

Dr. Erin O'Connor Marsano

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CURRENT WORK

- Full-time Graduate Faculty in the EdD in Learning and Organizational Change, School of Education Online Learning Unit, Baylor University
 - Co-lead Faculty of EDC 6346 Mentoring & Supervision
 - Faculty Advisor for Cohorts 9, 10, & 15
 - Lead Faculty for Cohort 15 Problem of Practice Courses
- Co-Director of [IMPACT Mentoring Program](#)

AREAS OF EXPERTISE

- Curriculum development for teacher preparation and higher education programs
- Online and blended instructional design
- Workplace and academic mentoring programs
- K-12 teacher leadership
- Beginning teacher effectiveness and support
- Culturally responsive pedagogy, andragogy, and cross cultural teaching
- Differentiated instruction and Universal Design for Learning
- K-12 English as a second language and language acquisition
- K-12 reading, literacy, and literacy assessments in education
- Data-driven instructional practices
- Secondary education: science, health education, business, ELD
- Qualitative Case Studies and Action Research
- Dissertation Advising

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 upon request

California SB2042 Clear Single Subject Teaching Credential
Biological Sciences, General Science, Health Science, ELA1, and Business
Document Number available upon request

PROFESSIONAL EXPERIENCE

Baylor University

Lecturer, School of Education Online Learning Unit, EdD in Learning and Organizational Change Program

August 2022- PRESENT

- *Courses Taught:*
 - ***Problem of Practice Dissertation Courses:*** doctoral 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 6391. Problem of Practice Phase 1:*** Doctoral course designed to support students in writing a literature review in their dissertation.
 - ***EDC 6392: Problem of Practice Phase 2:*** Doctoral course designed to support students in writing their methodology in their dissertations.
 - ***EDC 6333. Problem of Practice Phase 3:*** Doctoral course designed to support students in data analysis and writing up findings in their dissertations.
 - ***EDC6393. Problem of Practice Capstone:*** Doctoral course designed to support students in completing the defense process and final technical review of their dissertation.
 - ***6v99: Dissertation Hours:*** Independent study support of dissertation writing.
 - ***EDC 6346: Mentoring and Supervision:*** Capstone doctoral course that provides a theoretical and practical overview of mentoring. The course provides the opportunity for experiential learning to support students

in the development of key mentoring competencies. The course uses interactive exercises to assist in the development of a workplace, academic, or community mentoring program.

- **EDC 6365: *Philosophy and Ethics in Leadership***: Doctoral course designed to deepen students' understanding of the intersection of ethics and leadership and build their ethical leadership capacity to serve their organizations.

University of Southern California

Adjunct Lecturer, Reading and Literacy Added Authorization Program

August 2021- May 2023

Courses Taught:

- **534x. *Diagnosis of Reading Disabilities***: Fieldwork-based teacher preparation coursework for teachers adding the California Reading and Literacy Added Authorization to an existing California teaching credential. The course supports candidates in 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.
- **535x. *Remediation of Reading Disabilities***: Fieldwork-based teacher preparation coursework for teachers adding the California Reading and Literacy Added Authorization to an existing California teaching credential. The course supports candidates in developing and implementing a data-driven instructional plan utilizing assessment data and appropriate strategies that target identified areas of need in literacy.

Dissertation Associate, School of Education, EdD in Organizational Change and Leadership Program - January 2022- May 2023

Courses Assisted:

- **EDUC 790. *Research & EDUC764 A-D. Dissertation in Practice I, II, III, & VI***: Work closely with Faculty Advisors to support doctoral candidates in the completion of the dissertation process.

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

District Lead, Induction Program

2015- 2022

Coordinate with various school districts' leadership to assign and train qualified mentors 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

Mentor Teacher, Induction Program

2012- 2022

Worked with teacher candidates in a mentoring 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.

Instructor, Designated Subjects Program

2016- 2022

Developed and taught 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

Curriculum Developer, Teacher Effectiveness & Preparation Program

2015- 2022

Designed and developed 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.

Ramona Unified School District (RUSD)

Secondary Teacher in Science, Health, ELD, & College Access Program

AUGUST 2009- JUNE 2015

Planned, designed, and delivered 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

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>*

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.

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., & **O'Connor Marsano, E.** (2025, April). It's Made an IMPACT: How Peer Mentoring Can Benefit Online Graduate Students. Online Learning Consortium (OLC) Innovate Conference. Virtual.

Lively, C., **O'Connor Marsano, E.**, Sanguras, L., & Sloan, A.M. (2024, March 26). *The T-Shirt Effect: How SWAG has Cultivated Community, Connection, and Retention in an Online EdD Program*. REMOTE: OLC Best in Track Webinar Series.*

Sloan, A.M., & **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., & 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.*

O'Connor Marsano, E., & Geiger, R. (2020). Integrated English Language Development Strategies. Invited Presentation Series. Spencer Valley Unified School District.

O'Connor Marsano, E. (2020). Multi-Tier System of Support Tier 1 Strategies. Invited Presentation Series. Warner Springs Unified School District.

O'Connor Marsano, E., & Geiger, R. (2015). Core Workout: Engaging Strategies to Support Literacy and Language Acquisition for English Language Learners for Common Core. Invited Presentation Series. Ramona Unified School District.

Geiger, R., & **O'Connor Marsano, E.,** (2014). Specially Designed Academic Instruction in English: Content Area Strategies to Support Literacy and Language Acquisition. Invited Presentation Series. San Diego County Office of Education.

Geiger, R., & **O'Connor Marsano, E.,** (2013). Specially Designed Academic Instruction in English: Content Area Strategies to Support Literacy and Language Acquisition. Invited Presentation Series. San Diego County Office of Education.

Geiger, R., & **O'Connor Marsano, E.,** (2013). Core Workout: Engaging Strategies to Support Students with Language and Literacy in the Common Core. Invited Presentation Series. Ramona Unified School District.

Geiger, R., & **O'Connor Marsano, E.,** (2012). Specially Designed Academic Instruction in English: Content Area Strategies to Support Literacy and Language Acquisition. Invited Presentation Series. San Diego County Office of Education.

**indicates publication/presentation with a student*

GRADUATE RESEARCH DIRECTION: DISSERTATION CHAIRPERSON

Graduated:

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 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 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

Graduated:

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

- Baylor University, Learning Design & Technology Master's Degree Advisory Board, 2024-Current
- Baylor University EdD-LOC Cohort 15 Dissertation Seminar Course Lead, 2025
- Baylor University EdD-LOC Cohort 15 Problem of Practice 1 and 2 Course Lead, 2024
- Baylor University IMPACT Mentoring Co-Director and Co-Course Lead, 2023-Current
- Graduate Faculty, Baylor University, 2022-Current
- Baylor University EdD-LOC Program Faculty Mentor (full-time & adjunct), 2024- Current
- Baylor University EdD-LOC Program Title Task Force, 2024
- Baylor University EdD-LOC Program Course Template Working Group, 2023
- Baylor University EdD-LOC Program Dissertation Committee Member (16 graduated, 10 in progress), 2022-Current
- Baylor University EdD-LOC Program admission reviewer, 2022-Current
- Volunteer Assistant Girls Basketball Coach, St. John Vianney Catholic Church Girls Team, 2024-Current
- Volunteer Assistant Girls Basketball Coach, Gallatin Parks and Recreation, 2024
- Baylor University EdD-LOC Seminar Course Curriculum Committee, 2022-2023
- IGI Global Publisher, peer-reviewer, 2023
- Small Business Co-Owner, 2013-Current
- Western Association of Schools and Colleges (WASC) Accreditation Self-Study Coordinator, RUSD, 2013-2015
- Teacher Leadership Committee, RUSD, 2010-2015
- After School Safety and Enrichment for Teens (ASSET) Grant Coordinator, RUSD, 2012-2015
- Science Department Chairperson, RUSD, 2011-2013

- Girls Varsity Basketball Coach, RUSD, 2009-2012
- Volunteer Girls Basketball Coach, St. Michael's School, 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