#### **CLAUDETTE Merrell LIGONS, Ed.D.**

### **Educational Background:**

B.S., Home Economics Education, 1966, Hampton University, Hampton, Virginia M.Ed., Curriculum and Instruction, 1971, University of Massachusetts, Amherst, Massachusetts; Specializations in Curriculum Development and African Studies Ed.D., Curriculum and Instruction, 1975, University of Houston, Houston, Texas; Specializations in Competency-based and Multicultural Education

## **Teaching and Other Professional Experience:**

Education Liaison to Arts and Science faculties of Partnership for Quality Education, 2000-2005.

Chair, Department of Curriculum and Instruction, College of Education, Texas Southern University, 1991-2000

Established Curriculum Partnership with the Houston Zoological Society, which resulted in the development of curriculum to support the new Children's Zoo, 1998-2001

Conducted workshops at Eastern Cape Technikon in East London, South Africa, as part of the nation's education reform agenda, 1999 and 2001

Designed and conducted 27-day graduate course for selected faculty from South Africa's Eastern Cape Technikon, at Texas Southern University, 2000

Fulbright Scholar in Tanzania, East Africa, summer 1997

Co-Director of the Texas Southern University Center for Professional Development and Technology, 1993 to 1996.

Teacher Education Researcher, TSU-Harvard BRIDGES Project in Thailand, 1985-1987. Director, Project INSTEAD (cooperative venture involving TSU, NASA-JSC and HISD to increase students' mathematics/science competence), 1984-1986.

Director, Teacher Corps, Texas Southern University, Houston, Texas, 1979-1982.

Faculty of Education at Texas Southern University, 1975 to present

Associate Director, Teacher Corps/Peace Corps Project, Texas Southern University, Houston, Texas, 1972-1974. Responsibilities included instruction in the Krio language and culture of Sierra Leone, West Africa.

Doctoral Teaching Fellow, Multicultural Education, University of Houston, 1973-74 Teacher Corps Intern-Teacher, Chandler St. Elementary School, Worcester, MA, 1969-70 Peace Corps Volunteer Teacher, Our Lady of Guadalupe Secondary/Vocational School, Sierra Leone, West Africa, 1966-1969.

#### **Publications:**

Ligons, C. and Ashford, A. and Nero, R. (2007). The impact of Hurricane Katrina on the lives of children. In Duhon-Sells, R., Esmail, A. and Takona, J. (Eds.) (2006). *The devastating impact of Hurricanes Katrina and Rita on health and education: Voices of the children*. Lewiston, New York: Edwin Mellen Press.

Poats, L., Ligons, C., and Hightower Parker, C. (February/2007). The critical friends group: An innovative way to build intercultural competence among student and faculty groups. Fulfilling Our Dreams by Bringing All Cultures Together. The 2007 National Conference Education Monograph, The National Association of African American Studies. In Press.

#### Publications, Continued

- Ligons, C. and Ashford, A. (Spring/2006). The size of our world: The aftermath of Hurricane Katrina. The Southern University of New Orleans *Journal of Urban Education* Focus on Enrichment, 3(3), 8-13.
- Ligons, C. Poats, L. and Hightower Parker, C. (February/2005). Creative Ways to Engage Students in Classroom Discussions and Improve Learning Retention. *The 2005 National Conference Education Monograph*. The National Association of African American Studies.
- Poats, L., Ligons, C., and Hightower Parker, C. (February/ 2003). Critical friends groups in college: New kid on the block. *Heritage and History: A Celebration of Diversity 2003 National Conference Education Monograph*, 433-446. The National Association of African American Studies.
- Ligons, C., (April/2003). Utilizing the entire village to educate each child: A paradigm for the next century. *The Texas Southern University Research Journal*, 56-64. Houston, Texas: The Texas Southern University Graduate School.
- Ligons, C., Harvey, I., and Rice, J. (February/2002). Professional development, program improvement and retention: A United States—South Africa partnership. *An Imperfect World: Resonance from the Nation's Violence 2002 National Conference Education Monograph Series*, Vol. II, 526-545. The National Association of African American Studies.
- Ligons, C. (February/2001). Designing graduate courses for the professional development needs of selected faculty of Eastern Cape Technikon in South Africa. *A Pilgrimage of Color 2002 National Conference Education Monograph Series*, 423-452. The National Association of African American Studies.
  - Houston, W., Hollis, L., Clay, D., *Ligons*, C., and Roff, L. (1999). Effects of collaboration on urban teacher education programs and professional development schools. <u>Research on professional development schools</u>, Teacher Education Yearbook VII. Thousand Oaks, CA: Corwin Press.
- Rosado, L., and *Ligons*, C. (1998-99). Effective cross-cultural communication: the missing link in the preparation of school administrators. *The National Forum of Educational Administration and Supervision Journal*, 16, 1, 53-66.
- Clay, D., Cohen, M., *Ligons*, C., Roff, L. (Spring 1998). Assessment in field-based teacher preparation programs. Austin, TX: Monograph of the State Board of Educator Certification Centers for Professional Development and Technology.

#### Publications, Continued

- Izquierdo, E., Ligons, C., Erwin, B. (Spring 1998). Preparing teachers for culturally pluralistic society. Austin, TX: Monograph of the State Board of Educator Certification Centers for Professional Development and Technology.
- Ligons, C. and Bump, W. (1998). Sharing and building upon international teacher education experiences. In J. Willis, J. Price, S. McNeil, B. Robin, & D.A. Willis (Eds.) *Technology and Teacher Education Annual*, 1998, 523-525. Charlottesville, VA: Association for the Advancement of Computing in Education.
- Ligons, C., Rosado, L., Houston, W., (1997). Preparing culturally responsive teachers for the 21st Century. In *Being Responsive to Cultural Differences*, 129-142. Thousand Oaks, CA: Corwin Press.
- Rosado, L., and *Ligons*, C. (Spring/Summer 1997). The acculturation of Latino children in U.S. society. *Teacher Education and Practice* 13, 1, 39-51.
  - Houston, W., Walker de Felix, J., Tellez, K., *Ligons*, C., et al., (Spring 1994), "Never ran out of kerosene", *Texas Teacher Education Forum*.
  - Ligons, C. (Spring, 1992). "Producing high academic yields in urban schools: Philosophies, policies and practices." <u>The Texas Southern University Graduate</u> School Research Journal, Houston, Texas.
- Barnett, W. and *Ligons*, C. (Winter, 1992). Beginning at the beginning: enhancing science performance in the early school years. *Journal of the National Technical Association*, 65, 2, 42-43.
- Ligons, C. (1990). Inservice education in Thailand: Key innovations since 1980.

  Discussion Paper, No. 4. BRIDGES Project of the Harvard Graduate School of Education. Cambridge: MA
- Ligons, C. (1988). Teacher education in the U.S.: Selected implications for Third World countries. Cambridge: Harvard University BRIDGES Project.
- Ligons, C. (1988). Thailand: Building productive school-community partnerships. Cambridge, MA: Harvard University BRIDGES Project.
- Gooden, C. and *Ligons*, C. (Winter/1984). Teacher preparation for equity education. *Texas Tech Journal of Education*. Lubbock, Texas: Texas Tech University.
- Ligons, C. (1984). *Culture and children*. Austin, TX: Texas Department of Human Resources. Contributing author/editor.

# **Professional Memberships:**

Association of Teacher Educators (ATE) 1978-present Association of Supervision and Curriculum Development (ASCD) 1978-present National Association of Multicultural Education (NAME) 2005-2007 Phi Delta Kappa (PDK) 1974- present