FL.
- Acosta, M. M. (2019). African American infusion: Why it matters to Black student achievement. Invited Presentation at School District of Palm Beach County Principal Supervisors' Meeting, West Palm Beach, FL.
- Acosta, M. M. (2019). What they kept and carried: Rethinking Black Migrations. Invited Keynote Speaker at the 2019 West Palm Beach VA Medical Center Black History Month Celebration, Riveria Beach, FL.
- Acosta, M. M. (2018). James Banks levels of multicultural education. Speaker at the Palm Beach County School District Textbook Adoption Symposium, West Palm Beach, FL.
- Acosta, M. M. (2018). African Diaspora Textbook Evaluation Rubric Criteria 3: Student Learning Experiences. Speaker at the Palm Beach County School District Textbook Adoption Symposium, West Palm Beach, FL.
- Acosta, M. M. (2017). Being "THAT" parent: Being a strong advocate for your child's education. Woodland Park Education Summit, Birmingham, AL.
- Acosta, M. M. (2013). "Why we can't wait": A transformative action plan for educating God's children in today's society. Keynote address presented at the 15th Annual Christian Brother's Benevolent Organization Scholarship Banquet, Gainesville, FL.
- Acosta, M. M. (2013). A legacy of responsibility. Keynote address presented at the Monthly Character Building Blocks Enrichment Program Duval Elementary School, Gainesville, FL.
- Acosta, M. M., Houchen, D. (2012). Seeing the invisible: Whiteness in teacher education. Panelist at the Center for the Study of Race and Race Relations graduate student lecture, Gainesville, FL.
- Acosta, M. M. (2010). Developing strategic readers: "Yes we can!" Poster at the Lastinger Center Inquiry Showcase, Gainesville, FL.
- Acosta, M. M. (2010). Effective reading comprehension in high poverty elementary schools. Paper presented at the Metcalfe Elementary School Professional Learning Community (PLC), Gainesville, FL.

Invited Media Appearances

April 2021

Interview with Culturally Responsive Evidence-Based Strategies For Traumatic Stress (CRESTS) about identifying and addressing the alienation of Black students in the learning environment (forthcoming). https://drive.google.com/file/d/1_y0IC7LujMnWfhgS9cayVb6DQATZVeXM/view

April 2019

Interview with JTE Insider (Journal of Teacher Education) about issues in the workplace affecting exemplary Black women educators. Retrieved from <https://edwp.educ.msu.edu/jte-insider/2019/author-inter-view-melanie-m-acosta/>

August 2015

Podcast with Forest of the Rain Productions on the importance of pedagogical excellence and teacher education. Retrieved from <https://www.forestoftherain.net/living-academic-research-with-dr-melanie-m-acosta.html>

GRANTS/AWARDS

External

(March, 2021). Racial healing through data equity: A multisector approach

Principal Investigator: Charisse Southwell **Co-Pi:** Melanie M. Acosta

Funded by: W.W. Kellogg Foundation

Amount: \$10 million (under review-advanced stage)

(February 2021). Align, Bridge, Connect (ABC) Fort Lauderdale Full-Service Community Schools Consortium

Principal Investigator: Nadia Clark

Co-Pi: Melanie M. Acosta

Funded by: U.S. Department of Education

Amount: \$2 million (under review)

(September, 2020). Southern Black parent mobilizing for education in times of crisis: A translational community-based collaborative inquiry project

Principal Investigator: Melanie M. Acosta; **Co-Pi:** Diedre Houchen

Funded by: American Educational Research Association

Amount: \$5,000 (unfunded)

(September, 2020). African descent peoples' community mobilization for education in the South.

Principal Investigator: Melanie M. Acosta

Funded by: American Educational Research Association, Division K.

Amount: \$7,500 (funded)

(March, 2020). Project TRANSFORM: Preparing multi-racial early childhood teachers to nurture a just, sustainable, and benevolent society.

Principal Investigator: Melanie M. Acosta; **Co-Pi:** Yash Bhagwanji, Sharon Darling

Funded by: The Early Education Investment Collaborative

Amount: \$650,000 (unfunded)

(July, 2019). Equity-Oriented Professional Development in Two Large, Urban, Southern School Districts: A Mixed Methods Case Study

Principal Investigator: Melanie M. Acosta; **Co-Pi:** Dilys Schoorman, Carlos Diaz

Funded by The Spencer Foundation

Amount: \$499,565 (unfunded)

(June, 2019). Title I Research-Practice Partnership in Broward County Schools: Centering Rigor in Equity Work to Reduce Student Alienation

Principal Investigator: Charisse Hudson-Vassel; **Co-Pi: Melanie M. Acosta**

Funded by The Spencer Foundation

Amount: \$400,000 (unfunded)

(March, 2019). The Impact of the Pre-Kindergarten Creative Curriculum System on Literacy Outcomes in Broward County Public Schools

Principal Investigator: Charisse Hudson-Vassel **Co-Pi: Melanie M. Acosta**

Funded by The U.S. Department of Education Institute of Educational Sciences (IES)

Amount: \$2.5 million (unfunded)

(October 2015). Project PREPARE: Preparing Reading Educators to Promote Achievement and Racial Equity.

Principal Investigator: Melanie M. Acosta

Funded by The American Psychological Foundation

Amount: \$20,000 (unfunded)

Internal

(January, 2021). Salons: An Afrocentric approach to cultivating insurgent Black intellectuals

Principal Investigator: Melanie M. Acosta

Funded by: Florida Atlantic University Peace, Justice, & Human Rights Center

Amount: \$2500 (funded)

(January, 2021). Preparing and supporting Black preservice and beginning teachers: Toward a pedagogy born of struggle.

Principal Investigator: Melanie M. Acosta

Funded by: Florida Atlantic University Peace, Justice, & Human Rights Center

Amount: \$2500 (funded)

(November, 2020). Mobilizing Black community organizing for education through institution-building processes.

Principal Investigators: Melanie M. Acosta, Diedre Houchen, Charisse Southwell, Debra Robinson

Funded by: FAU Office of Community Engagement

Amount: \$1,000 (funded)

(February, 2017). Project PROPELL: PartneRING tO Promote Excellence in Literacy Learning

Principal Investigator: Melanie M. Acosta

Funded by: the University of Alabama Center for Community-Based Partnerships.

Amount \$5,000 (unfunded)

(December, 2016 - July, 2018). Literate Identity, Literate Lives: Examining Literate Identity Formation of Successful African American Elementary Readers

Principal Investigator: Melanie M. Acosta

Funded by: the University of Alabama College of Education Office of Research.
Amount \$6,000 (funded)

(November, 2015 - May, 2016). Using Experiential Learning to Strengthen Conceptual Understandings and Practical Enactments of Effective Literacy Teaching for Pre-service Teachers.

Principal Investigator: Melanie M. Acosta

Funded by: the University of Alabama Learning in Action department.
Amount \$500 (funded)

(September, 2015 - August, 2016). The Literacy Lab: Improving Reading Achievement & Community Literacy.

Principal Investigator: Melanie M. Acosta

Funded by: the University of Alabama Office of the Provost for Special Projects.
Amount \$2500 (funded)

(July, 2015 - September, 2016). Catalyzing Agency, Urgency & Critical Consciousness. Among Pre-service Reading Teachers through Service Learning.

Principal Investigator: Melanie M. Acosta

Funded by: The University of Alabama Center for Ethics and Social Responsibility.
Amount \$1500 (funded)

(May 2014 - July, 2014). STAR Children's Theater Super Smart Summer Camp Grant.

Principal Investigator: Melanie M. Acosta

Funded by: the Plum Creek Foundation.
Amount \$2500 (funded)

(January 2014 - May, 2014). Center for the Study of Race and Race Relations Course Development Grant.

Principal Investigator: Melanie Acosta

Funded by: The Center for the Study of Race and Race Relations in The Levin College of Law at The University of Florida.
Amount \$3600 (funded)

COMMUNITY ENGAGED SCHOLARSHIP

COALITION-BUILDING

2020 – present. *Surge Academy for Middle & High School Boys.* Board member.

Current Project: Transformative school and curriculum restructuring

2018 – present. *Broward County Education Research Alliance.* Board member.

Current Project: Building a social justice research practice partnership

2018 – present. *School District of Palm Beach County Office of African, African American, Hispanic/Latino, Gender & Holocaust Studies.* Co-Organizer

Current Project: Social justice professional development for educators

2018 – present. *Coalition for Black Student Achievement.* Executive committee member

Current Projects: Afrocentric curriculum & pedagogy transformation; Summer freedom school

PROFESSIONAL DEVELOPMENT

2019 - present. Coalition for Black student achievement. Infusion of African & African American content & pedagogy in schools and classrooms: Professional development for educational leaders, West Palm Beach, FL

2020. Office of Title One, Migrant Programs, & Special Projects, Broward County Public Schools. *Culturally relevant pedagogy -Professional development for district-level administrators and staff.* Ft. Lauderdale, FL

2019-present. School District of Palm Beach County Office of African, African American, Hispanic/Latino, & Gender Studies. *African & African American Summer Professional Development for Educators.* West Palm Beach, FL

2018 - 2019. Broward County Public Schools. *Educational Equity Partnership Project- Equity-focused Professional development for educators.* Ft. Lauderdale, FL

2016 - 2018. Central Elementary School 3rd Grade, Tuscaloosa City Schools. *Creating Caring & Empowering Literacy Learning Communities to Promote High Achievement for African American Elementary Readers-Professional development for educators.* Tuscaloosa, AL

2016 – 2018. University of Alabama College of Education, Physical Science in the 21st Century. *Teaching for Engagement & Achievement Motivation in Diverse Classroom Settings-Professional development for educators.* University of Alabama, Tuscaloosa, AL

2013. University of Florida Lastinger Center, *Duval County Literacy Modules-Professional development for educators.* Gainesville, FL

2012. University of Florida. *Preparing Primary Teachers to Implement Project SELF Curriculum,* Gainesville, FL.

CONSULTING

2020 – present. *Children’s Services Council of Broward County,* Ft. Lauderdale, FL
Project: Emancipatory Research & Evaluation

2018 - 2019. *Broward County Public Schools Office of Family and Community Engagement,* Ft. Lauderdale, FL.

Project: Community Equity Project

2016-2017. *Broward County Public Schools Title One Department,* Ft. Lauderdale, FL.
Project: Effective Instruction & High Achievement In Title One Schools

2016-2017. *University of Florida Lastinger Center For Learning,* Gainesville, FL
Project: Equity-focused Literacy Professional Development For Reading Coaches

UNIVERSITY TEACHING

New Courses Designed

*EDG 6931 Race, Culture & The Classroom Teacher (²F, G, U)

Existing Courses Revised

CRD 510 Expanding Reading in the Elementary School -Grades 3-6 (O, G)
CRD 695 Advanced Reading Practicum –Grades 3-6 (O, G)
CEE 370/570 Teaching Reading in the Elementary School (G, F, U)
EDE 6225 Practice of Childhood Education (H, G)
CIE 693 Introduction to Doctoral Studies in Curriculum & Instruction (H, G)
EDF 2085 Intro to Diversity for Educators (F, O, U)
EDF 3203 Equity Issues in Multicultural Education (O, U)
EDF 6224 Issues & Trends in U.S. Education (O, G)
EDF 6285 Program Evaluation in Curriculum & Instruction (O, G)

Existing Courses Taught

RED 6546 Diagnosing Reading Disabilities (H, U, G)
RED 6548 Remediation of Reading Disabilities (H, U, G)
RED 6941 Practicum in Reading (H, U, G)
EDG 6931 Meeting the Educational Needs of Children Living in Poverty (O, G)

DISSERTATION COMMITTEES/ GRADUATE ADVISING

PhD Dissertation Committee

- Areeya Ali, *Department of Curriculum, Culture, & Educational Inquiry*, Florida Atlantic University (2021 – present)
- Eugene Glover, *Department of Curriculum & Instruction*, University of Alabama (2017 – 2018)

Doctoral Advisor (Curriculum & Instruction)

- Michelle Beason-Rahmig (2021 – present)
- Shanna Lillis (2021-present)
- Nerline St. Velous (2021- present)
- Ashleigh Anderson (2021 – present)
- Kristin Potter-Oliveri (2021 – present)
- Michael Strozier (2019 - present)
- Hannah Sullivan (2017 - 2018)
- Allison Upshaw (2016 - 2017)
- Matthew Odebigi (2015 - 2017)

Masters Advisor (Elementary Education)

- Emily Young (2018)

*Cross listed with the following departments: African American Studies, Sociology, Family, Youth, and Community Sciences

² F = Face to face, O = Online, U = Undergraduate, G = Graduate, H = Hybrid

- *KayLaura Miller (2018)*
- *Maria Makarov (2018)*
- *Kaleigh Heaton (2017 – 2018)*
- *Megan Wiegmann (2016 – 2018)*
- *Katheryn Gilliam (2015 – 2017)*
- *Kyla Serrano (2015 – 2017)*
- *Rachel Utsey (2015 – 2017)*

K-12 TEACHING

2004 – 2010 Teacher: 5th grade (2004-2005), Clay County
 Teacher: 2nd – 5th grades (2005-2010), Alachua County

SERVICE

Service to the Institution

Department

- **(2020 - present). Organizer, CCEI Department, Racial Justice in Teaching & Teacher Education Faculty Book Club, Florida Atlantic University**
- **(2019-2021). Committee member, CCEI Department, Doctoral Admissions Committee, Florida Atlantic University**
- **(2018-present). Committee co-chair, CCEI Department Community Engagement Committee, Florida Atlantic University**
- **(2014 - 2018). Committee member, Elementary Literacy Department, Literacy Faculty Search Committee, University of Alabama**
- **(2015 - 2017). Committee member, Elementary Education Department, TEP Admissions Committee, University of Alabama**
- **(2017-2018). Committee member, Curriculum & Instruction Department, Graduate Course Development Committee, University of Alabama**

College

- **(2020 - 2021). Committee member, College of Education, Faculty Assembly, Florida Atlantic University**
- **(2018-2019). Committee member, College of Education, Holmes Scholars Program, Florida Atlantic University**
- **(2018). Committee member, College of Education, Provost Thought Leaders Group, Florida Atlantic University**
- **(2017-2018). Committee member, College of Education, Council for Diversity Initiatives Committee, University of Alabama**
- **(2017-2018). Committee member, College of Education, Julie Laible Lecture Committee, University of Alabama**
- **(2017-2018). Committee member, College of Education, Academic Bankruptcy Committee, University of Alabama**
- **(2017- 2018). Committee member, College of Education, Minority Recruitment & Retention Task Force, University of Alabama**

- (2017 - 2018). *Committee member, College of Education*, College of Education Graduate Scholarship Committee, University of Alabama
- (2015 - 2018). *Committee member, College of Education*, Holmes Scholars Program, University of Alabama
- (2014 - 2018). *Committee member, College of Education*, Clinical Experiences Advisory Committee, University of Alabama

University

- (2020). *Committee member*, Graduate Diversity Fellowship Committee, Florida Atlantic University
- (2020). *Faculty advisor*, Black Undergraduate Theater Collective, Florida Atlantic University
- (2020). *Workshop facilitator*, Center for Inclusion, Diversity Education, and Advocacy, Florida Atlantic University
- (2015). *Committee member*, Capstone Inspiring Educator Award Committee, University of Alabama

Service to the Profession

Offices held

- (2021). *At Large Director- Colleges & Universities*, Florida Association of Teacher Educators (FATE)
- (2018-2020). *Committee Chair*, Ethnicity, Race & Multilingualism Travel Award Committee, LRA
- (2018 –2020). *Treasurer*, Critical Issues in Curriculum and Cultural Studies SIG, AERA

Editorships

- (2021). *Co-editor*, Cases in supervision in teacher education [Special Issue]. *The Journal of Educational Supervision*

Committee Memberships

- (2017, 2019). *Committee member*, Out Of School Time SIG Emerging Scholar & Engaged Scholar Award Committee, AERA
- (2017). *Committee member*, Critical Educators for Social Justice Scholar Activist Award Committee, AER
- (2017). *Committee Member*, Ethnicity, Race & Multilingualism Travel Award Committee, LRA
- (2016-present). *Committee member*, Ethnicity, Race & Multilingualism Committee, LRA
- (2013). *Committee member*, A Black Education Congress (ABEC), Chicago, IL
- (2012-2014). *Committee member*, American Educational Research Association (AERA) Division D mentoring committee, Washington D.C.

Conference Session Chair/Discussant

- Acosta, M. M.** (2018). Innovative and diverse pedagogies in teacher preparation. Session Chair at the annual conference of the American Educational Research Association, New York City, NY
- Acosta, M. M.** (2018). The teacher as student: Creating social justice allies through teacher education. Discussant at the annual conference of the American Educational Research Association, New York City, NY

- Campbell, T., Robertson, W. B., **Acosta, M. M.** (2018). "Teaching in these times": Justice-centered pedagogy in higher education, a fireside chat for emerging scholars. Panel Organizer and Moderator at the University of Alabama College of Education Council for Diversity Initiatives Dialogue Series, Tuscaloosa, AL
- Acosta, M. M.** (2016). Critical analysis of race, class, gender, and ethnicity in elementary school contexts. Session Chair at the annual conference of the American Educational Research Association, Washington, D.C.
- Acosta, M. M.** (2016). Toward advocacy and inclusion for inservice teachers. Session Chair at the annual conference of the American Educational Research Association, Washington, D.C.
- Acosta, M. M.** (2016). Reform or development: Examining school structures and curriculum. Session Chair at the International Conference on Urban Education Biennial Conference, San Juan, Puerto Rico
- Acosta, M. M.** (2015). Teacher identity: Examining perceptions of race and cultural identity. Session Chair at the annual conference of the American Educational Research Association, Chicago, IL
- Acosta, M. M.** (2014). Addressing race in the classroom: A conversation with CSRRR Course Development Grant Winners. Session Chair at the Center for the Study of Race and Race Relations Spring Lecture, Gainesville, FL

Publication/Conference Proposal Reviews

- (October, 2020 - present). *Editorial board member*, Literacy Research: Theory, Method, & Practice.
- (November, 2016 - 2017) *Editorial board member*, Education & Urban Society.
- (November, 2019, May, 2020). *Manuscript reviewer*, International Journal of Qualitative Studies in Education.
- (April, 2020). *Manuscript reviewer*, Journal of Critical Thought and Praxis.
- (January, 2017). *Manuscript reviewer*, Equity & Excellence in Education.
- (October, 2014, June, 2015, December, 2015, February, 2016, January 2017, July 2017, August, 2017, March 2018, March, 2021). *Manuscript reviewer*, Urban Education.
- (January, 2016; June, 2016) *Manuscript reviewer*, Teachers College Record.
- (March, 2014, March 2018, November, 2019). *Manuscript reviewer*, Journal of Teacher Education.
- (April, 2014). *Manuscript reviewer*, Journal of Black Studies.
- (July, 2012). *Conference proposal reviewer*, American Association of Colleges for Teacher Education.
- (August, 2017). *Conference proposal reviewer*, American Educational Research Association.

Service to the Community

Committee Memberships

- **(2019 - 2020). Member**, Palm Beach County School District Academic Advisory Committee, West Palm Beach, FL
- **(2018 - 2019). Member**, Palm Beach County School District Superintendent’s Cabinet on Black Student Achievement, West Palm Beach, FL
- **(January 2014 – July, 2014). Director**, The Black Educator Action Team (The BEAT), Gainesville, FL
- **(May, 2013). Committee member**, Emancipatory Educational Research Conference (EER), Gainesville, FL

Activities

- **(May 2021 – present). Curriculum coordinator & developer**. SURGE Academy, Hollywood, FL
- **(December 2020). School District of Palm Beach County Textbook Adoption Committee member**, School District of Palm Beach County, West Palm Beach, FL
- **(May, 2017 – July, 2017). 1st – 5th grade African American Studies Teacher**, Woodland Park Early Learning Center Summer Enrichment Program, Birmingham, AL
- **(January 2017 – April, 2017). Coordinator**, Woodland Park Church of Christ C_ACT/ACT Aspire Bootcamp, Birmingham, AL
- **(May, 2016 – July, 2016). 2nd – 5th grade Reading Teacher**, I Dream Big Summer Academy, Tuscaloosa, AL
- **(September 2016 – May 2017). 1st grade Reading Teacher**, Phillips Academy, Birmingham, AL
- **(April, 2014). Guest lecturer**, Pamper me Pink: Girls Empowerment workshop, Gainesville, FL

HONORS AND AWARDS

- Recipient. College of Education **Scholar of the Year** Award, FAU (2021).
- Recipient. FAU Presidential Award for **Outstanding Faculty-Led Community Engagement**, (2020).
- Recipient. American Association of Colleges for Teacher Education (AACTE) **Outstanding Journal of Teacher Education Research Article** Award (2019).
- Showcase Presenter. FAU College of Education **Best in Research Productivity 2018-2019** for CCEI (2019).
- Recipient. Council for Community-Based Partnerships **Outstanding Faculty-Initiated Community Engagement Effort** Award, University of Alabama (2018).
- Recipient. Central Elementary School **Community Volunteer** Award (2017).
- Fellow. Center for Ethnicity & Social Responsibility **Service-Learning Fellow** (2016).
- Fellow. Learning In Action Experiential **Learning Fellow** (2016).
- Recipient. Birmingham City Public Schools **Community Volunteer** Award (2016).

- Nominee. American Association for Colleges of Teacher Education **Dissertation** Award (2015).
- Nominee. American Education Research Association Division K (Teaching and Teacher Education) **Dissertation** Award (2015).
- Fellow. Asa G. Hilliard and Barbara A. Sizemore **Research in African American Education Fellow** (2013).
- Recipient. Delores Auzenne **Dissertation Fellowship**, University of Florida (2013).
- Recipient. **Grinter Fellowship**, University of Florida (2010).
- Recipient. **Holmes Scholar**, University of Florida (2010).
- Nominee. **Teacher of the Year**, School Board of Alachua County (2006).

CERTIFICATIONS

- Florida** Teacher Certification K-6 Education valid until June 2017.
- Instructional Coaching Certification Evaluator.
2013, University of Florida
- Clinical Educator,
2009, School Board of Alachua County
- National** Coaching for Equity Certificate
2011, Coaching for Equity Institute

PROFESSIONAL MEMBERSHIPS

- **American Educational Research Association (AERA).**
Divisions: K, B, F, G
SIGS: Research Focus on Black Education, Qualitative Research, Cultural Historical Research, Biographical and Documentary Research
- National Alliance of Black School Educators (NABSE)**
- **Association for the Study of African American Life and History (ASALH)**
- **African American Intellectual History Society (AAIHS)**
- **Florida Association of Teacher Educators (FATE)**
- **Florida Education Research Association (FERA)**