

**Wyletta S. Gamble-Lomax**  
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## Education

Ph.D.	<b>University of Maryland</b> , College Park, MD Curriculum and Instruction, Minority and Urban Education Program <i>Dissertation: Mentor to Muse: The Lived Experiences of African American Female Mentors</i> <i>Dissertation Chair: Dr. Francine Hultgren</i>	2014
M.S. Ed	<b>Old Dominion University</b> , Norfolk, VA Elementary Education	2006
B.S.	<b>Old Dominion University</b> , Norfolk, VA Interdisciplinary Studies	2005

## Licensure

Elementary Education, Virginia exp. June 2031

## Higher Education Experience

<b>Assistant Professor</b> <i>Coppin State University</i> <i>ECED/ELED Methods Courses</i>	Spring 2018-Present
<b>Lecturer</b> <i>University of Maryland</i> <i>Embracing Diversity in Classroom Communities</i>	Fall 2015, Spring 2017
<b>Lecturer</b> <i>University of Maryland</i> <i>Studying Student Learning in Diverse Settings</i>	Fall 2016
<b>Adjunct Professor</b> <i>Bowie State University</i> <i>Advanced Teaching of Language Arts</i>	Fall 2015, Fall 2016
<b>Lecturer</b> <i>University of Maryland</i> <i>College Study Skills</i>	Summer 2013

**Teaching Assistant** Fall 2011  
*University of Maryland*  
*Adolescent Learning and Development*

**Teaching Assistant** Fall 2010  
*University of Maryland*  
*Chillum Internship Program*

## **Professional Work Experience**

**Assistant Professor and Elementary Education Program Coordinator**, January 2018 - Present  
Coppin State University: Baltimore, MD

- Teach undergraduate method courses in Reading and Language Arts, Foundations of Reading, and Student Teaching Seminar
- Maintain an active research/publication agenda while collaborating with scholars within and outside of the institution
- Provide service within the institution, to state and local education agencies, and to professional organizations
- Advise early childhood and elementary education majors through their program of study
- Collaborate in program revitalization for course improvement and alignment with departmental and institutional mission statements
- Write reports highlighting elementary education program completers multi-year data for national accreditation efforts

**Third Grade Teacher**, March 2017- December 2017  
Prince George's County Public Schools: Upper Marlboro, MD

- Quickly assessed the levels and needs of students in order to create an instructional plan that supports their academic growth for the final quarter of the school year
- Planned and implemented standard-based reading and social studies lesson plans appropriate for each student while managing student behavior
- Differentiated instruction to meet the individual needs of all students
- Consistently integrated tablet laptop use and other technology to support student understanding while assessing and evaluating academic performance of students
- Collaborated with grade level and administrative staff for planning and assessment of student learning

**Program Manager for After School Program (ASP)**, June 2014-June 2016  
Bainum Family Foundation: Bethesda, MD

- Managed after school tutoring program with multiple elementary school sites and over fifty tutors
- Maintained effective relationships among the foundation and eleven Montgomery County Public School elementary sites
- Oversaw scheduling and student updates at multiple school sites year-round through ongoing communication and observations

- Participated in the hiring process for new staff by recruiting, observing, and interviewing potential tutors
- Led the parent engagement initiative by researching recent and effective best practices, particularly among low-income families of color while including parent voice and insight
- Coordinated meetings and trainings with both internal and external staff and community members
- Collected and analyzed student reading data for programmatic changes and improvements

**Graduate Assistant- Maryland Science and Math Resident, Fall 2009-Spring 2014  
Teacher (MSMaRT) Program**

University of Maryland: College Park, MD

- Recruited recent college graduates and career changers for federally grant funded teacher alternative certification program
- Supervised and observed teacher candidates, providing feedback for instructional improvement
- Developed and implemented outreach plan and evaluation of potential candidates' academic transcripts
- Collected and analyzed survey data to create and distribute departmental reports that lead to changes in program implementation
- Coordinated necessary materials and admission interviews for program candidates

**Research Associate, Spring 2011-Spring 2014**

University of Maryland: College Park, MD

- Conducted follow-up surveys by phone or through email with New York City public school teachers formerly enrolled in an alternative teacher certification program
- Analyzed survey results through open and selective coding

**College Study Skills Lecturer- Academic Achievement Programs, Summer 2013**

University of Maryland: College Park, MD

- Team taught with a content specific tutor to better ensure the success of incoming freshmen undergraduate students
- Assisted students with applying study skills in a lab setting for their university course
- Evaluated students' progress in specific study skills areas by maintaining records of their attendance and progress
- Completed midterm and final evaluations on students
- Supervised an evening study session one night per week

**Graduate Teaching Assistant- Adolescent Development Course, Fall 2011**

University of Maryland: College Park, MD

- Planned and implemented lessons around adolescent development with teacher candidates in a graduate level course
- Met with instructor to plan each session and discuss student progress
- Monitored the weekly logs and assignments submitted by students
- Provided timely feedback to students on assignments and tasks

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- Oversaw final projects and mediated class discussions around student development and growth

**Teaching Assistant- Chillum Internship Program**, Fall 2010

University of Maryland: College Park, MD

- Planned and implemented lessons around teaching, learning, knowledge, and students for undergraduates interested in becoming educators
- Observed student instructors after-school class sessions at Chillum Elementary School
- Provided feedback to student instructors on lesson plans and weekly reflections

**Third Grade Teacher**, Fall 2006-Spring 2009

Prince William County Public Schools: Manassas, VA

- Planned and implemented standard-based lesson plans appropriate for each student while managing student behavior
- Differentiated instruction to meet the individual needs of all students
- Coordinated instructional activities and collaborated with other professional staff, both school and non school-based, as required, to maximize learning opportunities
- Consistently integrated tablet laptop use and other technology to support student understanding while assessing and evaluating academic performance of students
- Participated in professional development sessions for both the school and school division

## Publications

Ashby-Bey, J., Gamble-Lomax, W., & Hooper, L. (2021). Decolonization of teacher education curricula: Interrupting the patterns of whiteness when preparing preservice teachers for urban classrooms. *Journal of the Alliance of Black School Educators*, 11(1).

Carey, R. L., Gamble, W., & Yee, L. S. (2011). Book review. *Why race and culture matter in schools*. Howard, T.C (2010). Part V: Guide to New Resources. *Multicultural Perspectives: An Official Journal of the National Association for Multicultural Education*, 13 (3), (169-177).

Carey, R. L., Gamble, W., & Yee, L. S. (2011). Review of *Why Race and Culture Matter in Schools* by Tyrone C. Howard. *Education Review*, 14.

Gamble, W. (2017). "A family-type spirit": Recognizing power in the village. In D.Y. Ford, (Ed.), *Telling our stories: Culturally different adults reflect on growing up in single-parent families*. Savage, MD: Forest of the Rain.

Gamble-Lomax, W. (2016). *The Lived Experience of African American Women Mentors: What it Means to Guide as Community Pedagogues*. Lanham, MD: Lexington Books.

Gamble-Lomax, W. (2024). Quiet Quitting or Just Tired as Hell?: Embracing the Challenging Reality of Work-Life Balance as a Black Woman in Academia. *Black Educology Mixtape "Journal"*, 2(1). Retrieved from <https://repository.usfca.edu/be/vol2/iss1/19>

Gamble-Lomax, W. S. (2024). *Infusing culturally relevant teaching in teacher education curriculum at an urban HBCU*. In D. Frazier (Ed.), *Teaching Humanities With Cultural*

Responsiveness at HBCUs and HSIs (pp. 72-93). IGI Global. <https://doi.org/10.4018/978-1-6684-9782-1.ch004>

Gamble-Lomax, W. S., & Felder, A. S. (2023). Trekking to the Tenure Finish Line: Teacher Educators and the Power of Peer Mentoring at an HBCU. *The Journal of Advancing Education Practice*, 4(2), 4.

Hooper, L. & Gamble-Lomax, W. (2019). When mediocrity fails to shine: The case of Becky and the mad beekologist and Dejanae the humanoid. In C. Matias (Ed.), *Surviving Becky(s): Pedagogies for Deconstructing Whiteness and Gender*.

Hooper, L., Gamble-Lomax, W., Ashby-Bey, J., Moore, K., & Nelson, E. (Submitted for Initial Review). Developing teacher leadership dispositions thru a pre-service teacher professional organization: A co/autoethnography on black teacher educators and novice teachers. In E. McPherson and T. Laing (Eds.), *On brilliance and resilience in education: Black student support networks from G.E.D. to Ph.D.*

Yee, L.S., Carey, R.L., & Gamble, W.S. (2015). Navigating the academy, creating counterspaces: Critically examining the experiences of three PhD students of color. In K.J. Fasching-Varner, K.A. Albert, R.W. Mitchell & C.M. Allen (Eds.), *Racial battle fatigue in higher education: Exposing the myth of post-racial America* (pp. 7-16). Lanham, MD: Rowman & Littlefield.

## Conference Papers

Ashby-Bey, J., Gamble-Lomax, W., & Hooper, L. (2020). *An Exploration of Black Teacher Candidates' Understanding of Equitable Teaching Through a Reconstructed Teacher Education Model at an HBCU*. American Association of Colleges for Teacher Education Annual Meeting 2020. Atlanta, GA. Paper presentation.

Ashby-Bey, J., Gamble-Lomax, W., & Hooper, L. (2020). *Culturally Relevant Teaching as Central Component in Teacher Education Program Restructuring at Historically Black College/University*. American Educational Research Association Annual Meeting 2020. San Francisco, CA. Roundtable session. (Cancelled due to COVID-19).

Brantlinger, A. & Gamble W. (2013). *Alternative teacher certification and the revolving door in New York City public schools*. American Educational Research Association Annual Meeting 2013. San Francisco, CA. Paper presentation.

Gamble, W. (2012). *Mentor to muse: The lived experience of African American female mentors*. American Educational Research Association Annual Meeting 2012. Vancouver Convention Center, Vancouver, British Columbia, Canada. Paper presentation.

Gamble, W. (2012). *Philosophical guides into mentoring*. Interdisciplinary Coalition of North American Phenomenologists IV. New York, NY. Paper presentation.

Gamble, W. (2015). *Village Mentality: The Lived Experiences of African American Female Mentors*. American Educational Research Association Annual Meeting 2015. Chicago, IL. Poster presentation.

Gamble, W. (2015). *African American Female Mentors as Community Pedagogues: Recognizing the Power in Partnership*. National Association for Multicultural Education. New Orleans, LA. Paper presentation.

Gamble, W. & Mobley, S. (2015). "*A Drop of Sun Under the Earth*": *The Power of Black Identities and Phenomenological Exploration*. Society for Phenomenology and the Human Sciences. Atlanta, GA. Workshop presentation.

Gamble-Lomax, W. (2018). *Time for Change: Creating an Urban Teacher Education Program for Non-Traditional Students at an HBCU*. National Association for Multicultural Education. Memphis, TN. Paper presentation.

Gamble-Lomax, W., Ashby-Bey, J., & Hooper, L. (2019). *Preparing Urban Change Agents: Recruiting Through Innovative Academic Programs*. The 5<sup>th</sup> Annual Culturally Responsive Teaching and Learning Conference. Baltimore, MD. Paper presentation.

Gamble-Lomax, W., Felder, A. (2023). *Understanding the Assignment: Using Hot Topics to Make Real-Life Connections in the Classroom*. 12<sup>th</sup> Annual Progressive Education Summit. City Neighbors Foundation. Baltimore, MD. Workshop presentation.

Gamble-Lomax W., Rogers, K., & Felder, A. (2024). *Y'all Play Too Much: Using Games to Unpack Inequity*. 13<sup>th</sup> Annual Progressive Education Summit. City Neighbors Foundation. Baltimore, MD. Workshop Presentation. (Cancelled due to inclement weather).

Gamble-Lomax, W., Hooper, L., & Ashby-Bey, J. (2021). *Bridging the Gap: Connecting the Past and Present through Historical Fiction*. City Neighbors Foundation 10<sup>th</sup> Annual Progressive Education Summit. Baltimore, MD. Paper presentation.

Hooper, L., Gamble-Lomax, W. & Ashby-Bey, J. (2020). *Insights and Experiences From Nontraditional Preservice Teachers at a Historically Black College/University Teacher Education Program*. American Educational Research Association Annual Meeting 2020. San Francisco, CA. Paper Presentation. (Cancelled due to COVID-19).

Walsh, B. & Gamble, W. (2012). *The Call to Teach: The Motivation of Career Changers and the Development of a Robust Alternative Teacher Certification Program*. 2012 NCEI Effective Pathways to Teaching Conference. Washington, D.C. Paper presentation.

Yee, L.S., Carey, R. L., & Gamble, W. (2013). *Hegemonic Illuminations in Teacher Educator Preparation: The Experiences of Three Doctoral Students of Color*. American Educational Studies Association Conference. Baltimore, MD. Paper Presentation.

Yee, L., Carey, R. L., & Gamble, W. (2014). *Critical Examinations of Teacher Educator Preparation: Experiences of Ph.D. Students of Color and Racial Battle Fatigue*. American Educational Research Association Annual Meeting 2014. Philadelphia, Pennsylvania. Paper presentation.

Yee, L. S., Carey, R. L., & Gamble, W. (2014). *Dismantling Barriers through Operationalizing Critical Race Theory in Schools and Colleges of Education*. National Association of Multicultural Education Conference Meeting 2014. Tucson, AZ. Paper presentation.

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## Grants

Child Care Career and Professional Development Fund, Maryland State Department of Education, August 2021-2023, provide tuition assistance to child care providers in order to obtain a college education at participating colleges/universities in Maryland.

Empowering Emerging Teachers, Maryland State Department of Education, June 18, 2020, provide early childhood education majors a fully online learning experience towards completion of their bachelor's degree.

Governor's Emergency Education Relief (GEER), Maryland State Department of Education, September 30, 2020, Cultivating Cultural Relevancy for Teachers of Urban Students.

## Honors/Awards

College of Arts, Sciences, and Education Service Award 2023  
Coppin State University Teaching Excellence Award 2023  
University System of Maryland Teaching Excellence Award 2024  
Coppin State University Provost Faculty Fellow 2025

## Affiliations/Memberships

American Educational Research Association: Divisions G & K  
National Association of Multicultural Education

## Service/Support

<b>P2P Advisory Council</b> <i>Coppin State University</i>	August 2022-Present
<b>Scholarship Committee</b> <i>Coppin State University</i>	May 2020-Present
<b>Teacher Education Council</b> <i>Coppin State University</i>	August 2018-Present
<b>Faculty Advisor</b> <i>Coppin State Education Association</i>	August 2018-Present
<b>HBCU Summit Planning Committee</b> <i>Maryland State Education Association</i>	October 2024-March 2025
<b>Faculty Workload Committee</b> <i>Coppin State University</i>	February 2020-October 2021
<b>Submission Reviewer</b> <i>Journal of African American Women and Girls in Education</i>	September 2021; February 2024
<b>Literacy Course Reviewer</b> <i>Maryland State Department of Education</i>	January 2018-August 2020

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<b>Reviewer</b> Words Unlocked	May 2015-2018
<b>Professional Service Reviewer</b> AERA Conference Proposal Submission Reviewer	August 2014, 2015, 2016
<b>Elementary Reading and Math Scorer</b> edTPA Portfolios	April 2014, 2015
<b>Youth Mentor</b> <i>G.I.R.L.</i>	September 2014- May 2015
<b>Co-Chair</b> Hermes Circle	August 2013-May 2014