

Laila Y. Sanguras

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Waco, TX 76798-7301

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CURRENT WORK

- Faculty at Baylor University, Department of Curriculum and Instruction
- Graduate Program Director, online EdD in Learning and Organizational Change
- Member of Baylor University's Grad Council

AREAS OF EXPERTISE

- Educational research designs and analysis
- Psychometric analysis of psycho-educational measurement tools
- Program evaluation and improvement
- Online and blended learning designs
- Psychosocial skill development
- Adult learning in online environments

EDUCATION

2017 Doctor of Philosophy

Educational Research (Research, Measurement, and Statistics),
University of North Texas, Denton, Texas

Dissertation: *Construct validation and measurement invariance of the Athletic Coping Skills Inventory for educational settings*

2002 Master of Science in Education

Curriculum and Instruction (Specialization: Student Motivation and Self-efficacy)
Portland State University, Portland, Oregon

1999 Bachelor of Arts

Education
Western Oregon University, Monmouth, Oregon

1996 Associate of Arts

Mt. Hood Community College, Gresham, Oregon

PROFESSIONAL EXPERIENCE

2021 - Creative Education Partners, LLC

Chief Operating Officer

Coordinating program evaluations and curriculum development

- 2019 - Baylor University, Waco, TX**
Graduate Program Director, School of Education
 Leading a program of 25 faculty, 10 staff, and 450 students
 Teaching graduate courses in educational evaluation and mixed methods research
- 2018 - 2019 University of North Texas, Denton, TX**
Adjunct Professor, College of Education
 Teaching graduate courses in research and statistics
- 2018 - 2019 Morningside College, Sioux City, IA**
Adjunct Professor, Sharon Walker School of Education
 Teaching graduate courses in research and statistics
- 2018 - 2019 Morningside College, Sioux City, IA**
Data Analysis Consultant, Sharon Walker School of Education
 Individual consultations with graduate students in the School of Education
- 2017 - 2019 The College of William & Mary, Williamsburg, VA**
Adjunct Professor, School of Education
 Teaching graduate courses in gifted education
- 2017 - 2019 The College of William & Mary, Williamsburg, VA**
Curriculum Developer, Center for Gifted Education
 Designing curriculum for gifted education programs and projects
- 2015 - 2019 Dallas Independent School District, Dallas, TX**
Evaluation Analyst II, Department of Evaluation and Assessment
 Designing and conducting annual program evaluations in Dallas Public Schools
- 2015 University of North Texas, Denton, TX**
Teaching Fellow, College of Education
 Taught graduate courses in research design
- 2006 – 2015 Coppell Independent School District, Coppell, Texas**
Teacher, Coppell Middle School West
 Taught gifted and talented language arts and multimedia, student council sponsor,
 National Junior Honor Society sponsor
- 2010 – 2011 University of North Texas, Denton, TX**
Graduate Assistant, Department of Educational Psychology
 Graded and consulted with students for courses in educational psychology
- 2011 – 2012 Southern Methodist University, Dallas, TX**
Teacher, Talented and Gifted Summer Institute
 Taught gifted high school students in a summer enrichment program
- 2011 – 2012 Southern Methodist University, Dallas, TX**

Writing Instructor, Girls Talk Back Summer Program

Taught 11th grade at-risk female students, focusing on college entrance and scholarships

1999 – 2006 Hood River County School District, Hood River, OR

Teacher, Wy'east Middle School

Taught middle school language arts, social studies, and reading

PUBLICATION RECORD

Peer Reviewed Papers

Sanguras, L. Y., Kettler, T., Gibson, S. D., Torres, A. M., & Haqqi, H. S. Improving equity in gifted education: Analyzing the fairness of the Scales for the Identification of Gifted Students (SIGS-2; 2023). *Gifted and Talented International*, 38(1), 31-44.

<https://doi.org/10.1080/15332276.2023.2237555>

Robins, J. H., **Sanguras, L. Y.**, & Carpenter, A. Y. (2023). Development of an online, culturally responsive accelerated language arts curriculum for middle school students. *Gifted Child Today*, 46(3), 168-179. <https://doi.org/10.1177/1076217523116844>

May, T., **Sanguras, L. Y.**, & Crocker Papadakis, L. (2021). The impact of developmental course enrollment on self, identity, and college success of first-generation college students. *The Learning Assistance Review*, 26(2), 107–148.

Sanguras, L. Y., & Walker, A. M. (2018). Bringing back the joy: One blended learning opportunity at a time. *Tempo*, 39(2), 21-25.

Sanguras, L. Y. (2013). Review of the book *In the eyes of the beholder: Critical issues for diversity in gifted education*, by D. Boothe and J. C. Stanley. *Roeper Review*, 35, 144. doi: 10.1080/02783193.2013.766966

Other Published Papers (Invited, Non-Peer Review)

Sanguras, L. Y. (2020, March). Hayden's story: Surviving and thriving as a twice-exceptional student. *The Gifted Education Review*, 5, 5-7.

Sanguras, L. Y. (2016, September). Book finds. *The Gifted Education Review*, 3, 7-9.

Sanguras, L. Y. (2016, March). Book finds. *The Gifted Education Review*, 1, 7-9.

Psychometric Instruments

Ryser, G. R., McConnell, K., **Sanguras, L. Y.**, & Kettler, T. (2021). *Scales for identifying gifted students (2nd ed.)*. Prufrock Press.

Books

Sanguras, L. Y. (2022). *Ready-to-use resources for Grit in the Classroom: Activities and mini-lessons for building passion and perseverance*. Prufrock Press.

Sanguras, L. Y. (2018). *Raising children with grit: Parenting passionate, persistent, and successful kids*. Prufrock Press.

Sanguras, L. Y. (2018). *Educator's quick guide to grit in the classroom*. Prufrock Press.

Sanguras, L. Y. (2017). *Grit in the classroom: Building perseverance for excellence in today's students*. Prufrock Press.

Book Chapters

Sanguras, L. Y., Beaujean, A. A., & Hull, D. M. (2014). Cross-cultural measurement of extraversion. In A. D. Haddock & A. P. Rutkowski (Eds.), *Psychology of extraversion* (pp. 27-53). New York, NY: NOVA.

Kettler, T., & **Sanguras, L. Y.** (2013). Naiveté, imagination, and a glimpse of the sublime: A creative pedagogy of literature. In J. Piirto (Ed.), *Organic creativity: Infusing creativity into the academic disciplines* (pp. 3-16). Prufrock Press.

Sanguras, L. Y. (2005). Effects of adolescents' perceived motivators on academic achievement and self-efficacy. In M. M. Caskey (Ed.), *Making a difference: Action research in middle level education* (pp.17-40). Information Age Publishing.

Invited Book Chapters

Werse, N. R., Cooper, S., Meehan, J. P., & **Sanguras, L. Y.** (2023). Engaging the fundamental intersection of the dissertation in practice: Both dissertation and practice. In C. Benedetti & A. Covarrubias (Eds.), *Teaching critical inquiry and applied research in Ed.D. programs moving beyond traditional methods*. Meyers Press.

Werse, N. R., Murray, E. A., Cooper, S., **Sanguras, L. Y.**, & Crocker Papadakis, L. (2023). Innovation and excellence in the Baylor University Ed.D. in Learning and Organizational Change program. In K. Ingle & H. T. Rasmussen (Eds.), *Innovation and impact: The origins and elements of Ed.D. Program excellent*. Meyers Press.

Sanguras, L. Y. (2021). Grit and resilience in children. In L. Nabors (Ed.), *Resilient children: Nurturing positivity and well-being across development*. (pp. 47-64). Springer.

Sanguras, L. Y. (2016). Blended learning: A new frontier of differentiated curriculum. In T. Kettler (Ed.), *Modern curriculum for gifted and advanced academic students* (pp. 237-250). Prufrock Press.

Program Evaluations

Sanguras, L. Y., Hancock, C., & Hawkins, L. K. (2022). *External Review for the College of Education and Community Innovation, Instruction, and Curriculum graduate program.* Grand Valley State University.

Sanguras, L. Y. (2018). *2017-18 Evaluation of Public School Choice.* Dallas Independent School District. Retrieved from <https://www.dallasisd.org/Page/42559>

Sanguras, L. Y. (2017). *2016-17 Evaluation of Public School Choice.* Dallas Independent School District. Retrieved from <https://www.dallasisd.org/Page/42559>

Turner, H., Barton, J. M., & **Sanguras, L. Y.** (2017). *2016-17 Evaluation of Career and Technical Education.* Dallas Independent School District. Retrieved from <https://www.dallasisd.org/Page/42559>

Sanguras, L. Y. (2016). *Evaluation of Public School Choice Transformation and Innovation Schools: Final report 2015-16.* Dallas Independent School District. Retrieved from <https://www.dallasisd.org/Page/42559>

Hinkley, S. & **Sanguras, L. Y.** (2016). *Student Success Initiative and accelerated instruction 2015-16.* Dallas Independent School District. Retrieved from <https://www.dallasisd.org/Page/42559>

Manuscripts in Preparation

Turner, F., Callender, J., King, Y. S., Smelker-Cheeseman, D. D., Jauregui, M., & **Sanguras, L. Y.** *Exploring the relationship between mentors and novice choral teachers.* Manuscript in Preparation.

Bownds, M. F., Boswell, M. S., Gonzalez, C. M., Harrington, T. D., Wills, K. P., & **Sanguras, L. Y.** *Mental toughness: A systematic literature review.* Manuscript in Preparation.

Sanguras, L. Y., Chambers, S. A., Galindo, G. D., Gonzales, J. A., Torres, M. M., & Kettler, T. *Investigating the Validity of the Scales for the Identification of Gifted Students (SIGS).* Manuscript in Preparation.

Sanguras, L. Y., Hernandez, D., Hodges, L. Prado, A., Rice, M., & Waterman, S. *How imposter phenomenon and marginalization converge for graduate students: An explanatory sequential study.* Manuscript in Preparation

Margot, K. C., Kettler, T., & **Sanguras, L. Y.** (2018). *STEM self-efficacy beliefs among teachers working in STEM-based education programs.* Manuscript in Preparation.

Kettler, T. & **Sanguras, L. Y.** (2017). *Measuring critical thinking: An analysis of Cornell Critical Thinking Test.* Manuscript submitted for publication.

Manuscripts in Review

Clay, B., Bunn, T., Carson, C. D., Keane, C. S., **Sanguras, L. Y.**, & Hull, D. A. *Exploring possible relationships between coping and academic and athletic achievement*. Manuscript submitted to Research in Middle Level Education online.

Kaul, C. R., Werse, N. R., Smith, J., Davis, B., Howell, L., **Sanguras, L. Y.**, Papadakis, L. C., & Shelton, R. N. (Under Review). Exploring doctoral writing self-efficacy and apprehension in the dissertation process: A convergent mixed methods study. *Journal of Higher Education*.

GRANTS

Federally Funded

Online Curriculum Consortium for Accelerating Middle School (Project OCCAMS) (2015 – Present). Key Personnel. Funded: \$323,088 through Ohio Department of Education. Sponsors: Jacob K. Javits Gifted and Talented Students Education Program (2015-2017). Role: Curriculum Design, Teacher Training, and Teacher Technical Support.

University Funded

Online Curriculum Consortium for Accelerating Middle School (Project OCCAMS Continuation) (2017 – Present). Key Personnel. Funded: \$75,000 (estimated) for two years. Sponsors: Northwestern University Center for Talent Development, The College of William & Mary Center for Gifted Education, and Columbus (Ohio) City Schools. Role: Curriculum Design, Teacher Training, and Teacher Technical Support.

Foundation Funded

That's a Wrap, Mac (2010). Co-Author and Project Director
Sponsor: Coppell Education Foundation. One-year Project Award: \$3,619.25
This funded project provided resources and training to design a new multimedia learning program at Coppell Middle School West, Coppell, TX.

A Graphic Quest (2007). Author and Project Director
Sponsor: Coppell Education Foundation. One-year Project Award: \$900.
This funded project provided resources for a graphic novel curriculum design project for the Gifted and Talented Middle School Language Arts Program at Coppell Middle School West, Coppell, TX.

Women, Events, and Bold Sirs (2007). Author and Project Director
Sponsor: Coppell Education Foundation. One-Year Project Award: \$720.
This funded project provided resources for an advanced middle school reading initiative featuring strong male and female protagonists for the Gifted and Talented Middle School Language Arts Program at Coppell Middle School West, Coppell, TX.

PAPERS PRESENTED

Keynotes

Sanguras, L. Y. (2022, January 13). *Grit in the classroom: Perseverance for excellence in today's students*. Independent School District Creativity Potpourri, online.

Peer-Reviewed Papers and Posters

Rice, M., **Sanguras, L. Y.**, Hodges, L., & Hernandez, D. (2023, November 16). How imposter phenomenon and marginalization converge for graduate students: An explanatory sequential study. Association for Higher Education Conference, Minneapolis, MN.

Lively, C., O'Connor Marsano, E., **Sanguras, L. Y.**, & Sloan, A. M. (2023, October 5). The t-shirt effect: How SWAG has cultivated community, connection, and retention in an online EdD program. OLC Accelerate 2023, online.

Lively, C., O'Connor Marsano, E., **Sanguras, L. Y.**, & Sloan, A. M. (2023, October 4). The t-shirt effect: How SWAG has cultivated community, connection, and retention in an online EdD program. CPED Convening 2023, Pensacola, FL.

Yeung, R. P. & **Sanguras, L. Y.** (2023, April 16). *Implicit bias, discipline, and academic disparities: Understanding White teachers' perceptions of Black students*. American Educational Research Association Annual Meeting, Chicago, Illinois.

Sanguras, L. Y., Kaul, C. R., & Wersé, N. R. (2022, October 12-14). *Achieving doctoral candidacy: A study of scholar-practitioner perceptions of facilitators and obstacles when writing their problem of practice dissertation literature review and methodology* [Exchange Session]. Carnegie Project on the Education Doctorate Convening, Pittsburgh, PA.

Sanguras, L. Y., LeGrand-Dunn, J., Valdez, E., McGrady, C. King, Y. (2022, April 21-25). *How graduate students of color experience racial microaggressions at a PWI: An explanatory sequential study*. American Educational Research Association Annual Meeting, San Diego, CA.

Sanguras, L. Y., Foltermann, P., Graugnard, R., & Herbert, H. (2022, April 21-25). *Understanding how high-performing high school students experience academic dishonesty: A phenomenological study*. American Educational Research Association Annual Meeting, San Diego, CA.

Blevins, B. E., Cooper, S., Crocker Papadakis, L. K., Earl, J., Howell, L., Lively, C. Meehan, J., Murray, E. A., Pratt, S., **Sanguras, L. Y.**, Talbert, T. T., Talbert, S., & Wersé, N. R. (2021). *Reframing the Problem of Practice: Transitions in Baylor University's Ed.D. in Learning and Organizational Change Program*. Manuscript accepted for publication in *Impacting Education: Journal on Transforming Professional Practice*.

Sanguras, L. Y. (2021, April 10-17). *Grit in the classroom*. Montana Association of Gifted and Talented Education Virtual Conference, online.

- Turner, F., Callender, J., King, Y. S., Smelker-Cheeseman, D. D., Jauregui, M., & **Sanguras, L. Y.** (2021, April 8-12). *Exploring the relationship between mentors and novice choral teachers*. In C. A. Lammert's (Chair), *The role of mentoring in supporting teachers from diverse communities* [Symposium]. American Educational Research Association, online.
- Sanguras, L. Y.**, Gibson, S. D., Haqqi, H. S., & Torres, A. M. (2021, April 8-12). *Updating the national norms for the Scales for the Identification of Gifted Students* [Poster presentation]. American Educational Research Association, online.
- Sanguras, L. Y.**, Ruff, S. A., Galindo, G. D., Gonzales, J. A., & Torres, M. M. (2021, April 8-12). *Investigating the validity of the Scales for the Identification of Gifted Students* [Poster presentation]. American Educational Research Association, online.
- Lively, C., Meehan, J., & **Sanguras, L. Y.** (2020, November). *Does the "D" in EdD stand for diversity? We think so!* Paper presented at the annual conference of The Online Learning Consortium, online.
- Lively, C., Blevins, B., Cooper, S., Earl, J., Kaul, C., Pratt, S., **Sanguras, L. Y.**, & Talbert, S. (2020, October). *From a distance: Community building in virtual environments*. Paper presented at the annual convening of the Carnegie Project on the Education Doctorate.
- Kettler, T., & **Sanguras, L. Y.** (2019, December). *Seeking diverse talent using the SIGS-2 observational checklist*. Paper presented at the annual conference of the Texas Association for the Gifted and Talented, San Antonio, TX.
- Calvert, E., Robins, J., **Sanguras, L. Y.**, Bright, S., & Olszewski-Kubilius, P. (2019, November). *Developing accelerated culturally responsive language arts curriculum for middle schools*. Paper presented at the annual National Association for Gifted Children conference, Albuquerque, NM.
- Robins, J., & **Sanguras, L. Y.** (2019, November). *Online versus blended: Lessons learned from a three-year accelerated program initiative*. Paper presented at the annual National Association for Gifted Children conference, Albuquerque, NM.
- Sanguras, L. Y.**, & Robins, J. (2019, November). *Staying afloat in a technology-rich classroom*. Paper presented at the annual National Association for Gifted Children conference, Albuquerque, NM.
- Sanguras, L. Y.** (2019, July). *Grit: A critical component in the identity of the gifted*. Paper presented at the annual Supporting Emotional Needs of the Gifted conference, Houston, TX.
- Sanguras, L. Y.** (2018, July). *Grit in mathematics: Designing lessons to cultivate passion and perseverance*. Paper presented at the annual Conference for the Advancement of Mathematics Teaching, Houston, TX.
- Olszewski-Kubilius, P., Calvert, E., Steenbergen-Hu, S., Chandler, K., Robins, J., **Sanguras,**

- L. Y., Cross, T. L., & Cross, J.** (2018, April). *A design-based study on accelerated online ELA curriculum for disadvantaged high potential 7th-8th graders*. Paper presented at the annual meeting of the American Educational Research Association annual, New York, NY.
- Sanguras, L. Y.** (2018, April). *Construct validation of the Athletic Coping Skills Inventory for educational settings*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Sanguras, L. Y.** (2017, December). *Grit in school: Creating a culture of passion and perseverance*. Paper presented at the annual conference of the Texas Association for the Gifted and Talented, Houston, TX.
- Sanguras, L. Y., Marlow, B., Richardson, S., Strey, K., & Zoda, S.** (2015, December). *Can we blend it? Yes, we can!* Paper presented at the annual conference of the Texas Association for the Gifted and Talented, Fort Worth, TX.
- Sanguras, L. Y., Marlow, B., Richardson, S., Strey, K., & Zoda, S.** (2015, December). *Roads? There are no roads*. Paper presented for the annual conference of the Texas Association for the Gifted and Talented, Fort Worth, TX.
- Sanguras, L. Y. & Walker, A.** (2014, November). *Blended learning: Leveraging technology to differentiate for gifted learners*. Paper presented for the annual conference of the National Association for Gifted Children, Indianapolis, IN.
- Sanguras, L. Y., MacDonald, J.** (2013, August). *Mining for gold: Independent study*. Paper presented for the biennial World Gifted Conference, Louisville, KY.
- Sanguras, L. Y.** (2012, November). *Online learning tools for gifted students*. Paper presented at the annual conference of the National Association for Gifted Children, Denver, CO.
- Sanguras, L. Y.** (2012, November). *Teaching with the humanities in mind*. Poster presented at the annual conference of the National Association for Gifted Children, Denver, CO.
- McDonald, J. L., & **Sanguras, L. Y.** (2012, November). *Matters of principle: Middle school principals in gifted education*. Poster presented at the annual conference of the National Association for Gifted Children, Denver, CO.
- Sanguras, L. Y.** (2012, November). *Online learning tools for gifted students*. Paper presented at the annual conference of the Texas Association for the Gifted and Talented, Dallas, TX.
- Sanguras, L. Y.** (2012, February). *Vocabulary building with gifted students*. Paper presented at the annual conference of the Texas Middle School Association, Galveston, TX.
- Sanguras, L. Y.** (2012, February). *Utilizing online learning tools for vocabulary acquisition*. Paper presented at the annual conference for the Texas Middle School Association, Galveston, TX.

Sanguras, L. Y. (2011, December). *Using technology to revitalize the language arts classroom*. Paper presented at the annual conference of the Texas Association for the Gifted and Talented, Austin, TX.

Sanguras, L. Y. (2009, December). *Challenging gifted readers to critical and creative responses to literature*. Paper presented at the annual conference of the Texas Association for the Gifted and Talented, Houston, TX.

Sanguras, L. Y. (2009, June). *Challenging gifted readers to critical and creative responses to literature*. Paper presented at the annual conference of the Texas Council of Teachers of English Language Arts, Euless, TX.

Sanguras, L. Y. (2002, November). *Action research: Effects of adolescents' perceived motivators on academic achievement and self-efficacy*. Paper presented at the annual conference of the National Middle School Association, Portland, OR.

Invited Papers and Posters

Werse, N. R., **Sanguras, L. Y.**, Kaul, C. K. (2023, March). *Achieving doctoral candidacy: Reflecting on the facilitators and obstacles when writing a problem of practice dissertation*. Carnegie Project on the Education Doctorate: Online Challenge Fridays.

Werse, N. R. Cooper, S., & **Sanguras, L. Y.** *Baylor University Ed.D. in Learning and Organizational Change: Carnegie Project on the Education Doctorate Program of the Year Award Recipient Presentation*. Paper Presented at: Carnegie Project on the Education Doctorate Convening, Pittsburgh, PN. October 12–14, 2022.

Sanguras, L. Y., & Kettler, T. (2020, September). *How to help gifted and talented students manage, cope, and thrive*. Paper presented at the Southlake Association for the Gifted and Talented Fall Meeting, Southlake, Texas.

Inman, T., Roberts, J., Lockhart, K., & **Sanguras, L. Y.** (2019, December). *Let's talk: What to expect when you're expected to teach gifted students*. Paper presented at the annual conference of the Texas Association for the Gifted and Talented, San Antonio, TX.

Sanguras, L. Y. (2019, October). *Grit: A critical component in the identity of the gifted*. Paper presented at the annual Baylor Gifted and Talented conference, Waco, TX.

Sanguras, L. Y. (2018, January). *Grit: From publishing to practice*. Paper presented at the meeting of the Retired Teachers of Coppell, Coppell, TX.

Sanguras, L. Y. & Fonseca, C. (2017, December). *Let's talk: Encouraging grit and resilience in gifted kids*. Paper presented at the annual meeting of the Texas Association for the Gifted and Talented annual conference, Houston, TX.

Sanguras, L. Y. (2017, April). *Gamechangers: Building grit in gifted students*. Paper presented at the annual Leadership Conference of the Texas Association for the Gifted and Talented, Houston, TX.

Sanguras, L. Y., & Johnson, S. R. (2016, July). *It's more than technology: Engaged and connecting learning*. Paper presented at the Gifted and Talented Annual Summer Professional Learning Conference, University of North Texas, Denton TX.

Sanguras, L. Y. (2012, May). *Virtual and blended learning*. Paper presented at the symposium for North Texas school districts, Lewisville, TX.

CONFERENCE LEADERSHIP

Awards Co-Chair (2023-present). National Association of Gifted Education, Research and Evaluation Committee.

Director (2023-present). Baylor Alumni Speaker Series, online.

Conference Chair (2021 and 2022). Baylor Emerging Research Conference, online.

Discussant: Roundtable Session (2021, April). Southeastern Universities Graduate Research Symposium, online.

MEDIA

Becker, S. & **Sanguras, L. Y.** (2022, October). Interview for *Enrollment in this Doctorate Program is Surging – Here's Why*, Fortune Education. Retrieved from <https://fortune.com/education/articles/enrollment-in-this-doctorate-program-is-surging-heres-why/>

Griset, R. & **Sanguras, L. Y.** (2022, September). Interview for *Is an EdD Worth It?*, Fortune Education. Retrieved from <https://fortune.com/education/articles/is-an-ed-d-degree-worth-it/>.

Sanguras, L. Y. & Gourneau, B. (2021, August). Interview for asynchronous course content (Teacher Education: Focus on the Learner) at the University of North Dakota.

Sanguras, L. Y. (2020, October). *When grit is a goal, grit is gold!* Full Prefrontal: Exposing the Mysteries of Executive Function episode 127. Retrieved from <https://podcasts.apple.com/us/podcast/ep-127-dr-laila-sanguras-when-grit-is-a-goal-grit-is-gold/id1256689090?i=1000495004942>.

Sanguras, L. Y. (2020, May). *Raising children with grit: Parenting passionate, persistent, and successful kids*. Retrieved from: <https://www.prufrock.com/Webinar-Raising-Children-With-Grit.aspx>.

Sanguras, L. Y. (2020, March). *Surviving, thriving, and finding magic in the era of COVID-19*. Retrieved from: <https://www.facebook.com/52725411217/videos/227029798683031>.

- McIntosh, J. & Sanguras, L. Y. (2020, March). *Behavior rating scales as a tool for more equitable identification of gifted and talented children*. Retrieved from: <https://www.prufrock.com/Webinars-Equitable-Identification-Scales.aspx>.
- McIntosh, J. & Sanguras, L. Y. (2020, March). *Identifying students for gifted and advanced academic services using universal screening and local norms*. Retrieved from: <https://www.prufrock.com/Webinar-Equitable-Identification-Local-Norms.aspx>.
- Sanguras, L. Y. (2019, October). *Bringing grit to testing and admissions*. Tests and the Rest: Admissions Industry podcast episode 37. Retrieved from http://testsandtherest.libsyn.com/37-bringing-grit-to-testing-and-admissions?tdest_id=1358750.
- Sanguras, L. Y. (2019, July). *Raising children with grit*. On the Right Road podcast. Retrieved from <https://www.voiceamerica.com/episode/116373/raising-children-with-grit>.
- Sanguras, L. Y. (2017, October 3). *Grit needs to be a part of the school curriculum*. Dallas Morning News. Retrieved from <https://www.dallasnews.com/opinion/commentary/2017/10/03/grit-needs-become-part-school-curriculum>
- Sanguras, L. Y. (2017, November). *Grit in the classroom*. 10-Minute Teacher podcast episode 183. Retrieved from <http://www.coolcatteacher.com/e183/>.
- Sanguras, L. Y. (2015, April 26). *5 myths about blended learning*. Retrieved from <https://nagctech.wordpress.com/2015/04/26/5-myths-about-blended-learning-by-laila-sanguras/>.
- Sanguras, L. Y. (2013, July 21). *Blending our way through another school year*. Retrieved from <https://nagctech.wordpress.com/2013/07/31/blending-our-way-through-another-school-year-by-laila-sanguras/>.

AWARDS

National Assessment of Educational Progress (NAEP) Data Training Fellow, 2023

Baylor Outstanding Faculty Award Winner, 2021

Coppell ISD Great Educators Matter (GEM) recipient, 2015

University of North Texas Graduate Student Travel Award, 2014

Coppell High School Top 5% Academic Recognition Banquet Honoree, 2013

University of North Texas Graduate Student Travel Award, 2012,

Coppell High School Top 5% Academic Recognition Banquet Honoree, 2011

Coppell ISD Great Educators Matter (GEM) recipient, 2009

Coppell Middle School West Teacher of the Year, 2009

COURSES TAUGHT (online and face-to-face)

Baylor University

- EDC 6391 & 6392: Problem of Practice Phase One/Two Combined
- EDC 6333: Problem of Practice Phase 3
- EDC 6393: Problem of Practice Final Phase
- EDP 5327: Educational Evaluation
- EDC 6359: Mixed Methods Research
- EDP 5333: Psychology of Learning
- EDP 6337: Psychometric Theory and Test Construction

University of North Texas

- EPSY 6210: Multiple Regression Analysis and Related Methods
- EPSY 6010: Statistics for Educational Research
- EPSY 6020: Research Methods in Education
- EPSY 5050: Foundations of Educational Research Methodology

Morningside College

- EDUC 696: Writing for Educational Research
- EDUC 697: Educational Research
- EDUC 698: Data Collection and Analysis
- EDUC 699: Interpreting and Reporting Educational Research

The College of William & Mary

- CRIN G80: Psychology and Education of the Gifted Learner
- CRIN G82: Socio-Emotional Development and Guidance of the Gifted Learner
- EPPL 612: Curriculum and Instruction for Gifted Learners
- EPPL 670: Programs and Models in Gifted Education

DOCTORAL DISSERTATION COMMITTEES (Baylor University)

Chaired

Tihalia Brown, EdD, 2022

The Effects of 21st-Century Learning Skills on School Readiness for Children Living in Poverty: A Convergent Mixed Methods Study

Nicholas F. DiDio, EdD, 2022

Pioneering Productive and Paragoned Places of Work: A Convergent Mixed Methods Approach to Demarcating Work-Life Imbalance through Overextension among Human Resources Professionals in the United States

Shanea Harrington, EdD, 2022

Online Doctoral Student Retention: A Qualitative Study Exploring Eight Students' Intrinsic Motivation

Nicole Kostrzewski, EdD, 2022

A Single Descriptive Case Study: Understanding Recruitment Leaders' Perceptions of Psychological Needs Related to Motivation

Tammie May, EdD, 2022

The Impact of Developmental Course Enrollment on Self, Identity, and College Success of First-Generation College Students: A Phenomenological Study

Mark Pullam, EdD, 2022

African American Male Undergraduate and Alumni Perceptions, Understandings, and Utilizations of Career Center Resources in Improving Internships and Full-Time Job Opportunities

Mechelle Kirts Roberthon, EdD, 2022

Getting to "The Room Where It Happens" A Transformative Collective Case Study of Black Women Holding and Pursuing Senior and Executive Leadership Roles

Lakisha Woodfork, EdD, 2022

The Minority is Becoming the Majority: A Mixed Methods Study of the Role of White Principals' Racial Socialization in Working with Students of Color

Pamela Yeung, EdD, 2022

Implicit Bias, Discipline, and Academic Disparities: A Phenomenological Study to Understand White Teachers' Perceptions of Black Students

Methodologist/Committee Member

Wilson, Craig, EdD, 2023

The Impact of Andragogy on Increasing the Effectiveness of Professional Development for Teachers: A Quantitative Study

Wright, Justin, EdD, 2023

An Exploration of how Teachers' Attitudes and Beliefs About Their African American Students' Academic Abilities Influence Their Choice of Pedagogy: A Descriptive Multiple-Case Study

Dunkel, Tony, EdD, 2023

Psychometric Validation of the Collaboration Maturity Model (Col-MM) with Credit Union Employees

Tedeschi, Joseph, EdD, 2023

The Use of a Short-Cycle Formative Assessment Observation Protocol to Investigate Alignment Between a Secondary Science Teacher's Beliefs and Practices: A Narrative Inquiry Study

Mims, Heyana, EdD, 2023

Assessment Literacy in Practice: A Quantitative Study Investigating K–12 Teachers’ Approaches to Classroom-Based Assessment at a Virginia School Division

Rice, Matthew, EdD, 2023

Stress and Resilience in Transgender and Non-binary K–12 Educators: An Explanatory Sequential Study

Gosch, Lacey, EdD, 2023

Where Do We Go From Here?: A Causal-Comparative Quantitative Analysis of the Impact of Remote Teaching and Learning on Academic Achievement in the K–12 Environment

Jasper, Jessica, EdD, 2023

A Mixed Methods Approach to Assessing the Development of Creative Ability in Third Grade Students Through Arts-Integration

Dillingham, Morgan, EdD, 2023

The Impact of Educators’ Social Emotional Competence: A Mixed Methods Explanatory Sequential Study

Weisdack, Kristan, EdD, 2023

The Biopsychosocial Framework and its application to Applied Behavior Analysis: A Qualitative Multiple Case Study

Schackelford, Rachel, EdD, 2023

A Quantitative Analysis of the Relationship Between Current College Students’ Levels of Financial Literacy and Financial Socialization

Roberts-Curtis, Kathi, EdD, 2023

The Relationship Between Professional Development and Teacher Self-efficacy at Protestant Christian K–12 Schools: A Quantitative Correlational Cross-sectional Survey

McConnell, Amy, EdD, 2023

How Does the Remote Work Environment Impact Teachers’ Mental Health and Well-Being in a K–12 Online School? An Explanatory Sequential Mixed Methods Study

Sweetman, Richoux, Danielle, EdD, 2023

Preparation of Teachers to Teach Diverse Populations through New Teacher Induction Programs: A Quantitative Study

Wilson, Kyria, EdD, 2023

Professional Development Focused on Cultural Responsivity: A Multiple Case Study Investigating the Impact on Teachers’ Perception and Practice

Jennifer Belew, EdD, 2022

The Struggle is Real: A Quantitative Study of Student Timeliness to Complete Assignments in Online Courses

Eva Bleeker, EdD, 2022

Chaplains and Narrative Identity: A Convergent Mixed Methods Study of Clinical Pastoral Education Interns

Gina Borst, EdD, 2022

Identifying the Potential Implications of the Leadership Succession Process on School Employees at an Independent School: An Instrumental Case Study

Brian Dossey, EdD, 2022

Equitable Practices of the Mathematics Workshop Approach Instructional Model: A Quantitative Investigation of Urban High Schools Students' Attitudes Towards Mathematics

Ugochi Emenaha, EdD, 2022

Guiding Light: A Qualitative Case Study to Describe What Factors Prompt African American Male Educators to Teach Elementary Education and Their Experiences in this Role

George D. Galindo, EdD, 2022

Adoption, Implementation, and Reality: An Explanatory Sequential Mixed Methods Study of the Novice Teacher Experience Implementing a Knowledge-Building Curriculum

Sadie A. Gray, EdD, 2022

Do It for the Kids: A Phenomenological Examination of Martyrdom Philosophy in Teaching

Jennifer A. Gonzales, EdD, 2022

Leveraging the Role of an Instructional Coach to Close Middle School Mathematics Teachers' Knowing-Doing Gap: A Mixed Methods Experimental Study

Daniel Kopperud, EdD, 2022

A Convergent Mixed Methods Study to Explore the Effect of Unapproved Part-Time Work on International Students in South Korea

Vanessa Mininger, EdD, 2022

One and Done: An Instrumental Case Study of Administrative Turnover in a Private Christian School

Lashana Morris Morgan, EdD, 2022

A Correlational Investigation of the Relationship Between Teacher Competence, Confidence, and School Culture Factors that Influence Social and Emotional Learning Implementation

Natalie Nichols, EdD, 2022

Towards Black Students' Self-Efficacy in Advanced Middle School Mathematics: A Mixed Methods Participatory-Social Justice Research Study

Kimberley O'Donnell, EdD, 2022

Similar But Not Congruent: A Quantitative Study Exploring the Difference Between Secondary Math Teachers' Personal Responsibility and Self-Efficacy for Student Engagement

Paul J. Owen, EdD, 2022

“Out, Out Brief Candle!” An Explanatory Sequential Mixed-Methods Study Exploring Burnout Among Drama Teachers

Catie-Reagan Palmore, EdD, 2022

How Fine Arts Electives Create the Finest Students: A Qualitative Case Study

Wally Potts, EdD, 2022

Understanding Drivers of Technical Debt by Factors That Cause Reductions to Innovation Within the U.S. Department of Veterans Affairs: A Mixed-Methods Exploratory Sequential Study

Matthew Rice, EdD, 2023

Stress and Resilience in Transgender and Non-binary K–12 Educators: An Explanatory Sequential Study

Christy Ruby, EdD, 2022

Collaboratively Planning Information Literacy in Public Universities through Lesson Study: A Qualitative Case Study to Examine Using the Framework for Information Literacy to Inform Instruction

Joseph Tedeschi, EdD, 2023

The Use of a Short-Cycle Formative Assessment Observation Protocol to Investigate Alignment Between a Secondary Science Teacher’s Beliefs and Practices: A Narrative Inquiry Study

Elizabeth J. T. Valdez, EdD, 2022

An Examination of Educators’ Perceptions of Their Students’ Mental Health Needs and Barriers to Support Services: A Mixed Methods Study

Launa Williams, EdD, 2022

A Qualitative Case Study on Teacher Stress and Burnout: Discovering Lived Experiences of Teachers in a Unique School in Utah

Justin Wright, EdD, 2023

An Exploration of How Teachers’ Attitudes and Beliefs About Their African American Students’ Academic Abilities Influence Their Choice of Pedagogy: A Descriptive Multiple-Case Study

JOURNAL ACTIVITIES

2020 - Co-editor, *The Gifted Education Review*

2019 - Ad Hoc Reviewer: *Gifted Child Today*

2019 - Ad Hoc Reviewer: *Gifted Child Quarterly*

2019 - Ad Hoc Reviewer: *Sage Open*

2018 - Ad Hoc Reviewer: *Journal of Educational Psychology*

2017 - Ad Hoc Reviewer: *Journal for the Education of the Gifted*

EDUCATIONAL TRAINING AND CONSULTING

Huron School District, Huron, OH

Four-Day Online Training (2020, June) for Teachers

- *Grit in the classroom: Building perseverance for excellence in today's students.*

Spring Branch Independent School District, Spring Branch, TX

Three Student Assemblies (2019, December)

- *Grit and Greatness*

One Parent Session (2019, December)

- *Raising children with grit: Parenting passionate, persistent, and successful kids.*

Two Six-Hour Professional Development Sessions for Teachers (2019, July)

- *Grit in the classroom: Building perseverance for excellence in today's students.*

One Parent Session (2019, July)

- *Raising children with grit: Parenting passionate, persistent, and successful kids.*

Gifted Eagle Mountain Saginaw Students (GEMSS) Parent Association, Saginaw, TX

Parent Meeting (2018, September)

- *Building perseverance for excellence in today's students.*

Round Rock Independent School District, Round Rock, TX

Four Professional Development Sessions for Secondary Teachers (2018, August)

- *Grit in school: Creating a school culture of passion and perseverance.*
- *Grit: A critical component in the identity development of the gifted.*
- *Exploring the framework of grit part one: Authentic approaches to cultivating passion in your students.*
- *Exploring the framework of grit part two: How to make hard work a habit for gifted students.*

College of William & Mary, Center for Gifted Education, Williamsburg, VA

Summer Institute (2018, June).

- *Grit: How we can cultivate passion and perseverance in our students to lead them to success.* (Two-day Professional Training for Teachers)

North East Independent School District, San Antonio, TX

Gifted and Talented Professional Learning Institute (2017, December)

- *Developing passion and perseverance: An introduction to grit.* (One-day Professional Training for Teachers).

Coppell Independent School District, Coppell, TX

Gifted and Talented Professional Learning Institute (2017, October)

- *Applying principles of grit in the gifted program.* (One-day Professional Training for Teachers).
- *Parenting for grit: How to raise passionate children who persevere.* (Parent Training)

Yorktown Education, Plano, TX

Back to School Professional Learning Institute (2017, August)

- *Integrating grit into the curriculum.* (One-day Professional Training for Teachers).

PROFESSIONAL ASSOCIATION INVOLVEMENT

2019- Carnegie Project on the Education Doctorate (CPED)
2016 - American Educational Research Association (AERA)
2012 - 2021 National Association for Gifted Children (NAGC)
2007 - 2021 Texas Association for the Gifted Talented (TAGT)