
Mack T. Hines III

510 Marbella
 Prosper, TX 75078
 (832) 585-2731
 hines1971@yahoo.com

EDUCATION

2003 South Carolina State University, Orangeburg, SC
 Ed.D., Educational Leadership

2000 Winthrop University, Rock Hill, SC
 B.A., Social Studies

1995 South Carolina State University, Orangeburg, SC
 M.A.T, Elementary Education

1993 Morris College, Sumter, SC
 B.A., Social Studies

TEACHING APPOINTMENTS

2023- **Assistant Professor**, Educational Leadership, TAMU-Commerce, TX

2022-2023 Associate Professor, Educational Leadership-Social Justice, Fairfield University, Fairfield, CT
 *Executive Director of Doctoral Program of Teacher Leadership

2019-2020 Associate Professor, Educational Leadership, *Tennessee State University, Nashville, TN*
 *Director of Doctoral Program of Educational Leadership

2005-2019 Assistant & Associate Professor, Educational Leadership, *Sam Houston State University, Huntsville, TX*
 *Director of Master's Program of Educational Leadership

2004-2005 Assistant Professor, Middle Level Education, *University of Arkansas-Monticello, Monticello, AR*
 *Inaugural Director of Middle Level Education

2004 Instructor, Bladen Community College, *Elizabethtown, NC*

K-12 Experience

1996-1998 Teacher, Florence School District One, Florence, SC

1998-1999 Teacher, Sumter School District #17, Sumter, SC

1999-2003 Associate Principal, Florence School District One, Florence SC
 (Summer 2000 *Elementary Principal)

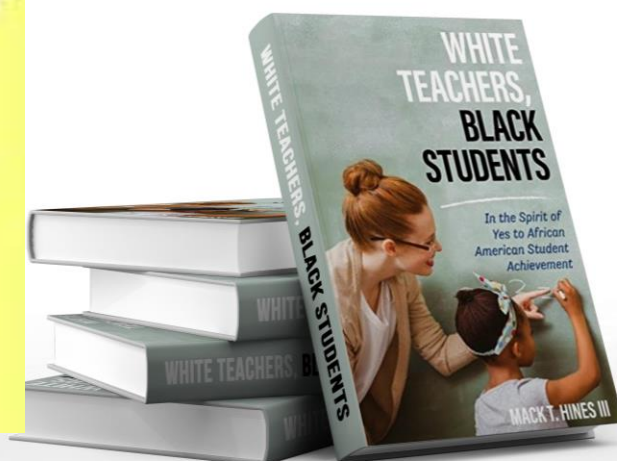
PART I TEACHING

Master's Level Courses (2011-2022)

Frequently Taught Master's Level Courses	Sections	Effectiveness	
		Teacher	Course
Curriculum Planning	4	4.6	4.8
Instructional Leadership.	3	4.7	4.0
Administration and Supervision of Schools	3	4.0	3.9
Administration & Organization of Public Schools	3	4.3	4.4
Building Capacity for Teaching and Learning	9	4.5	4.4
Culturally Proficient School Leadership	10	4.6	4.4
Average		4.4	4.3
Frequently Taught Doctoral Courses	Sections	Effectiveness	
		Teacher	Course
Professional Negotiations	2	4.4	4.1
Advanced Methods of Research	3	4.2	4.0
Societal Factors	5	4.4	4.1
Problems of Practice	2	4.3	4.2
Qualitative Statistics	2	4.3	4.0
Average		4.3	4.1

PART II RESEARCH

– BOOKS –



Hines, M. (2004). *First In flight: Helping children to soar in middle school*. Indianapolis, IN: First Books Library.

Hines, M. (2017). *White teachers, Black students: In the spirit of yes to African American student achievement*. Lanham, MD: Rowman & Littlefield Publishing

GRANTSMANSHIP

Tennessee Aspiring Assistant Principals Grant
RFA 2001533105GRS1

Grant Amount: \$300,000

Duration-March 2020-May 2021

Purpose: The grant provided aspiring administrators with the skills to effectively serve schools in middle Tennessee.

Original Research Agenda (2004-2009)

Theme I

Middle Level Education

Hines, M. (2011). Adolescent adjustment to the middle school transition: The intersection of gender and years in divorce in review. *National Forum of Teacher Education Journal*. 22(6): 25-50. **(Cited in 10 Publications)**

Hines, M. (2007). Adolescent adjustment to the middle school transition: The intersection of divorce and gender in review. *Research in Middle Level Education Online*, 31(2): 1-15. **(Cited in 79 Publications)**

Hines, M. (2006). More to the middle: How to move precollegiate students into middle school teaching. *Texas Middle School Association Journal*, 13(2): 32-35.

Hines, M. (2006). The impact of teacher certification on middle school teachers' concerns about the middle school transition. *Current Issues in Middle Level Education*, 12(2): 21-27.

Hines, M. (2006). Noticing the newbies: New middle school teachers' concerns about the middle school transition. *The Journal of the New England League of Middle Schools* 17(1): 32-35.

Hines, M. (2005). Who's concerned? The impact of teacher certification on new middle school teachers' concerns about the middle school transition. *Transescent*, 4(1): 8-12.

Hines, M. (2005). A straightforward approach to reaching gay middle school students. *Association of Illinois Middle School Journal (AIMS)*, 17(1): 26-28.

Hines, M. (2004). Self-adjustment to the middle school transition. *Tennessee Association of Middle Schools (TAMS) Journal*, 31: 43-44.

Theme II

Preservice Principal Preparation

Hines, M. (2010). Gender based differences in family and work predictors on preservice principals' concerns about becoming principals. *Educational Administration and Supervisors Journal*, 27(1): 61-88.

Hines, M. (2008). Preservice principals' post internship concerns about becoming a principal: America and Scotland in review. *Educational Considerations*, 36(1): 1-5.
(Cited in 7 Publications)

Hines, M. (2007). The doctoral dissertation of educational administration. A knowledge-based compass of moral development. In T. Creighton, C. Mullen, S. Harris, and F. Dembowski's *The NCPEA handbook of doctoral programs in educational leadership: Issues and challenges*. Houston, TX: Connexions Project. (Cited in 5 Publications)

Hines, M. (2007). The impact of age on the postdoctoral use of the educational administration dissertation to promote a just and democratic society. *The Center for Research in Lifelong Learning (CRL) yearbook*. Edinburgh Scotland: The University of Stirling Press.

Hines, M. (2007). The effect of principals' leadership styles on preservice principals' concerns about becoming a principal. *The Southern Regional Council of Educational Administration Yearbook*, 61-74. **(Cited in 11 Publications)**

Hines, M. (2007). The pride and privilege of the NCPEA professorship: A junior faculty perspective in review. In B. Alford, R. Papa, & J. Coleman's *20 years of NCPEA: Looking back through the years: 1987-2006*. National Council of Professors of Educational Administration.

Hines, M. (2007). The interactive effects of gender and leadership style on post internship concerns about becoming a principal. *AASA Journal of Scholarship & Practice*, 4(3): 42-48.
(Cited in 8 Publications)

Hines, M. (2007). The effect of leadership style on preservice concerns about becoming a principal. *The Annual Journal of the California Association of Professors of Educational Administration*, 19: 105-116. **(Cited in 3 Publications)**

Hines, M. (2006). A gender analysis of the learning style preferences of principal preparation students. *The Journal of Adult and Continuing Education*, 12(1): 76-97.
(Cited in 5 Publications)

Hines, M. (2006). A day at the SPA (Successful Practices of Andragogy): How to use the ELCC standards and adult learning theory to sustain a "Self-As-Principal" voice in principal preparation students. *AASA Journal of Scholarship & Practice*, 3(1), 44-50. **(Cited in 4 Publications)**

Current Research Agenda (2010-Present)

Theme I

Race Via African American Children

Hines, M. (2021). Black lives matter: An African-American experience. *International Journal of Multiple Research Approaches*, 13(1),1-10. **(Cited in 2 Publications)**

Hines, M. (2014). Leadership perceptions and responses to the dehumanization of black children in schools. *National Forum on Educational Administration and Supervision*, 32(4).

Hines, M. (2013). A comparative analysis of the dissertation self-efficacy of Black students at historically black universities and predominantly white institutions. *International Journal of Education*, 1(1).

Hines, M. (2013). The interactive effects of race and gender on preservice teachers' perceptions of African American principals' culturally proficient school leadership. *National Forum of Teacher Education Journal*, 23(1-2).

Hines, M. (2012). An in-depth analysis of African American students' schooling experiences: A rural school district in review. *National Forum of Applied Educational Research Journal*, 25(3). **(Cited in 7 Publications)**

Hines, M. (2012). Preservice middle school teachers' concerns about differentiated instruction with African American students: The intersection of race and teacher self-efficacy in review. *The Forum of Multicultural Issues Journal*, 9(1). **(Cited in 1 Publications)**

Hines, M. (2009). The academic disidentification Black boys in Texas: The fourth grade syndrome in review. *National Forum of Teacher Education Journal*, 20(1):

Hines, M. (2008). African American children and mathematical problem solving in Texas: An analysis of meaning making in review. *National Forum of Applied Educational Research Journal*, 21(3): 1-17. **(Cited in 36 Publications)**

Hines, M. (2008). The kupanga project: Using a graphic organizer to improve the mathematical problem-solving skills of African American students. *Texas Association of Secondary School Principals (TASSP) Journal*, 17(2) 35-38.

Theme II

Race Via Whiteness

Reed, D., Fontenot, C., Peltier-Glaze, B., Hines, M., Parker, C., & Washington, K. (2022). Nobody knows the troubles that I see: Perceptions of African American women professors regarding their lived experiences in the academy. In J. Butcher (Ed.) *Black female leaders in academia: Eliminating the glass ceiling with efficacy, exuberance, and excellence* (pp. 121-163). Hershey, PA: IGI Global Publishing

Hines, M., Reed, D., Nero, R., & Fontenot, C. (2018). White teachers' perceptions of giftedness among African American students. *The Journal of the Texas Alliance of Black School Educators*, 3(1), 58-70.

Hines, M. (2017). White principals' perceptions of blackness as a sign of giftedness. *Contemporary Issues in Educational Research*, 9(1).

Hines, M. (2016). The embeddedness of white fragility within white pre-service principals' reflections on white privilege. *Critical Questions in Education*, 7(2).
(Cited in 67 Publications)

Hines, M. (2016). White gifted and talented education coordinators' perceptions of blackness as a sign of giftedness. *International Journal of Education and Human Developments*, 2(1).

Hines, M. (2016). The prevalence of white privilege in school systems: Preservice principals' perceptions in review. *Journal of Social Sciences Research*, 1(1), 32-45.

Hines, M. (2014). White preservice principals' perceptions of white privilege as a barrier to cultural proficiency. *Focus on Colleges, Universities, and Schools*, 8(1).
(Cited in 1 Publication)

Theme III

Race Via Diversity, Equity, & Inclusion

Hines, M. (2022). The development of culturally responsive leadership scale. *Academy of Educational Leadership Journal*, 26(5), 1-10.

West, P., Hines, M., Lunenburg, F. (2014). Teacher Quality Variables and Efficacy for Teaching Minority Students. *The National Council of Professors of Educational Administration (NCPEA) Yearbook of Doctoral Research*. (P. 40-59). Lancaster, PA: Pro Active Publications. **(Cited in 12 Publications)**

Hines, M. (2013). The interactive effects of race and gender on preservice teachers' perceptions of African American principals' culturally proficient school leadership. *National Forum of Teacher Education Journal*, 23(1-2).

Hines, M., & Kritsonis, W. (2010). The interactive effects of race and teacher self-efficacy on the achievement gap in school. *National Forum of Multicultural Issues Journal*, 7(1): 1-14. **(Cited in 79 Publications)**

Hines, M. (2009). Having their say: Black women's lived experiences in predominantly white doctoral programs of educational leadership. *National Forum of Educational Administration and Supervision Journal*, 26(3): 90-121. **(Cited in 9 Publications)**

Hines, M. (2008). Preservice principals' perceptions of culturally proficient school leadership. In R. Papa, C. Achilles, & B. Alford (Eds.) *Leadership on the frontlines: Changes in preparation and practice. The National Council of Professors of Educational Administration (NCPEA) Yearbook*. (P. 209-217). Lancaster, PA: Pro Active Publications.

Hines, M. (2008). The interactive effects of race and gender on in-service teachers' perceptions of Caucasian American principals' culturally proficient school leadership. *The International Journal of Diversity in Organisations, Communities, & Nations*, 8(2): 209-219.

Hines, M., & Harris, A. (2007). Pedagogy or andragogy: Which "gogy" reflects Septima Clark's use of instruction to enhance the prosperity of Black people? *The National Journal of Urban Education & Practice*, 1(2): 198-209.

Hines, M. T. III. Reed, D. (2007). Educating for social justice: The life and times of Septima Clark in review. *Advancing Women in Leadership Online Journal*, 22 **(Cited in 4 Publications)**

PRESENTATIONS

Hines, M. (2003, February). The Relevance of White Fragility to Student Responses to The Design of a Doctoral Program of Educational Leadership. Paper presented at Eastern Educational Research Association (EERA) Conference, Myrtle Beach, SC.

Hines, M. (2022, April). A Call to Re-IMAGINE Mixed-Methods Research in the Black Lives Matter Era. Panelist presentation AERA Annual Meeting, San Diego, CA.

Hines, M. (2022, February). An Eyes Wide Shut pursuit of racial equality in K-12 education. Paper presented at Critical Questions in Education Conference, Charleston, SC.

Hines, M. (2022, January). Culturally relevant pedagogy in higher education for the 21st century. Keynote Presentation delivered at New Mexico Summit for Excellence in Education and Equity.

Hines, M., Onwuegbuzie, A., & Harris, M. (2019, June). A critical race analysis on racism in higher education: Black professorial reflections in review. Online paper presentation at the International Organization of Social Sciences and Behavioral Research Online Conference.

Hines, M. (2019, April). A Theory towards guiding Whites towards culturally relevant leadership. Paper presented at AABRI International Conference, Savannah, GA.

Hines, M. (2019, April). A White racial perspective on preparing Whites for culturally relevant leadership. Paper presented at Critical Questions in Education Conference, Savannah, GA. [SEP]

Hines, M. (2019, March). From White teacher to White principal with cultural responsiveness in between. Paper presented at Annual Culturally Responsive Teaching Conference, Linthicum Heights, Maryland.

Hines, M. (2016, February). White teachers' perceptions of African American culture as a sign of giftedness. Paper presented at National Association of African American Studies Conference, Baton Rouge, LA.

Hines, M. (2016, March). Advancing while Black: Increasing African American enrollment in advanced placement. Paper presented at California Association of African American Superintendents and Administrators (CAAASA) Conference, Sacramento, CA.

Hines, M. (2016, September). Lifting the white veil for preservice principals to find themselves in culturally relevant leadership. Paper presented at the Academic and Business Research Institute Conference, Albuquerque, NM.

Hines, M. (2016, October). Preparing white teachers for teaching non---white student populations. Paper presented at Critical Questions in Education Conference, Salt Lake City, UT.

Hines, M. (2015, November). Preparing white preservice principals for leading non---white student populations. Presentation delivered at International Organization of Social Sciences and Behavioral Research, Boca Raton, Florida.
Best Conference Paper Award Recipient

Hines, M. (2015, October). Developing the race consciousness of white preservice principals. Presentation delivered at The International Academic Business Conference, Las Vegas, NV. **Best Conference Paper Award Recipient**

Hines, M. (2013, November). A culturally responsive approach to creating student instructional engagement with African American middle school students. Presentation delivered at Annual Middle Level Education Conference, Minneapolis, MN.

Hines, M. (2013, October). Are teacher education programs effectively preparing white teachers for culturally responsive teaching? Presentation delivered at the Critical Questions in Education Conference, San Antonio, TX.

Hines, M. (2012, December). Race matters and why we must explore the skin we're in. Presentation delivered at National Advancement via Individual Determination (AVID) Conference, San Diego, CA.

Hines, M. (2012, December). Fostering a climate of racial diversity inclusion for racially excluded students. Presentation delivered at NAIS People of Color Conference, Houston, TX.

Hines, M. (2012, October). Racially framework for translating teacher quality into teacher effectiveness for student achievement. Presentation delivered at Advancing Improvement in Education Conference, Austin, TX.

Hines, M. (2012, July). A racially relevant instructional design for empowering African American students to achieve. Presentation delivered at Access to the General Curriculum (AGC) Institute Conference, Houston, TX.

Hines, M. (2012, July). Dismantling the deficit thinking that derails African American student achievement. Presentation delivered at Access to the General Curriculum (AGC) Institute Conference, Houston, TX.

Hines, M. (2011, December). Racially relevant instructional strategies for instructing African American male students. Presentation for National Advancement via Individual Determination (AVID) Conference, Orlando, FL.

Hines, M. (2011, October). Racially relevant instructional strategies for instructing African American students. Presentation delivered at the annual School Improvement Resource Center Conference, Austin, TX.

Hines, M. (2011, October). Racially relevant instructional strategies for instructing African American students. Invited presentation for the High Schools That Work Conference, Austin, TX.

Hines, M. (2010, December). Black males and classroom management: The teacher's guide to "De-Maskulating" African American male students through positive behavior building strategies. Presentation delivered at National Advancement Via Individual Determination (AVID) Conference, Grapevine, TX.

Hines, M. (2010, November). Culturally sensitive classroom management strategies for African American students. Presentation delivered at National Alliance of Black School Educators (NABSE) Conference, Fort Worth, TX.

Hines, M. (2009, November). Using African American culture to mentor inner city African American males across the middle school transition. Paper presented at The National Middle School Association's (NMSA) Conference & Exhibit. Indianapolis, IN.

Hines, M. (2009, October). Classroom management strategies that facilitate African American male students' academic achievement. Paper presented at The Texas School Improvement Conference. Austin, TX.

Hines, M. (2009, March). How to develop culturally sensitive lesson plans to instruct African American children. Paper presented at The Texas Alliance of Black School Educators (TABSE) Conference. Houston, TX.

Hines, M. (2008, November). Racial differences in the middle school transition of adolescents who live with grandmothers in single mother families. Paper presented at Annual National Council of Family Relations (NCFR) Conference. Little Rock, AR.

Hines, M. (2008, November). Using black parental professional development to increase the mathematical achievement of African American students. Paper presented at School Science and Mathematics Association Convention. Raleigh, NC.

Hines, M. (2008, October). M.A.L.E. CALL: Motivating African American males to learn and excel in middle school. Paper presented at The National Middle School Association's (NMSA) Conference & Exhibit. Denver, CO.

Hines, M. (2008, July). A qualitative analysis of what influences doctoral students' selection of topics for the dissertation. Paper presented at the Annual Conference of the National Council of Professors of Educational Administration, San Diego, CA.

Hines, M. (2007, November). The dissertation self- efficacy of American and Scottish doctoral students. Paper presented at the Annual University Council of Educational Administration (UCEA) Conference. Alexandria, VA.

Hines, M. (2007, June). The impact of age on the postdoctoral use of the educational administration dissertation to promote a just and democratic society. Paper presented at the Seventh International Center for Research in Lifelong Learning (CRL) Conference. Edinburgh, Scotland.

Hines, M. (2007, February). Leaping towards educating for social justice: The life and times of Septima Clark in review. Paper presented at the 59th Annual American Association for Colleges and Teacher Education (AACTE) Meeting & Exhibits Conference. New York NY.

Hines, M. (2006, June). And justice for all: Using the educational administration dissertation to inspire just and democratic educational communities. Paper presented at the Thirteenth International Conference on Learning, Montego Bay, Jamaica.

Hines, M. (2006, November). Have you looked into my lens?: Andragogical insight into the recognition and inclusion of self--as--principal voices in principal preparation classrooms. Paper presented at the Annual Convention of the University Council of Educational Administration, San Antonio, TX.

Hines, M. (2006, July). From practicing pedagogy to embracing andragogy: How to switch gogys to create a self-as-principal voice in today's principal preparation students. Paper presented at the Annual Conference of the National Council of Professors of Educational Administration, Lexington, KY.

Hines, M. (2006, January). And justice for all: A community minded approach to democratizing preservice middle school teachers. Paper presented at the American Association of Colleges for Teacher Education (AACTE) Conference, San Diego, CA.

Hines, M. (2005, November). More to the middle: A community-minded approach to recruiting preservice teachers into middle school teaching. Presentation delivered at the National Middle School Association (NMSA) Conference, Philadelphia, PA.

Hines, M. (2005, March). The Great Conversation: An Interchange between the Mystery of Wonder and the Mastery of Wisdom. Presentation delivered at The National Paideia Conference, Charleston, SC

PART III

SERVICE

SERVICE TO PROFESSION

Associate Editor, Journal of African American Learners (2015-2016)

Editor, Journal of African American Learners (2016-2018)

Program Reviewer, National Council for Accreditation. of Teacher Educ. (NCATE) (2006-2008)

Contributing Editor, Online Journal of Academic Leadership (2006-2010)

Book Reviewer, Choice Academic Libraries (2005-2009)

Program Review Team Member, Council for the Accreditation of Educator Preparation (CAEP) (2015-2016)

External Reviewer, Tenure and Promotion Process-Dr. Jessica Garrett (UT-Permian Basin) (2015)

Editorial Review Board Member, AASA Journal of Scholarship and Practice (2007-2012)

SLLA Scorer, Educational Testing Service (ETS) (2004-2008)

Reviewer, NMSA Middle School Journal (2006-2009)

Reviewer, Current Issues in Middle Level Education (2006-2008)

Reviewer, Choice Reviews for Academic Libraries (2009-2011)

SERVICE TO UNIVERSITIES

Keynote Speaker, Cultural Responsiveness, University of New Mexico College of Education and Human Services

Member, New Mexico Summit for Excellence in Equity Conference Committee (2021)

Keynote Speaker, Martin Luther King Jr. Celebration (University of Arkansas-Monticello)

Faculty Senate, Senator (Sam Houston State University)

Panelist for Diversity (Sam Houston State University)

SERVICE TO COLLEGES OF EDUCATION

Organizer, The Great Conversation (University Arkansas Monticello)

Member, Educating Diversity-Ready Students Committee (Sam Houston State University)

Co-Chairperson, NCATE Standard 1 Committee, Member (Sam Houston State University)

Member, Educational Leadership Search Committee (Sam Houston State University)

Member, Faculty Awards Committee (Sam Houston State University)

Chairperson, Distinguished Educator of the Year Committee (Sam Houston State University)

Member, Assessment Committee, Member (Sam Houston State University)

Facilitator, Graduate Research Exchange, Convener (Sam Houston State University)

Co-Chairperson, Assistant Principals Program Development Task Force (Tennessee State University)

Candidate Recruitment Task Force (Fairfield University)

SERVICE TO DEPARTMENTS

Director, More to The Middle Recruitment Program (University of Arkansas-Monticello)

Co-Host, Region VI Leadership Conference (Sam Houston State University)

Member, Course Renewal Committee (Sam Houston State University)

Chairperson, Graduate Student Recruitment Committee, (Sam Houston State University)

Member, Professional Concerns Committee, Member (Tennessee State University)

Co-Chairperson, Professional Development Committee, (Tennessee State University)

Founder, Doctoral Program Advisory Board (Fairfield University)

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

International Council of Professors of Educational Administration

National Alliance of Black School Educators

Race Forward

National Association of Multicultural Education (NAME)

SERVICE TO STUDENTS

Sam Houston State University

Dissertation Chairperson

- A. Dr. Mary Cue-Media images of African American women and African American adolescent girls' self-esteem and body esteem (SHSU-2011).
- B. Dr. Helen White-Media images of African American women and African American adolescent girls' racial identity and ethnic identity (SHSU-2011).
- C. Dr. Benjamin Petty-Socioeconomic differences in African American parental involvement in schools (SHSU-2012)
- D. Dr. Porcia West-The impact of teacher efficacy on teacher effectiveness in urban secondary schools (SHSU-2012)

Dissertation Committee Member

- A. Dr. Rhonda Johnson-The relationship between attitude and academic achievement among seventh and eighth grade African American males (SHSU-2011).
- B. Dr. Ivan Velasco- The impact of principal leadership behaviors on school climate (SHSU-2011).
- C. Dr. Antoinette Toni Rao-Delgado-Community college Faculty Perceptions of the Implementation of the Universal Design for Instruction Concept (SHSU-2011).
- D. Dr. Cedric Stewart-Selected African American teachers and their Latino students: Perceptions and attitudes of race and ethnicity on student academic performance (SHSU-2012)
- E. Dr. Corina Bullock-Longitudinal Study on the Relationship between African American Boys' Attitudes of their Teacher-Student Relationships and their Achievement on State Tests (SHSU-2012)
- F. Dr. Hilton Lasalle III-An exploration of urban African American males' postsecondary life-pathway choices: Ecological experiences (SHSU-2014)

Tennessee State University

Department Chairperson

A. Dr. Pearl McKnight-Retention of disabled college students at HBCUs in Tennessee (TSU-2020).

B. Dr. April Jones-Rural school principals' family and community engagement effectiveness on student success: A qualitative analysis (TSU-2020).

C. Dr. Nasheba Pritchett- The perceived impact of principals' leadership on culture and climate in turnaround schools (TSU-2020).

Other Universities

Dissertation Committee Member

A. Dr. Alisha Brown-Positive behavior intervention support systems and the disproportionality of subjective disciplinary referrals for Black Students (Dallas Baptist University-2017)

B. Dr. Vivian Robledo-Race talk and culturally proficient school leaders (East Stroudsburg University-2020)

G. Dr. Leonard Brown-African American males and relationship Building (University of Houston-2012)

SERVICE TO COMMUNITY

Norwalk Public Schools

Norwalk, CT

Outreach Services

June 2022–December 2022

- Conducted research-based investigation into school leaders' perceptions of teacher leadership. Surveyed principals to measure their frequency with working with instructional coaches. Measured instructional coaches' uses of teacher leader strategies with teachers. Measured teachers' perceptions of their level of engagement with instructional coaches.
- Developed teacher leader model for school district. Facilitated principals' acquisition of how to use model to build capacity of instructional coaches. Guide instructional coaches' use of model to form better relationships with teachers.

Impact

- ✓ *Increased engagement between principals and instructional coaches*
 - ✓ *Increased engagement between instructional coaches and teachers*
-

Fairfield Public Schools

Fairfield, CT

Outreach Services

August 2022–December 2022

- Conducted research-based investigation into school leaders' perceptions of teacher leadership. Surveyed principals to measure their frequency with working with instructional coaches. Measured instructional coaches' uses of teacher leader strategies with teachers. Measured teachers' perceptions of their level of engagement with instructional coaches.
- Developed teacher leader model for school district. Facilitated principals' acquisition of how to use model to build capacity of instructional coaches. Guide instructional coaches' use of model to form better relationships with teachers.

Impact

- ✓ *Increased engagement between principals and instructional coaches*
 - ✓ *Increased engagement between instructional coaches and teachers*
-

Baton Rouge Community College**Baton Rouge, LA****Outreach Services****January 2022–August 2022**

- Conducted quantitative research on Deans' and Instructors' uses of diversity, equity, and inclusion within their units.
- Developed an online professional development program for race equity strategies.
- Developing a race equity lens
- Using a race equity lens to reframe academic situations
- Incorporating race equity into leadership platform
- Incorporating race equity into instructional practices

Impact

- ✓ *Played a lead role in integrating cultural responsiveness throughout the community college.*
- ✓ *Developed systems of developing strategies and approaches that are rooted in race equity*

The University of New Mexico**Albuquerque, NM****Outreach Services****September 2021–May 2022**

- Developed an online professional development program for cultural responsiveness in higher education.

Impact

- ✓ *Played a lead role in integrating cultural responsiveness in the College of Education.*
- ✓ *Developed systems of support for online and on ground instruction*

The International Leadership of Texas**Richardson, TX****Outreach Services****September 2020–May 2022**

- Conducted programmatic evaluation of school district's engagement in culturally responsive educational practices. Used regression statistics to identify factors of personnel's application of cultural responsiveness towards their constituents.
- Organized and led monthly meetings with Central Office and building-level school leaders, ensuring participation of leaders in critical discussions regarding race, equity, diversity, and inclusions
- Developed diverse ways to connect diversity, equity, and inclusion to achieve division goals
- Maintained diversification of opportunities for growth and upward mobility of personnel across different backgrounds

- Utilized different tools and metrics in evaluating progress towards continuous improvement of diversity efforts
- Introduced the use of race equity lens to integrate diversity, equity, and inclusion within their divisions

Impact

- ✓ *Played a lead role in improving diversity in recruiting personnel from diverse backgrounds*
- ✓ *Restructured policies to promote positive working environment for all members and ensure equitable opportunities to succeed*
- ✓ *Maximized opportunities for all personnel by encouraging them to participate in professional development on equity concepts, issues, and initiatives*
- ✓ *Transformed leadership meetings to collaborative discussions with primary focus on inclusivity, cross-cultural knowledge sharing, and learning experiences*

Pasadena Unified School District

Pasadena, CA

Outreach Services

August 2021–May 2021

- Provided mentorship to Black and white parents on how to best partner with school district for success of black children
- Presided over monthly sessions regarding specific tools for developing parental knowledge base on parenting Black children for school success
- Coordinated with participating district and building-level leaders in translating parental perspectives into school-wide partnership practices
- Built and cultivated relationships with parents and faculty, staff, and administration
- Organized specific events that helped amplify the voices of parents of Black children

Impact

- ✓ *Contributed key insights in the establishment of strategies for diversity of parents' structures including white parents of black children as well as black parents of black children*
- ✓ *Successfully increased grade of black children in elementary grades, as well as parental involvement by 35%*
- ✓ *Enhanced parent's knowledge of how to position black children for success*
- ✓ *Boosted awareness of issues affecting black parents of black children as well as white parents of black children*
- ✓ *Revamped district-wide parent programs reflecting the diversity of parents of black children*

The Varnett Public Schools**Houston, TX****Outreach Services****September 2016–May 2019**

- Facilitated training for the entire school district on how to respond to the cultural backgrounds of low income black and Hispanic children in an urban school district
- Liaised with the principals and Central Office staff in executing systems of practice to maximize the effectiveness of teacher in educating students
- Developed and spearheaded parental empowerment sessions for black and Hispanic parents
- Guided and coached parent liaisons on the creation of specific messages and approaches in responding to both groups of parents
- Built authentic relationships with parents, faculty, staff, and administration
- Communicated and advised parents in advocating for their children

Impact

- ✓ *Improved mathematics scores for black children by 30% which led to parity between the achievement across socio-economic status for black and Hispanic children*
- ✓ *Increased participation of black and Hispanic parents with session from 80% to 85%*
- ✓ *Reduced disciplinary issues of black children by 36% through triangular approach to address discipline in coordination with the parents, child, and teacher*
- ✓ *Boosted black parental involvement in homework support by 45%, as well as Hispanic parental involvement in literacy support by 52%*
- ✓ *Achieved the highest parent rating for a low-income school district in the Houston area*

Pulaski County Special School District**Little Rock, AR****Outreach Services****Jul 2012–May 2019**

- Trained 110 principals on culturally responsive school leadership as well as effective ways to provide culturally responsive and social justice leadership to lessen behavioral issues of African American students
- Planned and facilitated workshops for 440 teachers regarding racial justice for African American students while engaging them on why diversity, equity, and inclusion mattered to the development of African-American students
- Coached teachers on how demonstrate culturally responsive ways to teach and address behavioral situations with African American students

Impact

- ✓ *Minimized alternative school replacements of African American students*

- ✓ *Enhanced the efficiency of teacher by understanding the race and culture of African American students' behavior*

Huntsville Independent School District

Huntsville, TX

Outreach Services

August 2019–May 2011

- Conducted research-based equity audit of school district. Audit consisted of interviews with various school personnel, students, and families. Generated ground theory about influences of educators' approaches to addressing the needs of Black students and families.
- Conceptualized and executed racially relevant strategies to meet the needs of African American families and students through close coordination with 40 Central Office leaders.
- Led 20 to 30 symposiums to assist over 300 African American parents on how to advocate for their children.
- Provided advice to 20 principals and 260 teachers on best way to meet the needs of African American children.

Impact

- ✓ *Drove efforts in increasing the involvement of African American parents in the educational experiences of African American children.*
- ✓ *Improved partnerships between African American parents and teachers on all campuses*
- ✓ *Increased teachers' utilization of the race-influenced learning styles for African American children*

Garland Independent School District

Garland, TX

Outreach Services

August 2010–May 2011

- Designed and executed behavioral model to manage disciplinary issues with African-American students in coordination with 40 administrators.

Impact

- ✓ *Exemplified expertise in decreasing number of alternative school replacements for African-American students.*

Dunbar Middle School**Lubbock, TX****Outreach Services****January 2012–May 2014**

- Ensured understanding of teachers with culturally relevant approaches in educating African-American students
- Arranged follow up PLC sessions with teachers as well as empowerment sessions with African American students.
- Provided demonstrations lessons on instructing African-American students.

Impact

- ✓ *Demonstrated proven effectiveness in maximizing the achievements of African-American students.*
- ✓ *Augmented number of reports for teachers understanding of addressing instructional and behavioral needs of African American students*

Dunbar Young Men's Leadership Academy**Fort Worth, TX****Outreach Services****August 2012–May 2016**

- Established racial and gender-based strategies for 75 teachers to provide education to African American male students and Hispanic male students.

Impact

- ✓ *Improved mathematics test scores of African-American male students across all grade levels*
- ✓ *Lessened disciplinary issues of African-American and Hispanic students at all grade levels.*

Oakwood Intermediate School**College Station, TX****Outreach Services****August 2012–May 2013**

- Provided effective instruction to African-American students by engaging 80 teachers in strategic planning.
- Planned and implemented strategies to handle behavioral situations of African-American students.
- Introduced ways to build culturally responsive relationships with African-American students.

Impact

- ✓ *Successfully reduced discipline referrals for African-American students*
- ✓ *Boosted mathematics test scores of 5th to 6th grades African-American students.*
- ✓ *Eliminated achievement gap between African-American and white students in mathematics and reading.*

Bryan Academy**Bryan, TX****Outreach Services****January 2010–August 2011**

- Created behavioral model to address disciplinary issues of African-American students by working closely with 30 administrators.
- Rendered support to 225 teachers in executing models related to disciplinary issues with African-American students.

Impact

- ✓ *Succeeded in eliminating discretionary disciplinary placements of African-American students.*
- ✓ *Enhanced teachers' effectiveness in broadening knowledge of race and culture of African-American*