

# La-Neka S. Brown

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## Contact Information

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## LINE OF RESEARCH

My research interest is teacher preparation, induction, retention, and attrition. Currently, I examine the benefits and barriers of using a teacher-apprentice model to prepare pre-service teachers for careers in urban schools.

## ACADEMIC PREPARATION

Virginia Commonwealth University, Richmond, VA  
**PhD in Educational Leadership, Policy, and Justice; Anticipated Graduation: August 2025**

Virginia Commonwealth University, Richmond, VA  
**Post-Master Certificate in Educational Leadership, 2021**  
Concentration: Educational Leadership and Administration

University of Virginia, Charlottesville, VA  
**Master of Education, 2010**  
Concentration: Curriculum and Instruction-Reading Education

Virginia Commonwealth University, Richmond, VA  
**Master 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
2019-2022	Mental Health First Aid Certified through The National Council for Behavioral Health
2023-2024	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

- Fall 2023 S. Stanley and Anita H. Prince Scholarship Awardee, Virginia Commonwealth University (VCU) School of Education (SOE), Richmond, VA
- Fall 2022 Schumacher Fund for Dissertation Research in Education Awardee, Virginia Commonwealth University (VCU) School of Education (SOE), Richmond, VA
- Spring 2022 Joining Forces to Foster Diversity, Equity, and Inclusion (DEI) Grant Awardee, Virginia Commonwealth University (VCU), School of Education (SOE), Richmond, VA
- Fall 2021 Holmes Scholar, American Association of Colleges for Teacher Education (AACTE), Washington, D.C.
- Fall 2021 William C. Boshier, Jr. Scholarship Fund Awardee, Virginia Commonwealth University (VCU) School of Education (SOE), Richmond, VA
- Spring 2021 Continuing Education Grant Awardee, Philanthropic Educational Organization, Norfolk, VA
- Summer 2016 Project Zero, Washington International School Summer Institute for Teachers (WISSIT), Fellow, 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 presented at the annual meeting of the American Educational Research Association. San Diego, CA, United States.

# CONFERENCE PRESENTATIONS

## Invited Presentations

### National

**L. Brown**, (2023, February 23-24). *What is Preventing Black Girls from Pursuing Educational and Occupational Opportunities in STEM*. Symposium presented at the annual meeting of the American Association of Colleges for Teacher Education. New Orleans, Louisiana, United States.

**L. Brown**, (2022, March 2-3). *The Impact of Discriminatory School Discipline Practices on Black Girls*. Symposium presented at the annual meeting of the American Association of Colleges for Teacher Education. New Orleans, Louisiana, United States.

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.

### Local

**Brown, L.** (2022, August). *Understanding Factors of School Pushout in Black Girls*. Equity and Excellence Conference, Norfolk Public Schools, Norfolk, VA.

**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

### Old Dominion University-Norfolk, VA

#### Director, Teacher in Residence Program

2022-Present Oversees all aspects of student recruitment, admissions, advising, placements, and mentoring. Responsible for budget and grant management, program administration, and program evaluation. Steward partnerships with school divisions and establishes an expansion plan for current and future districts. Ensures coursework and program design follow university policy, division, and state licensure regulations, and CAEP accreditation standards. Collaborate with faculty and university and community partners to develop and maintain a high-quality preparation program.

### 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**

2021–2022      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 to 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 partnerships 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  
1996-1999      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 ADMINISTRATION & TEACHING EXPERIENCE**

### **Norfolk Public Schools**

Norfolk, Virginia

#### **Title I Program Specialist (Administrative)**

2018–2023 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 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 a District-wide Family Engagement Committee with families, and community partners. Actively built partnerships among families, schools, and community organizations to increase student achievement.

### **Kingdom Educational Solutions, LLC.**

Tidewater, Virginia

#### **Chief Executive Officer, Educational Consultant (Administrative)**

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 created 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 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 (Administrative)**

2013–2016

Supervised daily literacy instruction in underperforming schools with a primary focus on implementing consistent research-based school-wide practices. Established instructional priorities for the Academic, Leadership, and Response to Intervention Teams. Provided leadership and direction in implementing 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, the 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 rounds 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 (Administrative)**

2010–2013

Proactively identified the school's strengths and areas for improvement in English/language arts and recommended strategic responses that maximize student achievement in reading and literacy development. Coached and developed teachers to align 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. Implemented high-impact instructional strategies in English/language arts. Monitored the instructional program and provided ongoing professional learning support, feedback, and mentoring to help teachers improve performance and achieve literacy-related objectives. Provides direct support to individual and small groups of students as warranted. Analyzed and used 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 (Administrative)**

2008–2010

Supervised daily literacy instruction in underperforming schools with a primary focus on implementing high-impact instructional strategies school-wide. Established instructional priorities for the Academic, Leadership, and Response to Intervention Teams. Provided leadership and direction in implementing 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, the 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 rounds 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 (Instructional)**

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 Assessments (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, paraprofessionals, 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

2018-2023 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** Richmond, Virginia

2023-2024	President for the American Association of Teacher Education, Holmes Scholars Program, Executive Board
Fall 2023	Charles P. Ruch Award for Excellence in Teaching Selection Committee, School of Education
2022-2023	President-Elect for the American Association of Teacher Education, Holmes Scholars Program, Executive Board
Spring 2021	Participant in the Council for the Accreditation of Educator Preparation (CAEP) process for the Educational Leadership department

### **Norfolk Public Schools** Norfolk, Virginia

2022-2023	District School Improvement Team
2021-2023	District-Wide Family Engagement District Leadership Committee
2021-2023	Pre-K 5-Year Strategic Planning District Leadership Committee
2021-2023	Comprehensive Coordinated Early Intervening Services District Team
2021-2023	ARP II Homeless Funding Planning District Leadership Committee
2021-2023	Ready Rosie District Leadership Committee
2020-2023	District Community Engagement District Leadership Committee
2020-2021	Emergency Child Care District Leadership Committee
2019-2023	Restorative Justice District Leadership Committee
2018-2023	Virginia Tiered Systems of Support (VTSS) District Leadership Committee
2018-2023	Homeless Families Holiday Gift Tree Department Committee
2018-2023	Positive Behavioral Interventions and Supports (PBIS) District Team
2018-2023	Faith-Based Partnership District Leadership Committee
2018-2023	Attendance Team District Leadership Committee
2018-2023	Academic Review District Leadership Team

## **PROFESSIONAL AFFILIATIONS**

2023-Present	American Psychological Association (APA)
2022-Present	American Educational Research Association (AERA)
2022-Present	Virginia Association for Colleges of Teacher Education (VACTE)
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**

2023-Present	United for Children (UFC) K-3 Committee for Proficiency in Literacy, United Way of South Hampton Roads (UWSHR)
2019-2023	Virginia Arts for Learning-Board Member
2018-2022	Portsmouth Service League Member
2016-2022	Hampton Roads Black Chamber of Commerce Board Member (BlackBrand)
2019-2021	WHRO, VOICE Reader and Special Event Volunteer
2019-2020	Project Inclusion Board Governance Leadership Development Program
2018-2021	Urban League Guild of Hampton Roads
2017-2019	Service Corps of Retired Executives Member (SCORE)
2017-2018	Business Network International Member (BNI)