

ABIGAIL AKOSUA AMOAKO KAYSER
Curriculum Vitae

California State University, Fullerton
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ACADEMIC APPOINTMENT

Fulbright Scholar	2021-2022
Department of Teacher Education College of Education University of Ghana, Legon	
Assistant Professor	2021-Present
Department of Elementary and Bilingual Education College of Education California State University, Fullerton	
Elementary Teacher Education Post-Doctoral Research Associate Diversity, Equity, and Inclusion Fellow	2018-2021
Department of Curriculum, Instructional, and Special Education School of Education and Human Development University of Virginia	

EDUCATION

Doctor of Philosophy in Curriculum, Instruction, and Special Education	August 2018
University of Virginia, School of Education and Human Development	
Dissertation Title:	Teaching with Equity in Mind: A Case Study of How One Teacher Meets the Needs of Emergent Bilingual Learners
Committee:	Dr. Stanley Trent (Advisor and Co-Chair), Dr. Amanda Kibler (Co-Chair), Dr. Julie Cohen, Dr. Peter Youngs
Master of Teaching in Early Childhood and Developmental Risk	May 2008
University of Virginia, School of Education and Human Development	
Bachelor of Arts in Psychology	May 2008
University of Virginia, College of Arts and Sciences	

HONORS, FELLOWSHIPS, AND AWARDS

Lasting Legacy Award- University of Virginia	2017, 2019
Isabella Gibbons Educator of the Year Award-African-American Teaching Fellows	2017
The Raven Society Fellow-University of Virginia	2017
Alice Jackson Fellow-University of Virginia	2016-2018
Alumni of the Year Award-University of Virginia, Madison House	2017

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Snyder-Crumpacker Fellowship-University of Virginia	2016
Outstanding Elementary Teacher Award-Phi Delta Kappa International	2012
Early Childhood and Developmental Risk Fellowship-University of Virginia	2008

SCHOLARSHIP

PUBLICATIONS

Peer-Reviewed Journal Articles

- Amoako Kayser, A.**, Kayser, B., & Keys, L., & Holmstrom, L. (2021). "We appreciate what you are doing, but you are doing it wrong": Two schools address school-family tensions through culturally responsive family partnerships. *Taboo: The Journal of Culture and Education*, 20 (2), 2.
- Amoako Kayser, A.**, Nash, A. M., & Kayser, B. (2020). Change-makers: A grassroots approach to culturally responsive leadership and teaching. *Journal of Education Human Resources*, 38(1), 35-56.
- Miles Nash, A., Mims, L., **Amoako Kayser, A.**, Dickerson, K., & Kaler-Jones, C. (2019) Researching the hidden: Privileging and coalescing Black women's and girls' experience in educational contexts, *Research on Women and Education*, 5, (9-14)
- Amoako Kayser, A. A.**, Jackson, A., & Kayser, B. (2018). A seat at the table: Listening to adolescent Black girls. *Afterschool Matters*, 28, 44-49.
- Cole, R., Gordon, B., **Kayser, A.**, Caruccio, J. (2017). Creating artists and citizens: Teaching community through an art-based mentoring program. *Transformations: The Journal of Inclusive Scholarship and Pedagogy*. 27(1), 77-86.

Book Chapters

- Mims, L.C., Kaler-Jones, C., **Amoako Kayser, A.A.** and Johns, D.J. (2022), "I feel like this school is changing the best parts of who she is": Reflections from black educators on their experiences developing growth-promoting environments for black girls during early childhood", In Mayes, R.D., Shavers, M.C. and Moore, J.L. (Eds.) *African American Young Girls and Women in PreK12 Schools and Beyond (Advances in Race and Ethnicity in Education, Vol. 8)*, Emerald Publishing Limited, Bingley, pp. 29-48
- Amoako Kayser, A.** (2020). Invisible borders: On being a Ghanaian immigrant in the United States. In Yazan, B., Canagarajah, S., & Jain, R. (Eds.), *Autoethnographies in ELT Transnational Identities, Pedagogies, and Practices*. (1st ed.). Routledge.

Practitioner Journals

- Zahner, W., Wyann, L. **Amoako Kayser, A.**, (2022). Equitable math instruction for California's multilingual students. *The Education Trust-West*
- Amoako Kayser, A.** (2022). What is culturally relevant pedagogy? An introduction. *Student Achievement Partners*.
- Amoako Kayser, A.** (2022). What is academic success? Reimagining how to foster academic success in the classroom and document student growth. *Student Achievement Partners*.
- Amoako Kayser, A. & Starks, T.** (2022). What is critical consciousness? Understanding sociopolitical consciousness in the classroom. *Student Achievement Partners*.
- Amoako Kayser, A. & Keown, K.** (2022). Preparing to teach in a culturally relevant way: Focusing on "how we think" instead of "what to do" when planning lessons. *Student Achievement Partners*.

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Kayser, B., & **Amoako Kayser, A.** (2020, November). No, elementary students aren't too young to talk about race. *ASCD Express*

Kayser, A., & Trent, S. (2017). Family values: An immigrant teacher's story. *Educational Leadership*, 75(1), 76-79.

SCHOLARLY ACTIVITIES IN PROGRESS

Under Review

Harris, J., Darling-Aduana, J., & **Amoako Kayser, A.**, Edwards, C., & Alridge, D. (2020) "I like that I got to learn about different cultures and reflection" Examining students' perceptions of a developmentally appropriate culturally relevant virtual school" Our feedback matters: Centering the voices of students in a culturally responsive classroom.

Amoako Kayser, A., & Kayser, B. Toward anti-Racism and social justice in teacher education: Critical autoethnographic narrative. In Milner, R., & Bennett, J. (Eds.), *Encyclopedia of Social Justice in Education*. Bloomsbury.

In Progress

Amoako Kayser, A., Darling-Aduana, J., Harris, J. & Alridge, D. Virtual connections: Teacher experiences enacting culturally relevant practices in a virtual Freedom School.

Amoako Kayser, A., & Kibler, A. Culturally relevant pedagogy: Does it address the language needs of emergent bilinguals?

Amoako Kayser, A., Trent, S., & Kayser, B. Going beyond the standards: Using counter-narratives to refute master narratives in a fourth-grade classroom.

Amoako Kayser, A. Addressing inequities in the classroom through culturally responsive classroom management.

RESEARCH GRANTS

Amoako Kayser, A., & Kayser, B. (2022) "Black teachers matter: Building and sustaining a pipeline in teacher education", Co-Principal Investigator, Scott-Jewett Fund, **Funded \$77,240**

Amoako Kayser, A., McGraw J., Berry, III, R.Q., & Kayser, B. (2020). "Knowing better to do better": Preparing and sustaining equitable and anti-racist educators. Jefferson Trust. Principal Investigator, **Funded \$49,478**

Aldridge, D. & **Amoako Kayser, A.** (2020). Freedom schools: A culturally relevant pedagogical approach to mitigating inequities in the education marginalized 3rd-5th graders during the Covid-19 pandemic. Spencer Foundation COVID-19 Related Special Grant. Co-Principal Investigator, **Not Funded \$50,000**

Amoako Kayser, A., Jackson, A., Jordan, A. Martin, M. & Sechler, E. (2018). How culturally responsive pedagogy is applied in an elementary language arts classroom and an enrichment/intervention classroom: A multi-case study, Principal Investigator, **Funded \$20,000**

Amoako Kayser, A. & Jackson, A. (2017). Exploring Educational Opportunities and Barriers Adolescent Girls Face in Ghana Double Hoo Grant, Principal Investigator, **Funded \$6,000**

Amoako Kayser, A. & Jackson, A. (2016). Black Girls Must Matter: An Assessment of the Current Mentoring and Service Programs Available to Girls of Color in Our Local Area. Double Hoo Grant, Principal Investigator, **Funded \$6,000**

SCHOLARLY PRESENTATIONS

Peer-reviewed National Conferences

- Amoako Kayser, A.,** Kayser, B. (Under Review). *What is the story African's tell of their origin?": Reviewing 6th grade history curriculum in Ghana*. Paper to be presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Skarin, R., & **Amoako Kayser, A. (2022)** Powerful Civics for all: Realizing the EAD roadmap's potential for all English Learners. Presentation at the National Council for the Social Studies. (Virtual)
- Skarin, R., Gonzales, C., Dieckmann, J., & **Amoako Kayser, A. (2022)**. *Benchmarks of quality for instructional materials: The hallmark of an equitable education*. Practitioner workshop at the annual meeting of National Association for Bilingual Education, New York, NY.
- Amoako Kayser, A.,** Kayser, B. (2022). "My teacher believes in me": Elementary students' perception of their teachers culturally relevant practices. Roundtable paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Kayser, B., **Amoako Kayser, A. (2022)**. *Relationships, relationships, relationship: Recruitment strategies of a pathway program to increase African American teacher representation*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Amoako Kayser, A.,** Harris, J., Darling-Aduana, J., & Edwards, C., (2021). *A culturally relevant pedagogical approach to mitigating inequities in the education of marginalized third-fifth graders during the COVID-19 pandemic*. Paper presented at the annual meeting of the American Educational Research Association, Orlando, FL
- Amoako Kayser, A.,** Kayser, B., (2021) "I am not here to manage you": A culturally relevant classroom management approach. A roundtable presented at the annual meeting of the American Educational Research Association, Orlando, FL
- Kayser, B., **Amoako Kayser, A. (2021)** *How first-generation college students experience and respond to stress*. A paper presented at the annual meeting of the American Educational Research Association, Orlando FL
- Bennett, J., **Amoako Kayser, A. (2020)**. *Context is key: Influences of place and person on culturally responsive and multicultural teaching strategies*. A roundtable presented at the annual meeting of the American Educational Research Association, San Francisco, CA
- Kayser, B., **Amoako Kayser, A. (2020)**. "Who here likes 2-Pack Shakur?" *Flipping the script centering Hip-Hop in the classroom*. A paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA
- Amoako Kayser, A (2019)**. *Culturally Relevant Pedagogy: Does it Address the Language Needs of Emergent Bilinguals?* Roundtable paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Amoako Kayser, A.,** Kayser, B. (2019). *Perception, Reality, and Access: Understanding and Bridging Educational Gaps for Ghana's Secondary School Girls*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Amoako Kayser, A.,** Dickerson, K., Kaler-Jones, C., Mims, L., Miles Nash, A., (2018) *Researching the Hidden: Privileging and Coalescing Black Women and Girls' Experiences in Educational Contexts*. Panel presentation at the annual Research on Women and Education, San Antonio, TX.
- Amoako Kayser, A., (2018)**. *Recognizing the Cultural and Language Identities of Emergent Bilingual Students in Mainstream Classrooms*. Roundtable paper presented at the annual meeting of the National Association of Multicultural Education, Memphis, TN.
- Kayser, A. (2018)**. *Perspectives on Positive Youth Development in Adolescent Girls from Low-Income Communities*. Roundtable Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

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- Mims, L., Cokley, R., Nash, A., **Kayser, A.** (2018). *"The Year of the Black Girl": Celebrating Black Girlhood, Confronting Challenges, and Exploring Advocacy and Action*. Paper Symposium presented at the biennial meeting of the Society for Research on Adolescence, Minneapolis MI.
- Kayser, A.,** & Trent, S. (2017). *Implementation of Culturally and Linguistically Responsive Teaching for Emergent Bilingual Students*. Poster presented at the annual meeting of the National Association of Multicultural Education, Salt Lake City, UT. (Unable to attend)

Regional Conferences

- Kayser, A.** (2017). *Black Girlhood: Access and Assets*. Documentary presented at the Global History of Black Girlhood Conference, University of Virginia, Charlottesville, VA.
- Washburn, M. E., Buckrop, J., & **Kayser, A.** (2015). *Data and Instruction: A Comparative Case Study of Kindergarten Teachers' Use of Literacy Data to Inform Instruction*. Poster presentation at the School of Education and Human Development Research Conference, Charlottesville, VA.
- Kayser, A.,** Brighton, C., Moon, T., Invernizzi, M., Washburn, M., & Buckrop, J. (2015). *Literacy Data and Instructional Decisions: A Case Study of Kindergarten Teachers' Use of Data*. Paper presented at the annual meeting of the Virginia Educational Research Association, Charlottesville, VA.

INVITED PRESENTATIONS

- Amoako Kayser, A.,** (2022). *"I am not here to manage you": A culturally responsive warm demander approach*". University of Ghana, Legon, School of Education and Leadership.
- Amoako Kayser, A.,** Hairston, B., & Horn, J. (2020). *Creating Equitable Schools: How can Teachers Lead the Way?* Tom Tom Foundation
- Kayser, A.** (2017). *Lessons My Mother Taught Me*. TEDxCharlottesville, Charlottesville, VA.
https://www.youtube.com/watch?v=SPBup_DQF4s
- Kayser, A.** & Shonibare, B. (2017). *Cultivating Community: An Evening of Film*. Panel Discussion by the Presidential Precinct. Charlottesville, VA.
- Cohen, J., Hoffman, A., Tai, R., **Kayser, A.,** & McCool, M. (2015). *Why Do I Teach?* Panel Discussion by the Education Council of the School of Education and Human Development. Charlottesville, VA.
- Kayser, A.** (2014). *Reflections on Culturally Responsive Teaching*. 4th Annual John E. Baker Legacy Dinner, African-American Teaching Fellows, Charlottesville, VA.

TEACHING EXPERIENCE – HIGHER EDUCATION

California State University, Fullerton, College of Education

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|---|------------|
| Lead Instructor, Graduate Studies in Elementary Education: Second Language Seminar | 2022 |
| Lead Instructor, Curriculum Theory and Development | 2022 |
| Lead Instructor, Graduate Studies: Learning Theory for Classroom Use | 2022 |
| Lead Instructor, Cultural Pluralism in Elementary Schools | 2021, 2022 |
| Lead Instructor, Graduate Studies in Elementary Education: Integrated Language Arts | 2022 |

University of Virginia, School of Education and Human Development

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| Lead Instructor, Introduction to Curriculum, Instruction, and Assessment | Fall 2020 |
| Lead Instructor, Clinical Experiences in Elementary Education | Fall 2020 |
| Lead Instructor, Classroom Management and Behavioral Assessment | 2018-2020 |

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Lead Instructor, Field Experiences in Elementary	2017-2020
Lead Instructor, Teaching as a Profession	Fall 2016

TEACHING EXPERIENCE – K-12 EDUCATION

Albemarle County Public Schools, Charlottesville, Virginia	
Mary Carr Greer Elementary School, Charlottesville VA	2012-2014
Kindergarten Teacher	
Charlottesville City Schools, Charlottesville, Virginia	
Burnley-Moran Elementary School, Charlottesville VA	2011-2012
Third Grade Teacher	
Jackson-Via Elementary School, Charlottesville, VA	2008-2011
First and Second Grade Teacher	

PROFESSIONAL EXPERIENCE

English Learners Success Forum, New Venture Fund	
Consultant (Co-Designer).	2020-Present
• Led a team of researchers, district leaders, teachers, and content creators to develop the Benchmarks of Quality Tool intended to influence the design of state or local adoption of frameworks or criteria with research-based approaches for teaching ELs. • Led team to build capacity in developing civics curriculum for iCivics with ELs in mind.	
2021-Present	
Student Achievement Partners, Inc.	2021-Present
Consultant (Co-Designer)	
• Supported the design of an independent learning module for Multilingual Learners • Supported the revision of the Instructional Materials Evaluation Tool (IMET) • Supported the revision of the Text Analysis Toolkit Tool • Supported the creation of the Equitable Math and Literacy Toolkit	

Albemarle County Public Schools, Charlottesville VA	
Equity Education Specialist	2017-2019
• Revised, administered, and evaluated the culturally responsive teaching and culturally responsive school leadership program in Albemarle County Public Schools • Implemented and evaluated the culturally responsive teaching and culturally responsive school leadership credentialing and certification processes in Albemarle County Public Schools • Collaborated with Equity Education Specialists and school district leaders to review division-level data to plan, present and evaluate professional development training to division staff (teachers and administrators) • Supported teachers to ensure the alignment of culturally responsive teaching practices were aligned with division curriculum and student performance benchmarks with state Standards of Learning, and division goals • Cooperatively worked with Equity Education Specialists, community members, families, and school division leaders to strengthen family-school partnerships • Evaluated and revised policies on anti-racism and student apparel and expression	

Madison House, Arts Mentors Program, Charlottesville, Virginia

Amoako Kayser

Co-Director 2014-2018

- Selected, trained, and supervised 30 undergraduate mentors and matched with 30 3rd-6th grade students from underserved communities in Charlottesville
- Managed 30K yearly budget; created curriculum to support mentor-mentee relationships

University of Virginia, School of Education and Human Development, Charlottesville, VA

University Supervisor 2014-2016

- Supervised graduate-level elementary teacher candidates in full-time student teaching placements
- Conducted teacher observations using CLASS™, conferenced and wrote evaluation reports on teacher candidates' progress
- Collaborated and formalized partnerships with local school division Mentor Teachers and Elementary Teacher Education faculty to support teacher candidates in full-time student teaching placements

RESEARCH EXPERIENCE

Research Affiliate 2020-Present

Principal Investigators: Drs. Nancy Deutsch, Valerie Adams Bass, and Michael Lyons

Focus: A mixed-methods study on how school districts implement equity work in afterschool and summer programs

Graduate Research Assistant 2015-2018

Principal Investigator: Dr. Stanley Trent

Focus: A qualitative study on the culturally responsive teaching practices of elementary teachers

Graduate Research Assistant 2016-2017

Principal Investigator: Dr. Amanda Kibler

Focus: A mixed-methods study of classroom-level social settings in which multilingual students at many different English language proficiency levels learn alongside monolingual English speakers. Funded by William T. Grant Foundation

Graduate Research Assistant 2014-2015

Principal Investigators: Drs. Catherine Brighton, Marcia Invernizzi, and Tonya Moon

Focus: A qualitative study on how teachers use data to inform literacy instruction in kindergarten classrooms. Funded by Spencer Foundation Grant

PROFESSIONAL DEVELOPMENT (WORKSHOPS/TRAINING)

Consultant and Trainer

Mountain View Elementary, Charlottesville, Virginia 2019-Present

- Designed and implemented year-long professional development workshops centered on anti-racist pedagogy, culturally relevant pedagogy, and family partnerships.

Charlottesville High School, Charlottesville, Virginia 2017-2018

- Designed and implemented year-long professional development workshops centered on teacher racial identity development and culturally responsive teaching practices

Webinars

Amoako Kayser, A. & Kayser, B. (2020, August). *Identifying and Addressing Racism in Elementary*

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Schools. Albemarle County Schools

Amoako Kayser, A. & Kayser, B. (2020, July). *Building and Sustaining Safe, Equitable, and Culturally Responsive Learning Spaces.* The Equity Center and UVA Youth-Nex.

UNIVERSITY LEADERSHIP

The University of Virginia Institute for the Redress of Inequity Through Community Engagement Scholarship

2018-2019

- Selected as a contributing faculty member for an equity initiative proposal writing and creation of an Equity Institute at the University of Virginia and the Charlottesville community at large

Center for Teaching Excellence, University of Virginia, Charlottesville, Virginia

Tomorrow's Professor Today Fellow

2016-2018

- Selected as one of twenty-six fellows to participate in a professional development program that seeks to transition graduate students to the academic profession through development in the areas of teaching, research, and adjustment to an academic career
- Attended pedagogy seminars, workshops, observed and interviewed faculty/administrators, prepared lesson plans, and other teaching documents

Presidential Precinct, Charlottesville, Virginia

Global Leadership Forum Fellow

Fall 2017

- Selected as one of two Ph.D. students to coordinate a conference on promoting gender equity in education
- Coordinated with Community Solutions Program and Atlas Corps to recruit 30 emerging leaders from developing countries to participate in week-long programming that included plenary sessions, small group discussions, breakout workshops, site visits to community organizations, and project-based learning

SERVICE ORGANIZATIONS

American Educational Research Association

2019-Present

Reviewer

Urban Education

2019-Present

Reviewer

Teachers College Record

2018-Present

Reviewer

Albemarle County Public Schools, Charlottesville, Virginia

Diversity and Equity Advisory Committee Member

2014-Present

Minor-Preston Education Fund

2018-Present

Advisor

University of Virginia, Summer Undergraduate Research Program, Charlottesville, Virginia

Mentor

Summer 2017

University of Virginia, School of Education and Human Development, Charlottesville, Virginia

Outreach and Communications Committee Member, Curry Research Conference

2014-2015

University of Virginia, School of Education and Human Development, Charlottesville, Virginia

Hospitality Team Member, Best Practices Institute

Spring 2015

PROFESSIONAL MEMBERSHIPS

American Educational Research Association	2014-Present
The National Association for Multicultural Education	2015-Present
Teachers of English to Speakers of Other Languages (TESOL) International Association	2017-Present
African-American Teaching Fellows	2007-Present
SEEDS4Change, UVA	2014-2018