

- Diagnosed obstacles to effective implementation by modeling, training and providing ongoing support to teachers, coaches, and staff.
- Used early warning indicator data to inform educational practices and ensure that all students remained on track.
- Monitored effectiveness of reading program.

Medaille College August 2010 – September 2012 Buffalo, New York
Adjunct Faculty, English Department

- Implemented instructional program for English classes following college and course guidelines and established standards and goals.
- Maintained student records, including attendance and academic performance reports.
- Created syllabus from college provided skeleton.

Buffalo Public Schools October 2009 – September 2012 Buffalo, New York
ABE/GED Instructor, Adult Education Program

- Implemented instructional program following curriculum guidelines and NYS standards and goals.
- Evaluated students and instruction for optimal academic performance.
- Used database for student attendance and performance notes and prescriptive software systems to maintain accurate records.
- Directed workshops that explored fun and creative ways for teaching basic math operations.
- Was a part of the team that garnered the most GEDs in the city for three years in a row.

Renaissance Academy June 2008 – March 2009 Baltimore, Maryland
Special Educator, English 1-4

- Developed a reading program using evidence-based philosophies that addressed the reading and writing needs of a wide variety of levels and learning disabilities and addressed the following areas of concern: decoding, oral reading and comprehension, silent comprehension, vocabulary, spelling, and sentence and paragraph construction.
- Used a method of individualized instruction that assured student deficiencies were efficiently addressed and that strengths were both accommodated and built upon.
- Employed state and city-issued English curricula to guarantee the general competency of special education students.

Baltimore City Community College February 2008 – May 2008 Baltimore, Maryland
Adjunct Professor, Developmental English

- Built upon the developing reading and writing skills of students who failed a Basic English proficiency exam in order to prepare them for entrance into a college-level English course by the end of one semester.
- Assessed students to determine how best to compensate for reading and writing deficiencies and then used the data gained from these assessments to tailor instruction.
- Provided reading and writing instruction and activities that strengthened existing skills, challenged weaknesses, and clearly defined and demonstrated rules of grammar.

Renaissance Academy August 2005 – August 2007 Baltimore, Maryland
Resource Teacher, SPED Program

Innovations for Learning
TeacherMate Computer stories

October 2008

Evanston, Illinois

- Wrote fictional stories with an informal tone to be used with handheld computer system.
- Assured that reading selections had a reading level between the 2.0 and 3.0 GE as verified by the Spache readability formula.
- Guaranteed a 300-word count with no more than 8 words per sentence per story.
- Adhered to cultural sensitivity guidelines.

Renaissance Academy
Writer, Sophomore Composition

August 2005 – June 2007

Baltimore, Maryland

- Designed English curriculum that specifically addressed grammar, usage, and mechanics.
- Provided definitions, activities, supplemental resources, and supporting websites to complement curriculum's progression.
- Facilitated professional development sessions for the implementation of the curriculum.
- Appended curriculum each school year to reflect changes in research, the student body, inventory, and student achievement.

Leadership Summary

Identified the most efficient balance among interested parties to assure the proper implementation and maintenance of a variety of educational, writing, and social programs. Boosted employee, colleague, and participant morale through simple but significant practices like tangible and intangible instances of recognition. Efficiently documented and filed all meetings, events, and general practices.

Restorative Response Baltimore
Program Development Director

February 2017 – December 2018

Baltimore, Maryland

- Initiated new projects that fell within the organization's mission of providing ways for people to resolve conflict.
- Oversaw the implementation of restorative practices at 2-3 schools per year.
- Supervised staff in program development department.
- Drafted and developed products to support efforts of the program development department.

A Revolutionary Summer
Co-Founder and Director

March 2014 – August 2022

Baltimore, Maryland

- Developed and implemented academic program, including selecting texts, soliciting authors for presentations, facilitating workshops, producing culminating performance, and publishing participants' original work.
- Lead efforts to fund the program and provide financial assistance to participants in need.
- Coordinated all contributing activities, including opening and closing ceremonies.

Renaissance Academy
Academic Dean

August 2007 - June 2008

Baltimore, Maryland

- Created, implemented, and monitored a rigorous academic program that challenged both teachers and students to reach for educational horizons not typically aspired for.

- Interviewed students and teachers in order to assess the effectiveness of instruction and administrative leadership, and adjusted instruction and leadership as necessary to ensure academic competence.
- Coordinated all major assessments and maintained assessment records.
- Led or coordinated professional development workshops for the entire school year.

Renaissance Academy August 2006 - March 2009 Baltimore, Maryland
Coordinator, Multicultural Literature Program

- Developed explicit research-based reading curriculum for high school students to further advance existing reading skills and to compensate for severe reading deficiencies, including problems with word recognition, comprehension, and fluency.
- Developed “decoding challenge” designed to teach students how to attack unknown or difficult words.
- Coordinated all major assessments and maintained assessment records.

Flanked February 2006 - August 2006 Baltimore, Maryland
Director, Women’s Writers Conference

- Designed conference structure to reflect the writing needs of women ages 18 and older.
- Recruited writing instructors, authors, performers, and other staff to carry out conference events.
- Created and executed marketing strategies to engage possible participants.

Education

Johns Hopkins University June 2002 – December 2003 Baltimore, Maryland
Masters of Arts, Writing

Morgan State University September 1995 – December 1999 Baltimore, Maryland
Bachelor of Arts, English

Certification

Maryland State Department of Education September 2000 - June 2019 Baltimore, Maryland
Generic Special Education 6-Adult

Awards and Honors

- 2022 Maryland State Arts Council fiction grant recipient
- 2019 Pushcart Prize notable/special mention
- 2018 Robert W. Deutsch Foundation grantee
- 2017 [Best Storyteller](#), Baltimore City Paper
- 2017 Grit Fund [grantee](#)
- 2017 Wal-Mart Community Grant recipient
- 2016 Rubys [fiction grant recipient](#)
- 2016 Maryland State Arts Council [fiction grant recipient](#)
- 2015 Maryland State Arts Council [playwriting grant recipient](#)

- 2010 [Cohen Award recipient](#)
- 2006 Maryland State Arts Council top fiction grant recipient
- 2003 Maryland State Arts Council poetry grant recipient
- 2002 Money for Women fiction grant recipient
- 1999 Highest Average Liberal Arts College
- 1998 Morgan State University Sable Quill contest 1st place recipient

Publications

- “Men Be Either Or, But Never Enough.” *Ploughshares Solos Omnibus*. Volume 4. Fall 2016.
- “[Butta Black Girls](#).” *The Black Light Chronicles*. Kwiz. 2016.
- [College Prep Reading & Writing Student and Teacher Handbooks](#). *Talent Development Secondary*. Fall 2016.
- “[Like Bees Wanting Out of the Terrible Hive](#).” *City Paper*. August 2016.
- “[13 Reasons Black Girls Gotta Say ‘Hell No’ to Mass Media & ‘Yes Please’ to Black Books](#).” *A Revolutionary Summer Blog*. April 2016.
- “[Leaving Women](#).” *Ploughshares*. Spring 2009: 44.
- “[How Not to Ruin Your Daughters](#).” *Fiction Circus*. www.fictioncircus.com. Spring 2009.
- “[Small Crimes](#).” *Urbanite Magazine*. August 2008: 52.
- “This Too Shall Pass.” *Mary Elise Magazine*. www.maryelise.com. Online archives. August 2007 (defunct).
- “Put Those Things Away.” *Breastfeeding Anthology*. Meadowbrook Press, 2007.
- “Carla’s Favorite Flower Dress.” *Sensations Magazine*. Spring/Summer 2007.
- “Such Evenings.” *Urbanite Magazine*. March 2005.
- “Supine.” *Penn Union*. Fall 2003.
- Anthem: For Colored Women Only. New York: Black Alchemist Press, 2001.

Reading and Facilitation Exemplars

“You Can’t Teach Children You Don’t Love.” January 2019 Online Webinar
Director, A Revolutionary Summer

- Will discuss the importance of forging relationships with children *through* instruction.
- Will illustrate how A Revolutionary Summer uses dialogue circles, language choice, problem-solving discipline, personalized writing instruction and imagery to build and strengthen the teacher-student bond.
- Will demonstrate how empathy, joy and connection can be used to strengthen children’s hearts, minds and spirits.

Open Works January 2019 Baltimore, Maryland
Facilitator, Community-Generated Forum

- Will facilitate a mock workshop featuring core components of A Revolutionary Summer’s program including Deconstruction of Thought, Teacher’s Story and Strategies of Self-Love.
- Will illustrate the power of the dialogue circle process.
- Will demonstrate how trauma can be addressed through art, literature and yoga.

NASAA

October 2018

Baltimore, Maryland

Guest Facilitator, Professional Development Institute

- Facilitated a mock ARS workshop featuring core components of the summer program including Deconstruction of Thought, Teacher's Story and Strategies of Self-Love.
- Guided dialogue around Jamaican Kincaid's "Girl" with the theme, "All mothers give their daughters a story to live."
- Illustrated the power of the dialogue circle process.
- Demonstrated how trauma can be addressed through art, literature and yoga.

Writers and Words

January 2017

Baltimore, Maryland

Guest Speaker, Reading Series

- Read from short story "On the Blood," published by Hamilton Stone Review.
- Participated in the series' author interviews.
- Published excerpt of "On the Blood" in the series' zine.

Baltimore Book Festival

September 2016

Baltimore, Maryland

Guest Speaker, Ivy Bookshop Tent

- Participated in "Loving the Hard Way" reading with fellow writers Carolyn Parkhurst, Elizabeth Hazen, Cathy Alter, Dave Singleton and Jessica Anya Blau.
- Read from short story "On the Blood," published by Hamilton Stone Review.
- Answered questions posed to panel of writers following the reading.

Presentation Exemplars

"Offering Instructional Support for the Common Core through Talent Development's Literacy Initiatives." Annual Spring Retreat. Spring 2013.

- Examined instructional shifts in ELA/Literacy for the Common Core, the expectations for their application, and how they will be assessed.
- Led a Reading Showcase activity that illustrated how the components of TD's literacy initiatives inherently support the CCSS demands and how they might be augmented to further support them.
- Facilitated a Focus Lesson that employed Professor Lily Wong Fillmore's strategy for addressing CCSS.
- Completed charts that outlined how TD currently firmly supports CCSS and explored how it might strengthen this support via instructional practices.

"Transitioning from Strategic Reading to English 9." Diplomas Now CCS ELA Transition Training. Winter 2012.

- Led discussion on the successes and hurdles of SR implementation, emphasizing solutions to highlighted problem areas.
- Illustrated how the SR framework can be modified to assist the objectives of the English 9 course.
- Demonstrated mock Reading Showcase, Focus Lesson, and Student Team Literature activity.
- Confirmed teacher understanding of meaningful sentences and their purpose through hands-on activity.
- Facilitated the completion of semester plans.

"Strategies for Teaching Basic Math Skills to Struggling Learners." WNY ABE GED Day Camp. Fall 2011.

- Dedicated two presentations to the ever-troublesome skills of multiplication and division.
- Gave teachers explicit instruction on how to make the learning process more enjoyable, including fun stories for remembering the steps for each process.
- Provided process charts outlining personal approaches to teaching the skills.
- Modeled lessons exploring both processes.

“Using Data to Enhance Instruction.” Renaissance Academy. August 2007.

- Dedicated four-part session to highlighting the positive and negative implications of informal and formal data, and more importantly how to use that data to shape and strengthen student performance.
- Gave teachers data report cards each quarter of the school year reflecting failure and passing rates.
- Provided summaries of how this data reflected strengths and weaknesses in individual teaching approaches.
- Facilitated the creation of action plans based on data findings.
- Followed up on teacher implementation of action plans.

“Multicultural Literature.” Renaissance Academy. August 2006.

- Outlined course schedule and critical components of the curriculum designed to fortify the existing reading skills of strong readers and to compensate for lacking skills in deficient readers.
- Used mock classroom experiences to demonstrate how theories materialize.
- Facilitated Question and Answer session to assess understanding of curriculum material.

“A Lesson in Metaphor.” Flanked Women’s Writers Conference. August 2006.

- Analyzed the techniques of superb writers, especially those known for their creation of metaphors.
- Reviewed dozens of successful metaphors accompanied by identifications of metaphor type and examinations of personal technique and style.
- Outlined key strategies for creating beautiful metaphors.

“Inclusion Includes Everyone.” Calverton Middle School. August 2004.

- Presented inclusion philosophy, requirements, and strategies designed to address real-life concerns of educators struggling with the concept of inclusion.
- Created 20+-page packet replete with researched techniques and inclusion-friendly websites intended to support educators beyond the professional development session.
- Used mock classroom demonstrations to illustrate how successful differentiated instruction is achieved.

“Revision at the Sentence Level.” Community College of Baltimore County, Annual Creative Writing Forum. April 2005.

- Facilitated fiction workshops for 20-25 students.
- Examined the revision process as it relates to sentence construction and the use of metaphor.
- Demonstrated the appropriate use of tone, imagery, and diction as methods of revision.