

# Dr. Erin O'Connor Marsano

Erin\_OConnorMarsano1@baylor.edu

## CURRENT WORK

- Full-time Lecturer in the EdD in Learning and Organizational Change, School of Education, Baylor University

## AREAS OF EXPERTISE

- English as a second language and language acquisition
- Reading and literacy in education
- Literacy assessments and use of data to inform instructional practice
- Secondary education: science, health education, business, ESL
- Beginning teacher effectiveness and support
- Curriculum development for online programs
- Online and blended instructional design
- Mentoring programs
- Teacher leadership
- Culturally responsive pedagogy, andragogy, and cross cultural teaching
- Differentiated instruction and Universal Design for Learning
- Action Research Qualitative Research
- Qualitative Research Methods
- Dissertation Advising
- Certificate Harvard EdX: Principles, Statistical and Computational Tools for Reproducible Data Science

## EDUCATION

**Doctor of Education** *with an emphasis in Organizational Change and Leadership*  
University of Southern California May 2021  
Dissertation: *Beginning Teachers' Perceptions of Induction Program Support*

**Master of Education** *emphasis in Cross Cultural Teaching*  
National University July 2009

**Bachelor of Science** *emphasis in Business Administration*  
California State University, Chico December 2007

## **CURRENT LICENSES**

### **California Administrative Services Credential** *Certificate of Eligibility*

Document Number available on request

### **California SB2042 Clear Single Subject Teaching Credential**

*Biological Sciences, General Science, Health Science, ELA1, and Business*

Document Number available on request

## **PROFESSIONAL EXPERIENCE**

### **Baylor University**

*Doctor of Education in Learning and Organizational Change — Lecturer*

August 2022- PRESENT

*Courses Taught:* EDC 6391: *Problem of Practice 1*, EDC 6392: *Problem of Practice 2*, EDC 6333: *Problem of Practice 3*, EDC6393: *Problem of Practice Capstone & 6v99: Dissertation Hours*: Instruct Problem of Practice courses focused on supporting doctoral students in the completion of the dissertation process. Provide mentorship, guidance, writing and editing support, and feedback for doctoral students in a variety of professions, utilizing multiple theoretical frameworks and methodological approaches, and in various phases of the dissertation process.

*EDC 6346: Mentoring and Supervision:* Coordinate peer mentoring between a cohort completing Capstone and another cohort just beginning their dissertation in the Problem of Practice 1 and 2 course series. Guide students in a mentoring skills self-assessment and a skill development plan. Support students in designing a workplace mentoring program and delivering a proposal based in current research.

*EDC 6365: Philosophy and Ethics in Leadership:* Provide students the opportunity to solidify their personal philosophy and code of ethics through an analysis of a variety of ethical issues in leadership. Students examine a range of values, beliefs, and cases related to ethical issues through an analysis of case studies, projects, whole group, and small group discussions.

### **University of Southern California**

*Reading and Literacy Added Authorization (RLAA) Program —Adjunct Lecturer*

August 2021- May 2023

*Courses Taught:* 534x: *Diagnosis of Reading Disabilities* and 535x: *Remediation of Reading Disabilities*: Instruct fieldwork-based coursework for teacher

candidates adding the California Reading and Literacy Added Authorization to an existing California credential. Support candidates with the implementation of research-based assessment strategies in reading, listening, writing, and spelling for selected focus students to determine students' areas of growth in literacy development. Guide candidates in developing and implementing a data-driven instructional plan utilizing assessment data and appropriate strategies that target identified areas of need in literacy. Utilize technology tools to support candidates' reflection on current teaching practices relating to the implementation of the defined instructional plan.

*Doctor of Education in Organizational Change and Leadership -Dissertation Associate*  
January 2022- May 2023

Courses Assisted: EDUC 790: Research, EDUC764A, B, C & D: Dissertation in Practice I, II, III, & VI: Work closely with Dissertation Chairpersons to support doctoral candidates in the completion of the dissertation process. Provide mentorship, guidance, writing and editing support, and feedback for doctoral students in a variety of professions, utilizing multiple theoretical frameworks and methodological approaches, and in various phases of the dissertation process.

### **San Diego County Office of Education (SDCOE): Teacher Effectiveness and Preparation Department**

*Induction Program — District Lead*  
2015- 2022

Coordinate with various school districts' leadership to assign and train qualified mentorship for beginning K-12 teachers in San Diego County. Lead mentors and teacher candidates through the process of clearing their preliminary teaching credentials and action research cycles. Communicate and provide feedback and support in-person and online to beginning teachers, mentors, and district administrators.

Courses Taught: Induction Year 1, Induction Year 2

*Induction Program — Mentor Teacher*  
2012- 2022

Work with teacher candidates in a coaching capacity to identify a professional growth goal and develop and implement an action research project that addresses the growth goal in their current classroom practice. Provide support to candidates in the collection and analysis of data demonstrating if the application of current research positively impacted identified areas for growth. Observe and provide critical feedback to support

continual growth and improvement in classroom practices. Suggest and share various strategies, research, and assessments that can be implemented to support various students' needs. Meet weekly to brainstorm solutions for common classroom challenges.

*Designated Subjects Program — Instructor*  
2016- 2022

Develop and teach graduate level coursework to beginning teacher candidates earning a clear Designated Subjects credential in an online setting. Coursework emphasized a combination of research-based strategies to promote equitable access to curriculum and grading practices, classroom management techniques, differentiated instruction for a variety of diverse learners including a focus on language and literacy acquisition, as well as strategies to support learning and assessment.

*Courses Taught:* *Early Program Orientation, Foundations in Education*

*Teacher Effectiveness & Preparation Program — Curriculum Developer*  
2015- 2022

Design and develop a variety of asynchronous and synchronous online courses and activities in Induction, Designated Subjects, and the Math and Science Intern Program. Some course topics include: differentiated instructional strategies to improve equity and access for all learners, all teachers as teachers of literacy, specific strategies to support second language acquisition, Multi-Tier System of Support best first teaching pedagogy, culturally relevant instruction, assessment and data-driven instructional practices. Curriculum designed to align with the principles of andragogy.

*Teacher Trainer*  
2012- 2020

Develop and deliver a series of educator workshops focused on best practices in literacy and second language acquisition. Utilizing an activity centered delivery model aligned with principles of andragogy, current educators practiced the implementation of research-based teaching strategies to support improved language and literacy outcomes in a group setting. Workshops provided support in planning for differentiated activities based on grade and content-area being taught. Workshops were developed for beginning teachers through SDCOE as well as for schools and districts on an independent consultant basis.

*Workshops Delivered:*

- *Specially Designed Academic Instruction in English: Content Area Strategies to Support Literacy and Language Acquisition*
- *Core Workout: Engaging Strategies to Support Students with Language*

- *and Literacy in the Common Core*
- *Core Workout: Engaging Strategies to Support Literacy and Language Acquisition for English Language Learners in the Common Core*
- *Integrated English Language Development Strategies*
- *Multi-Tier System of Support (MTSS) Tier 1 Strategies*

## **Ramona Unified School District (RUSD)**

*Secondary Teacher, Science, Health, ELD, College Access Program*  
AUGUST 2009- JUNE 2015

Plan, design, and deliver standards-based learning experiences for 9th-12th+ grade students with various demographic backgrounds and needs. Implement differentiated instruction and various forms of assessment; use assessment data to plan instruction; provide critical feedback to support mastery of literacy and content in various subject areas within a comprehensive and continuation high school setting.

## **PUBLICATION RECORD**

Jones, S., Sullivan-Marlow, A., & O'Connor Marsano, E. (2021, October). *Diversifying the Educator Workforce White Paper*. San Diego County Office of Education: Teacher Effectiveness and Preparation Office.

Kennedy, N. A. & O'Connor Marsano, E. (2024). Targeted Solutions to Improve the School-to-Prison Pipeline. In P. De Walt & D. Nix-Stevenson (Eds.), *PK-12 Professionals' Narratives of Working as Advocates Impacting Today's Schools* (pp. 29-49). IGI Global. <https://doi.org/10.4018/978-1-6684-9236-9.ch003>

O'Connor Marsano, E. (2021). *Beginning Teachers' Perception of Induction Program Support* (dissertation). University of Southern California, Los Angeles, CA.

O'Connor, E., & Geiger, R. (2012). Book Chapter: Rebecca Geiger and Erin O'Connor. In *Inquiring Knowledge: Reflections on Inquiry-Based Teaching By The San Diego County Area Induction Program* (pp. 178-181). Action Research Write-Up, San Diego County Office of Education.

## **PRESENTATIONS**

Sloan, A.M., Purdum-Cassidy, B., & O'Connor Marsano, E. (2023, October). *IMPACTing Online Student Success through a Peer-Mentoring Program*. The Carnegie Project on the Education Doctorate Convening. Pensacola, FL.

Lively, C., O'Connor Marsano, E., Sloan, A.M., Sanguras, L. (2023, October). *The*

T-Shirt Effect: How SWAG has Cultivated Community, Connection, and Retention in an Online EdD Project. The Carnegie Project on the Education Doctorate Convening. Pensacola, FL.

O'Connor Marsano, E., Lively, C., Sloan, A.M., Sanguras, L. (2023, October). The T-Shirt Effect: How SWAG has Cultivated Community, Connection, and Retention in an Online EdD Project. Online Learning Consortium (OLC) Accelerate Conference. Virtual.

O'Connor Marsano, E., Lively, C., Sloan, A.M., Sanguras, L. (2023, October). The T-Shirt Effect: How SWAG has Cultivated Community, Connection, and Retention in an Online EdD Project. Online Learning Consortium (OLC) Invited Webinar. Virtual.

O'Connor Marsano, E., & Grossklas, T. (2023, September). Innovative Approaches for Teaching & Learning High School & Undergraduate Content-Area Literacy. International Conference on Innovative Teaching and Learning.

O'Connor Marsano, E., & Oldfield-Jackson, T. (2023, September). Integrating Engaging Practices to Support Mastery of Scarborough's Reading Rope Skills. International Conference on Innovative Teaching and Learning.

## **GRADUATE RESEARCH DIRECTION: DISSERTATION ADVISOR**

Bailey, D. (2024). Girls Can Too: A Qualitative Multiple Case Study Exploring Manufacturing as a Career Choice for Recent High School Female Graduates in Central Louisiana. Baylor University.

Brown, J. (2024). A Qualitative Single Case Study of the Human Resources Executive's Role in Preparing Organizations for Digital Transformations Resulting from Industry 4.0 and Society 5.0. Baylor University.

Craig, J. (2024). The Great Exodus: A Qualitative Multiple-Case Study Exploring the Critical Need to Retain Special Education Teachers in the Texas Public School System. Baylor University.

Giles, D. (2024). Employment Specialists' Perspective of Employer Attitudes Toward Providing Workplace Accommodations for Individuals with Non-Apparent Disabilities: A Single Holistic Case Study. Baylor University.

Grossklas, J. (2024). America: The Red, White, and Who? A Multisite, Qualitative Case Study Analyzing Civic Illiteracy and Teacher Use of Legitimate Peripheral Participation (LPP) Techniques in High School Social Studies Courses. Baylor University.

Kennedy, N. (2024). Funneled Into Failure: A Multiple Case Study Exploring Exclusionary Discipline and the School-to-Prison Pipeline in Missouri. Baylor University.

Lyngstand Brown, D. (2024). Leading in a Man's World: A Multiple Case Study of how Gender Bias, Prejudice, and Negative Stereotypes Impact Female

Superintendents in Arizona. Baylor University.

Maston, N. (2024). A Qualitative Single Case Study on the Opportunity Gaps Affecting Eighth-Grade Black Students in Literacy. Baylor University.

Oldfield-Jackson, T. (2024). Literally Unfinished: A Qualitative Single Case Study Exploring the Factors Impacting Texas Teachers' Responses to Unfinished Learning in Reading Due to the Covid-19 Pandemic. Baylor University.

Pickens, A. (2024). Equitable Outcomes: A Qualitative Single Case Study Exploring How Science and Mathematics Teachers in Grades 6–8 Use Multi-Tiered Systems of Support to Aid Exceptional Learners. Baylor University.

Ratcliff, J. (2024). Reimagining the Professional Learning Culture: A Multiple Case Study Exploring the Factors that Influence Early Career Teacher Retention in Rural East Texas. Baylor University.

Speer, E. (2024). The Last Bell: An Embedded Case Study Exploring Teacher Attrition and Mobility in Rural Oklahoma. Baylor University.

Thomas, K. (2024). Helping the Whole Child: A Qualitative Single Case Study Examining the Factors Influencing the Delivery of Mental Health Services in Nebraska K–5 Public Schools. Baylor University.

#### **GRADUATE RESEARCH DIRECTION: DISSERTATION COMMITTEE MEMBER**

Ayres, L. (2024). A Qualitative Case Study Exploring the Motivation of Generation Z Doctor of Physical Therapy Students Toward Career Readiness. Baylor University.

Brown, M. (2024). Managing Growth in Uncertain Times: A Descriptive Case Study of the Houston Food Bank. Baylor University.

Cooley, I. (2024). A Qualitative Embedded Single-Case Study Exploring How Adjunct Faculty Create a Community of Inquiry Experience in Online Graduate Programs. Baylor University.

Earle, S. (2024). A Charge to Keep: A Collective Case Study of the Critical Success Factors for Small United Methodist-related Colleges. Baylor University.

Forward, C. (2024). Dismantling Lost Cause Fables: A Content Analysis Examining Narrative and Visual Representations of Slavery in U.S. History Textbooks. Baylor University.

Gillis, M. (2024). A Qualitative Case Study Exploring High School Teachers' Perceptions of Culturally Relevant Pedagogy on Fostering Equitable and Inclusive Classrooms. Baylor University.

Hastings Bass, O. (2024). Improving Outcomes for Multiply Marginalized Learners: A Single Instrumental Case Study on Urban Special Educators' Implementation of DisCrit Theory and the Five Dimensions of MCE. Baylor University.

Hess, N. (2024). A Single Case Study: Preschool Directors' Decision-Making Processes When Expelling Early Intervention Special Education Students. Baylor University.

Hough, T. (2024). Securing Admission: A Holistic Single Case Study Standardizing the Pathway for Transfer Students from a Rhode Island Community College to a Four-Year University. Baylor University.

Mammen Tinker, M. (2024). Exploring the Experiences of Working Mothers Navigating the Kaleidoscope Career After the COVID-19 Pandemic: A Case Study. Baylor University.

Mihalik, M. (2024). National Parks as Lifelong Classrooms: A Qualitative Case Study Exploring Visitors' Dynamic Learning Experiences in America's National Parks. Baylor University.

Miller, E. (2024). Grit and First-Destination Careers Among Undergraduate Entrepreneurship Alumni in the Midwestern United States: A Qualitative Multiple Case Study of Underdogs Narrowing the Income Inequality Gap. Baylor University.

Rubalcaba, K. (2024). Educational Equity for All: A Case Study Exploring the Perceptions of Hispanic Parents Regarding Parental Engagement at a Rural Title I High School in Southwest Texas. Baylor University.

Schwab, E. (2024). Culture-Based Education within the Agricultural Systems of Windward Oahu: Ulupo Nui, Hakipu'u, and Paepae o' He'eia: A Qualitative Case Study. Baylor University.

Thornell, S. (2024). Teacher Personality Matters: A Qualitative Case Study of How Teacher Personality Traits Influence Teacher-Student Relationships and Engagement. Baylor University.

Turek, E. (2024). "A Republic, If You Can Keep It": A Case Study Analyzing Critical Thinking and Civic Engagement Within Pedagogical Practices of Secondary Social Studies Educators in Maui, Hawai'i. Baylor University.

## **OTHER PROFESSIONAL, LEADERSHIP, OR SERVICE ACTIVITIES**

- Cohort 15 Problem of Practice 1 and 2 Course Lead, 2024
- IMPACT Mentoring Co-Director and Co-Course Lead, 2023-Current
- EdD-LOC Program Course Template Working Group, 2023-Current
- Graduate Faculty, Baylor University, 2022-Current
- Seminar Course Curriculum Committee, Baylor University, 2022-2023
- IGI Global Publisher, peer-reviewer, 2023
- Small Business Co-Owner, 2013-Current
- WASC Accreditation Self-Study Coordinator, RUSD, 2013-2015
- Teacher Leadership Team, RUSD, 2010-2015
- ASSET Grant Coordinatnor, RUSD, 2012-2015
- Science Department Chairperson, RUSD, 2011-2013



- Girls Varsity Basketball Coach, RUSD, 2009-2012
- Collegiate Student-Athlete, 2004-2007

## **AWARDS**

- Best-in-Track Award: OLC Accelerate Conference, Student Support and Success Track, 2024
- Educator of the Year, California League of Schools, 2013
- Women's Sports Foundation, Wilma Rudolph Courage Award Nominee, 2007

## **REFERENCES**

*Available upon request*