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DIVERSITY STATEMENT

I grew up understanding that where you come from shapes what you believe is possible for yourself. That understanding has never left me, and it is part of why I chose this work.

If I look across every role I have held, I have genuinely served everyone. At Haverford College, I worked within one of the most selective institutions in the country, supporting students from privileged backgrounds who had every resource available to them and still needed guidance navigating the systems in front of them. At Ashford University, I advised adult learners, many of them working full-time, raising children, managing health challenges, and squeezing coursework into the margins of lives that were already full. Those students were not chasing a credential for the sake of it. They were trying to build something better for themselves and their families, often without anyone in their lives who had done it before. Being the person who helped them stay the course mattered to me deeply.

At Gompers Preparatory Academy, I taught AP history to students who had largely been underestimated by systems that were supposed to serve them. Watching those students argue over primary sources, defend their interpretations, and leave my class with college credit was a reminder of what education is supposed to do, and who it is supposed to do it for.

Through the College Prep Intensive I designed at The Rock Academy, I worked alongside first-generation college-bound students who had never had anyone in their family go through the admissions process. Sitting with a student and helping them see themselves as someone who belongs in a university is not a small thing. It is the whole thing.

Every student I have taught has come in carrying something. A home situation, a language barrier, a history of being told they were not the type of student who succeeds at this level, or just a quiet uncertainty about whether they belong in the room. My job has always been to see that and refuse to let it become a ceiling. The standard does not move. But how we get there is something I build with each person in mind.

I have worked with the most privileged students in the country and with students who had every reason to give up and chose not to. That range has shaped everything about how I approach this work. I do not believe in a one-size-fits-all model of support, and I do not believe any student is beyond reach. I show up for all of them the same way: with high expectations, genuine care, and the understanding that equity is not a program. It is a daily practice.

Sincerely,

Taylor Fox