

Brenda K. Jones Davis
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Current Work

Lecturer, Doctor of Education (EdD) in Learning and Organizational Change, Department of Curriculum and Instruction, Baylor University, 2021-present

Research Interests

Gifted education, school counseling, social and emotional issues of gifted students, self-regulation, motivation, and creativity

Education

Baylor University
Ph.D. in Educational Psychology, 2020
Dissertation: Influences on Academic Talent Development of High-Ability Black Females

Lindenwood University (MO)
M.A. in Professional School Counseling, 2001

University of Texas at Austin
B.S. in Applied Learning and Development, 1993
Austin Community College (TX), 1990-1991
Amarillo College (TX), 1989-1990

Texas State Certifications School Counselor (EC-12)
Elementary Biology (1-8)
Elementary Self-Contained (1-8)

University Experience

Lecturer, Doctor of Education (EdD) in Learning and Organizational Change, Department of Curriculum and Instruction, Baylor University, 2020-present

Graduate Faculty Member, Baylor University, 2021-present

Research Coordinator, Baylor University Center for Astrophysics, Space Physics, and Engineering Research, 2020-2021

Project Coordinator/Mentor, AT&T Baylor EnAbleD Program, 2017-2019

EDP 4352 Exceptionalities Co-taught with Dr. Susan Johnsen, Baylor University, 2016

University Courses Taught

EDP 5333 *Psychology of Learning* – Summer 21, Fall 21, Spring 2022, Summer 2022, Fall 2022, Spring 2023, Summer 2023, Spring 2024, Summer 2024, Fall 2024

EDC 6359 *Mixed Methods* – Spring 2022

EDC 6390 Seminar – Spring 2024

EDP 6391 *Problem of Practice I* – Fall 2021, Summer 2022, Fall 2023

EDP 6392 *Problem of Practice II* – Fall 2021, Summer 2022, Fall 2023

EDP 6333 *Problem of Practice III* – Fall 2022, Summer 2023, Fall 2024

EDC 6393 *Problem of Practice Dissertation Final Phase Capstone* – Spring 2023, Fall 2023, Spring 2024

Public School Experience

School Counselor/District Gifted and Talented Coordinator/Campus Assessment Coordinator

Bosqueville Independent School District (TX), 2009-2017

School Counselor

Waco Independent School District, 2007-2008

Ashwaubenon School District (WI), 2002-2006

Hazelwood School District (MO), 1999-2002

Science Educator

Rockwood School District (MO), 1997-1999

Canyon Independent School District (TX), 1995-1997

Waco Independent School District, 1993-1995

Publications

Chandler, M., Jones, B.K., & Kaul, C. (*forthcoming*). The PERMA Model: Understanding Christian women teacher well-being through a positive lens. In Ed. Christopher J. McCarthy and Richard G. Lambert. *Research on Stress and Coping in Education*. Information Age Publishing.
*Co-authored with EdD-LOC graduate

- Smith, J., Wersé, N. R., Shelton, R. N., **Jones Davis, B. K.**, Kaul, C. R., & Howell, L. (2024). Collaborative advising: How faculty advisors and writing center professionals help online EdD students thrive throughout the dissertation process. *Impacting Education: Journal on Transforming Professional Practice*, 9(4), 1–6. <https://doi.org/10.5195/ie.2024.428>
- Kaul, C. R., Wersé, N. R., Smith, J., Shelton, R. N., **Jones Davis, B. K.**, Howell, L., Sanguras, L. Y., & Crocker Papadakis, L. K. (2024). Exploring doctoral writing self-efficacy and apprehension in a dissertation writing course. *International Journal of Doctoral Studies*, 19(6), 1–21. <https://doi.org/10.28945/5308>
- Wersé, N. R., Shelton, R., **Davis, B. K.**, & Franz, N. (2023). Scaffolding the Research Process: Mitigating Imposter Syndrome Before the Dissertation. In Ed. Christopher Benedetti and Amanda Covarrubias. *Teaching Critical Inquiry and Applied Research in Ed.D. Programs Moving Beyond Traditional Methods*. Meyers Press.
- Davis, B. K.** (2021). Influences on academic talent development of Black females in K-12: Systematic review. *Journal of Advanced Academics*, 32(4), 435-468.
- Reyes, J.C., Hyde, T.W., Carballido, A., & **Davis, B.K.** (2020). How the built environment and professional development impact elementary student engagement (Research Report No. 2). *Learning Experience Collaborative* website. <https://www.thelexcollaborative.com>
- Renbarger, R. & **Davis, B.** (2019). Mentors, self-efficacy, or professional development: Which mediates job satisfaction for new teachers? A regression examination. *Journal of Teacher Education and Educators*, (8)1, 21-34
- Kaul, C. R., and **Davis, B. K.** (2018). How the state education agencies addressed gifted education in the Title II sections of their ESSA state plans. *Gifted Child Today*, 41(3), 159-167.
- Davis, B. K.**, Kaul, C. R., Renbarger, R., Gardner, P., & Johnsen, S.K. (2018). What the research says about professional learning for teachers of gifted students. *Tempo*, 39(2), 26-38.
- Kaul, C. R., **Davis, B. K.**, & Johnsen, S. K. (2018). How to evaluate your school or district GT program, *Tempo*, 39(1), 6-17, 39-41.
- Renbarger, R., Kaul, C. R., **Davis, B. K.**, & Johnsen, S. K. (2017). What the research says about social influences on the learning and development of gifted and talented students. *Tempo*, 38(2), 21-30.
- Kaul, C.R., Hardin, K.A., **Davis, B. K.**, Johnsen, S. K., & Farah, Y. N. (2017). What the research says: Gifted English language learners. *Tempo*, 38(1), 29-41.
- Davis, B. K.** (2016). *Clearer thinking: Six thinking hats*. [Professional Development Course]. Texas Association Gifted & Talented Association On-Demand.
- Davis, B. K.** (2015). Five myths about giftedness. *Tempo* 36(2), 25-27.

Hardin, K. A., Kaul, C. R., **Davis, B. K.**, Farah, Y. N., & Johnsen, S.K. (2015). What the research says: Perspectives of individuals involved in gifted education. *Tempo*, 36(2), 28-41.

Conference Presentations

International

Crocker Papadakis, L., Kaul, C. R., Werse, N. R., Smith, J., **Davis, B. K.**, & Howell, L. (2022, October 26-29). *Graduate students' engagement with the writing center in an online doctoral program* [Individual Presentation]. 2022 International Writing Centers Association Annual Conference, Vancouver B.C., Canada. **In absentia*.

Crocker Papadakis, L., Kaul, C. R., **Davis, B. K.**, Werse, N. R., Smith, J. & Howell, L. (2022, October 26-29). *Strong connections: Relationship building between faculty and writing center professionals* [Roundtable Presentation]. 2022 International Writing Centers Association Annual Conference, Vancouver B.C., Canada. **In absentia*.

Kaul, C. R., Crocker Papadakis, L., Howell, L., Werse, N. R., & **Davis, B. K.** (2022, October 26-29). *I think I can, I think I can: Investigating doctoral students writing self-efficacy during the first phase of the dissertation writing process* [Individual Presentation]. 2022 International Writing Centers Association Annual Conference, Vancouver B.C., Canada. **In absentia*.

National

Smith, J., Papadakis, L., Kaul, C., Shelton, R. N., Werse, N., **Jones Davis, B.K.**, & Howell, L. (2024, October 15.) *Dynamic Partnerships: Enhancing Ed.D. Student Progress with Collaborative Advising and Creative Defense Committees*. Carnegie Project on the Education Doctorate Convening, Honolulu, HI.

Shelton R. N., **Jones Davis, B. K.**, Werse, N., Franz, N. (2024, October 15). *Addressing Student Imposter Syndrome Pre-Dissertation: Strategies for Success*. Carnegie Project on the Education Doctorate Convening, Honolulu, HI.

Jones Davis, B. K., Shelton R. N., Kaul, C., Sanguras, L., & Howell, L. (2024, October 16). *Building Connections: On-Campus Immersion Experiences for Online Doctoral Students*. Carnegie Project on the Education Doctorate Convening, Honolulu, HI.

Werse, N., Smith, J., Howell, L., Shelton R. N., **Jones Davis, B. K.**, Howell, L., Crocker Papadakis, L., Sanguras, L. (2024, October 16). *The Composition Resource Guide: Setting Transparent Standards for the Dissertation in Practice for Students, Faculty, and Administration*. Carnegie Project on the Education Doctorate Convening, Honolulu, HI.

Howell, L., Kaul, C., Smith, J., Werse, N. R., **Davis, B. K.**, Shelton, R. N., Sanguras, L., & Crocker Papadakis, L. K. (2024, March 19). *Closing the assessment divide: Fostering mutual understanding between students and advisors in dissertation progress evaluation*. Carnegie Project on the Education Doctorate Convening, Virtual. **Invited Presentation*.

- Howell, L., Kaul, C. R., Shelton, R. N., Werse, N. R., Meehan, J. P., **Davis, B. K.**, Smith, J. C., Sanguras, L., & Crocker Papadakis, L. (2024, January 16). *Closing the Assessment Divide: Fostering Mutual Understanding Between Students and Advisors in Dissertation Progress Evaluation*. Carnegie Project on the Education Doctorate Convening, Virtual.
*Invited presentation. *Research supported by the 2022 Baylor University ONE-URC Research Grant and the 2022 International Writing Centers Association Research Grant.
- Kaul, C., Smith, J., Werse, N. R., Shelton, R. N., Howell, L., & **Davis, B. K.** (2023, October 4). *Addressing pitfalls that disrupt the problem of practice dissertation writing process in online programs* [Presentation]. Carnegie Project on the Education Doctorate Convening, Pensacola, FL.
*In absentia. *Research supported by the 2022 Baylor University ONE-URC Research Grant and the 2022 International Writing Centers Association Research Grant.
- Werse, N. R., Kaul, C. R., Howell, L., **Davis, B. K.**, Smith, J., & Shelton, R. N. (2023, October 4–6). *Overcoming Misaligned Assessments to Support Student Progress: When Students and Advisors Assess Dissertation Progress Differently*. Carnegie Project on the Education Doctorate Convening, Pensacola, FL.
*Research supported by the 2022 Baylor University ONE-URC Research Grant and the 2022 International Writing Centers Association Research Grant.
- Kaul, C. K., Werse, N. R., Howell, L., & **Davis, B. K.** (2022, November 1-3). *Overcoming ABD in the Online Doctoral Program: A Study on Writing Self Efficacy, Apprehension, and Anxiety When Starting the Dissertation Process*. [Paper Presentation]. Online Learning Consortium. November 1–3, 2022.
- Werse, N. R., Kaul, C., Smith, J., Howell, L., & **Davis, B. K.** (2022, November 1-3). *The Nuts and Bolts of Collaboration: Bridging the Gap Between Faculty Advisors and Student Support Staff to Help Online Doctoral Students Thrive throughout the Dissertation Process*. [Paper Presentation]. Online Learning Consortium. November 1–3, 2022.
- Werse, N. R., Smith, J., Kaul, C., **Davis, B. K.**, & Howell, L. (2022, November 1-3). *Do Graduate Students Utilize the Virtual Research and Writing Development Center in Writing their Dissertations? Why or Why Not?* [Paper Presentation]. Online Learning Consortium. November 1–3, 2022.
- Kaul, C. R. & **Davis, B. K.** (2022, April 6, 13, 20, and 27). *Graduate students' writing anxiety and efficacy during the dissertation process*. Poster presentation at the Lilly Conference on Enhancing Online, On-Site, and Hybrid Teaching and Learning.
- Kaul, C. R., **Davis, B. K.**, & Howell, L. (2022, March 5). *Investigating doctoral students' writing efficacy before and during the dissertation process*. Data dash presentation at the International Writing Center Association (IWCA) Online Conference.
- Davis, B. K.** (2021, November 11-14). *Influences on academic talent development of high-ability Black females: An explanatory holistic multiple-case design*. Paper presentation at the 2021 National Association of Gifted Children Annual Conference.

Kaul, C. R., **Davis, B. K.**, & Johnsen, S. K. (2018, November 15-18). *How to evaluate your school or district GT program* [Individual Presentation]. 2018 National Association of Gifted Children Annual Conference.

Renbarger, R. & **Davis, B.** (2018, November). *Mentors, self-efficacy, or professional development: Which mediates job satisfaction for new teachers? A regression examination* [Individual Presentation]. 2018 American Educational Research Association Annual Conference.

Hardin, K., Kaul, C. R., **Davis, B. K.**, & Farah, Y. (2017, February 7). *What the research says: Gifted English language learners* [Individual Presentation]. 2017 Council for Exceptional Children Annual Conference.

Davis, B. K. & Kaul, C. R. (2015, November 12). *Cultivating creativity with two strategies*. 2015 National Association for the Gifted and Talented Children Annual Conference.

Local and State Peer-Reviewed

Davis, B. K. (2018, October). *Nurturing potential in gifted females* [Individual Presentation]. 2018 Baylor University Annual Fall Gifted and Talented Conference.

Davis, B. K. (2017, October). *Two principles of teaching gifted students* [Individual Presentation]. 2017 Baylor University Fall Gifted and Talented Conference.

Davis, B. K. (2016, December). *Gifted girls' potential* [Individual Presentation]. 2016 Texas Association for the Gifted and Talented Annual Conference.

Davis, B. K. (2015, December). *Finding hidden potential in gifted girls* [Individual Presentation]. 2015 Texas Association for the Gifted and Talented Annual Conference.

Davis, B. K. (2014, December). *Clearer thinking with DeBono's six hats* [Individual Presentation]. 2014 Texas Association for the Gifted and Talented Annual Conference.

Davis, B. K. & McNair, A. (2013, March). *Cultivating creativity through innovations* [Individual Presentation]. 2013 Texas Association for the Gifted and Talented Leadership Conference.

Davis, B. K. & McNair, A. (2012, December). *Connecting the i-zone and the world* [Individual Presentation]. 2012 Texas Association for the Gifted and Talented Annual Conference.

Grants

Kaul, C. R., Smith, J., Crocker Papadakis, L. K., Wersé, N. R., **Davis, B.**, & Shelton, R. N. (2022, Awarded). International Writing Centers Association Research Grant. \$1000. *Writing apprehension, writing self-efficacy, and writing center engagement: A mixed methods study of online doctoral students through the dissertation writing process.*

Awards

2022 EDD LOC Faculty: CPED Program of the Year

Davis, B. K. (2021, November 11-14). *Influences on academic talent development of high-ability Black females: An explanatory holistic multiple-case design*. Paper presentation. 2021 National Association of Gifted Children--Research and Evaluation Network Dissertation Award.

Professional Service

University

Faculty Senate, 2024

Senior Cohort Co-Leader, Crane Scholars Program, 2021

Baylor Gifted and Talented Conference Committee Member, 2014-2018

Department

Online Programs By-Laws Committee, 2024

Graduate Student Mentorship, Cohort 12 Faculty Advisor

Graduate Student Mentorship, Cohort 8 Faculty Advisor

Graduate Student Mentorship, Cohort 6 Faculty Advisor

Edd-LOC Application Reviewer, 2021–Current

Edd-LOC Graduate Faculty, 2021–Current

Course Lead, EDP 5333: Psychology of Learning, 2022–Current

Course Lead, EDC 6391/2: Problem of Practice Dissertation Phase One and Two, Fall 2023

Course Lead, EDC 6333 Problem of Practice Dissertation Phase Three, Spring 2024

Edd Research and Publications Committee, Committee Member, 2022–Current

Baylor Emerging Research Conference (BERC), Session Host, 2022.

Regional

Ad-hoc Reviewer

Journal of Advanced Academics, 2019-2020

Gifted Child Today, 2019

Texas Association for the Gifted and Talented

Elected at-large Board of Directors, 2014-2018
Executive Director Search Committee, 2017
Finance Committee, 2017-2018
Gifted Plus Division Board Liaison, 2017-2018
Leadership Development Governance Committee, 2016-2018
Membership Involvement Committee Board Liaison, 2016-2018
Education Committee Member, 2012-2014
Legacy Book Award Evaluator, 2012-2019

Affiliations/Memberships

American Educational Research Association

National Association for Gifted Children

Texas Association for the Gifted and Talented

Baylor Roundtable

National Charity League

Graduate Research Advising

Ed.D. Problem of Practice Dissertation Committee Chair

Brown, A. (December 2023). Here to Help: A Multiple Case Study Examining School Reform and the Implementation of Elementary School Counselors' Comprehensive School Counseling Programs [Ed.D. Problem of Practice Dissertation]. Baylor University.

Carr, K. (May 2023). How Do They Know What They Know? A Qualitative Multiple Case Study to Explore How Pre-Kindergarten Paraeducators Develop Professional Skills During Their Careers [Ed.D. Problem of Practice Dissertation]. Baylor University.

Chadwick, W. (Expected January 2025). A Multi-Case Study Examining Teacher Practices in General Education Secondary Classrooms to Engage Neurodiverse Learners [Ed.D. Problem of Practice Dissertation]. Baylor University.

Chandler, M. (December 2023). Teacher Well-being in Christian Schools Influenced by Administrator Leadership Style within a School Culture: An Explanatory Sequential Mixed Methods Study [Ed.D. Problem of Practice Dissertation]. Baylor University.

Collette, K. (In progress). Teaching through a Pandemic: A Single Case Study Exploring the Perceived Reintegration and Resiliency of Teachers [Ed.D. Problem of Practice Dissertation]. Baylor University.

- Denny, S. (Expected January 2025). Deconstructing the Silo: A Qualitative Case Study Exploring the Role of Interdepartmental Relationships in High School Employee Job Satisfaction During a Building Renovation [Ed.D. Problem of Practice Dissertation]. Baylor University.
- McCarthy, D. E. (May 2023). “Principal and Teacher Perspectives” on Cultivating Fit in Catholic High Schools: A Multiple Case Study [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Gasaway, K. (December 2023). A Different Lens: A Qualitative Multiple Case Study Exploring the Interrelationships Between Environmental, Personal, and Behavioral Determinants and STEM Perspectives for Middle-School Girls [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Green, A. (In progress). Finding a Professional Balance Between Assimilation and Distinction as a Black Woman in /counseling: A Case Study on Authentic Expression in Counseling Spaces [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Hernandez, D. (May 2023). The Perceptions of Organizational Culture in the Community Supervision Procession: A Quantitative Study [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Hunt-Williams, A. (In Progress). “Sense of Community as Responsibility” in the U.S. East-Coast Community Engagement Field with Adult African American “Altruism Born of Suffering” Survivors: A Case Study [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Kinsey, B. (December 2023). Symphony Orchestra Education Programs: A Qualitative Case Study Assessing Student Understanding from an Arts-Integrated Program [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Nouri, A. (In progress). Examining the Effect of Motivational Intervention on Reading Self-Concepts and Values of Rural High School Students: An Explanatory Sequential Mixed Methods Study [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Panda, M. (December 2023). Paving the Way: A Case Study Exploring the Career Development and Advancement of Women of Color into Senior Leadership at a Corporate Organization [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Reid, F. (December 2023). Exploring Influences on New Teacher Retention: A Qualitative Single Case Study of K–12 Teachers’ Experiences in Their First Five Years of Teaching [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Rosario, A. (Expected January 2025). A Qualitative Case Study Exploring Role Incongruity Among Women in Athletic Senior Leadership Positions at NCAA Division I FBS Institutions [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Salazar, E. (Expected January 2025). Development for Diverse School Leadership: A Case Study Exploring the Experience of Early Career Latina Education Leaders in a Latino Leadership Fellowship Program [Ed.D. Problem of Practice Dissertation]. Baylor University.

Shackelford, R. (December 2023). A Quantitative Analysis of the Relationship Between Current College Students' Levels of Financial Literacy and Financial Socialization [Ed.D. Problem of Practice Dissertation]. Baylor University.

Sweetman-Richoux (December 2023). How New Teacher Induction Programs in the CSRA Prepare Teachers to Teach Diverse Populations: A Quantitative Study [Ed.D. Problem of Practice Dissertation]. Baylor University.

Underwood, C. (May 2023). Understanding the Roles of Psychological Safety, Team Learning, and Functional Backgrounds for Cross-Functional Product Development Teams: A Convergent Mixed Methods Study [Ed.D. Problem of Practice Dissertation]. Baylor University.

Zieno, R. (May 2024). Self-Efficacy and Transition Success: An Explanatory Sequential Mixed Methods Study of Post-9/11 Military Veterans [Ed.D. Problem of Practice Dissertation]. Baylor University.

Ed.D. Problem of Practice Dissertation Committee Member

Amberson, M. (May 2023). A Case Study: Elementary Teachers' Perceptions of Play-Based Learning on Students' Social, Emotional, Physical, and Cognitive Development [Ed.D. Problem of Practice Dissertation]. Baylor University.

Deeger, K. (Expected January 2025). Engaging Students Through Culture: A Qualitative Case Study of Implementing Culturally Responsive Teaching Strategies [Ed.D. Problem of Practice Dissertation]. Baylor University.

Gillen, A. (May 2023). A Multiple Case Study Exploring Educators' Perspectives on Charter-school Climate: What Factors Really Matter? [Ed.D. Problem of Practice Dissertation]. Baylor University.

Huggins, K. (May 2023). Investigating Voice Classification Protocols of Higher Education Applied Voice Faculty and Choral Directors: A Quantitative Causal-Comparative Study [Ed.D. Problem of Practice Dissertation]. Baylor University.

Jansson, C. (May 2023). Creating Value-Driven Pedagogy: A Single Case Study Exploring Experiential Learning Company Projects in Business Education [Ed.D. Problem of Practice Dissertation]. Baylor University.

Layton, T. (May 2023). Can You See Me Now? The Perceived Impact of a Virtual Instructional Coaching Partnership Applied Through the Lens of the Partnership Principles on First-Year Teacher Professional Growth: An Explanatory Sequential Mixed-Methods Study [Ed.D. Problem of Practice Dissertation]. Baylor University.

Leibowitz, L. (May 2023). Empowering Gifted Hispanic Multilingual Learners Through a Social Justice Curriculum in Becoming Agents of Change: A Single Case Study [Ed.D. Problem of Practice Dissertation]. Baylor University.

- Little, R. (Expected January 2025). Faculty Attitudes Toward Students with Invisible Disabilities: A Single-Case Study [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Miller, M. (Expected January 2025). Social Identity at Work: A Multiple Case Study Examining Group Behaviors of Adults with Neurodiverse Identities within Neurotypical Designed Workplaces [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Rockwell-Hopkins, M. (In Progress). Employee Engagement and Retention: A Single Case Study of Medical School Department Leaders Perceptions in a Large Midwest University [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Rushton, J. (In Progress). Teaching New Technical College Instructors How to Teach: A Multiple Case Study [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Spooner, K. J. (In Progress). Minding the Gap: A Single Case Study on the Marginalization of Nontraditional Students at a Western University [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Valdez, J. (May 2023). Promoviendo el repertorio lingüístico—Exploring the Automatic and Controlled Thought Processes of Third Through Fifth Grade Mathematics Dual Language Teachers in a West Texas Elementary School: A Multiple Case Study [Ed.D. Problem of Practice Dissertation]. Baylor University.
- Waterman, S. (May 2023). Perceptions of Gender Norm Stereotypes and the Decision to Report Military Sexual Trauma: A Multiple Case Study of Enlisted Army National Guard Service Members [Ed.D. Problem of Practice Dissertation]. Baylor University.