

Akilah Lyons-Moore, Ed.D.

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Education

- August 2014 **University of Southern California, Los Angeles**
Rossier School of Education
Ed.D., Educational Leadership
Dissertation: The Intersections of Culturally Responsive Pedagogy and an Ethic of Authentic Teacher Care in Creating Meaningful Academic Learning Experiences for Students of Color
- December 2010 **University of Southern California, Los Angeles**
Rossier School of Education
M.A., Teaching: Single Subject Teacher
- May 1999 **Occidental College, Los Angeles**
B.A., Public Policy
James Irvine Scholar

Faculty Teaching Experience

- 2018-present **Assistant Professor of Clinical Education, University of Southern California**
Serving as a faculty member in the MAT Program at Rossier School of Education. Primary responsibilities include teaching and coordinating courses in the History-Social Science pedagogy and curriculum courses and the secondary equity, access, and agency course.

Courses Taught:

EDUC 670: Introduction to Curriculum and Pedagogy in Urban Schools, Secondary
EDUC 671: Contexts for Educational Equity, Access, and Agency
EDUC 673: Applications of Curriculum and Pedagogy, Part A (History-Social Science)
EDUC 677: Applications of Curriculum and Pedagogy, Part B (History-Social Science)
EDUE 722: Leading Transformational Learning
EDUE 724: Culturally Responsive Educational Leadership
EDUE 780A: Dissertation in Practice
EDUE 780B: Dissertation in Practice
EDUE 784A: Dissertation in Practice
EDUE 784B: Dissertation in Practice
EDUC 599: EDL Special Topics

Selected Service:

2022-2023, K-12 Racial Equity Leadership Lab, USC Race and Equity Center, co-facilitator
2021-2023, Member, Faculty Environment and Employment Committee; report contributor
2020-present, Course Coordinator, Contexts for Educational Equity, Access, and Agency
2020-2021, MAT Representative, Rossier Diversity, Equity, and Inclusion Committee

2020-2021, Member, Democracy Project
2020-2021, Member, MAT Advancing Racial Equity Committee
2020-2021, Course Lead, EDUC 680
2019-2020, Course Coordinator EDUC 569A and B; creation of M.A. in Urban Education
2018-2021, Representative, MAT Governance; Assessment subcommittee Lead
2018-present, Course Coordinator, History-Social Science Curriculum and Pedagogy

Fall 2015 ***Adjunct Professor, University of Southern California***
Master of Arts in Teaching Program
Course: EDUC 605 Framing Educational Leadership

Ed.D. Dissertation Chair

2023-present Leading Instructional Change concentration: 6 Students

Ed.D. Dissertation Committee Member

Committee member for over 17 students' dissertations

K-12 Professional Experience

2016-2018 ***Principal, PUC Community Charter Early College High School***

- Created a shared vision of a collaborative, positive, results-oriented school culture focused on instruction and college, career, and life readiness for our students.
- Developed and implement communication systems and decision-making opportunities that foster relationships with all stakeholders.
- Lead school leadership team through coaching, delegation, and collaboration to create monthly school cultural events, parent engagement opportunities, instructional and assessment program, and staff development opportunities.
- Provided fiscal management for the school through creating and maintaining school budget, monitoring, and collaborating with office manager to ensure that all fiscal policies are effectively used.
- Collaborated with school leadership team to plan and facilitated instruction-based professional development that is grounded in teacher practice and focused on cultural relevance, backwards planning, and rigorous learning.
- Guided and monitored teacher development and support system of reviewing instructional documents, observing, and providing feedback for classroom observations, designing, and reviewing professional growth plans, and facilitating weekly PD/staff meetings.
- Provided individual student support by designing and evaluating student intervention plans, attending IEP meetings, and designing a process for measuring and monitoring individual student growth.
- Used appropriate data to establish rigorous and concrete instructional programs.
- Developed and implemented a plan for student achievement supported by evidence through assessments such as MAP data, classroom instruction data, and parent and student feedback.
- Served as organizational leader who collaborates with the home office to ensure effective fiscal and operation practices are in place that support of school achievement.

- Responsible for creating the school calendar, create and facilitate stakeholder events, accountability of school budget, ensure student enrollment targets are met.
- Responsible for day-to-day operations of the school including facilities and safety management, human resources, and health and welfare of students.
- Worked in partnership with after school programs, food vendors, community organizations, and local political entities to identify resources for school, students, and families, and opportunities to partner on local community service initiatives.

2015-2016

Assistant Principal, PUC Community Charter Early College High School

- Collaborated with all stakeholders to coordinate school events.
- Coordinated student support systems.
- Actively engaged and collaborated with parents to ensure parent participation.
- Created and facilitated teacher professional development.
- Conducted observations and provided instructional coaching to teachers.
- Attended IEP meetings.
- Coordinated all school site standardized testing.
- Served as school site emergency safety coordinator.
- Collaborated with College Counseling team to support a college going culture.

2015-2016

Administrator in Residence, Green Dot Public Schools

- Worked in a school leadership capacity at multiple Green Dot sites.
- Shadowed and assisted the principal in all duties including school supervision, informal teacher observations and debriefs using the College Ready Teaching Framework
- Collaborated with the Literacy Team to develop Literacy-based teacher professional development.
- Assisted in organizing the Physical Fitness Test for all Green Dot schools in Los Angeles.
- Participated in rigorous training in instructional leadership, people management, resource management, and school culture.

2007-2014

Social Studies Teacher, Eastside High School, Antelope Valley Union High School District

- 2011-2014, served as Department Chair to provide instructional support to teachers within Department.
- Maintained open communication between teachers and site Administrators.
- Collaborated with Social Studies Department Chairs throughout District.
- Member of District Literacy Team.
- Developed, facilitated, and assessed teaching and learning experiences for students in World History, U.S. History, Advanced Placement U.S. History, Civics, Advanced Placement U.S. Government and Politics, and Economics.
- Maintained open communication with students and parents.
- Provided academic and social support to students.
- Taught Opportunity credit retrieval class (August 2010-January 2011) for students at risk of dropping out of high school.

2012-2014

Culturally Relevant Committee Member, Antelope Valley Union High School District

- Analyzed student performance data of Black and Latino students, both district-wide and school-site.
- Collaborated with District personnel and teachers throughout the District to create professional development training for teachers in culturally relevant teaching.
- Designed, facilitated, and assessed professional development training in culturally relevant teaching for teachers at school site.

Certifications

2007

CA Single Subject Teaching Credential (History-Social Science)

Published Interviews

Hashemzadeh, K. (2021). Why we must rethink how we teach civics. *USC Rossier Magazine (Spring/Summer 2021)*. <https://rossier.usc.edu/news-insights/news/why-we-must-rethink-how-we-teach-civics>

Soika, B. (2021, May 19). What is action civics? Six things educators should know. Educator tips, USC Rossier School of Education. <https://rossier.usc.edu/news-insights/news/what-action-civics-six-things-educators-should-know>

Soika, B. (2020, July 28). How to provide leadership for educational equity. *Educator tips, USC Rossier School of Education*. <https://rossier.usc.edu/news-insights/news/how-provide-leadership-educational-equity>

Woo, E. (2020). How should Black history be taught? A reckoning with racism starts with learning the unvarnished truth-and toll-of slavery. *USC Rossier Magazine (Fall/Winter 2021)*. <https://rossier.usc.edu/news-insights/news/how-should-black-history-be-taught>

Local Community Service

2022-present

Fundraising Chair, Golden Valley High School Band and Color Guard Boosters Club

April 2012

Applicant Review Panel Member, University of Southern California Hybrid High School