

Dionne McLaughlin, Ed.D.

Education:

University of North Carolina: School of Education <u>Concentration:</u> Educational Leadership	Chapel Hill, North Carolina <u>Degree:</u> Doctor of Education May 2011
Harvard Graduate School of Education: <u>Concentration:</u> Adolescents at Risk	Cambridge, Massachusetts <u>Degree:</u> Master of Education June 1992
Taylor University: <u>Double Majors:</u> Spanish and Economics	Upland, Indiana <u>Degree:</u> Bachelor of Arts, May 1988

Completed NC Principal/Assistant Principal licensure in May 2008 – UNC Chapel Hill

University Administrative Experience:

Associate Professor and Director of the Master of School Administration Program
2012-2014
(Fayetteville State University, School of Education – Department of Educational Leadership)

Developed syllabi and teach two graduate level courses for the MSA Program each semester: Organizational Development and Diversity for School Leaders, Leadership for Learning, Resource Management, Internship, and Special Topics: The Principalship, Advise graduate students, Develop research projects, Collaborated with other Educational Leadership faculty, Served on Graduate Council, Graduate Admissions Committee, National Council for Accreditation of Teacher Education (NCATE) Assessment Committee, Teacher Education Committee, and Institutions of Higher Education (IHE) Performance Report Committee, Coordinated MSA program, Develop recruitment strategy, Coordinated the development of a brochure, Conducted MSA Information sessions at area schools and counties, Developed and Coordinated New Student Orientation, Collaborated with area LEAs in Cumberland, Hoke, Duplin and Robeson counties to place administrative interns, Develop MSA Internship Manual, Wrote annual Institutions of Higher Education (IHE) report, Coordinated Principal Fellows program, Supervised administrative interns in year-long internships in area schools, Evaluated interns' professional electronic portfolios for licensure using Taskstream, and Coordinated the Master of School Administration Comprehensive Examination.

K-12 Administrative Experience

Principal 2010-2012 Pearsontown Year Round Elementary School
(Durham Public Schools) 870 Students

Developed Intervention program for below grade level students, Evaluated 49 teachers, Collaborated with North Carolina Central University, Created weekly newsletters and connect ed messages, Managed a \$3.8 million budget, Utilized Achievement Series to

generate reports from Small Goal Assessments/Cumulative Assessments, Implemented strategies to improve reading/math scores and attendance, Developed Professional Development, Wrote School Improvement Plan in conjunction with committee, Improved functionality of Professional Learning Communities (PLCs), Developed extended planning sessions and data digs, Created academic incentives, Conducted daily classroom walkthroughs, Promoted consistent implementation of Balanced Literacy Framework.

**Assistant Principal 2006-2010 Chapel Hill High School (1400 students)
(Chapel Hill-Carrboro Schools)**

Chaired CARE Student Support Team, Developed Academic Plan Process, Chaired Equity Team, Coordinated PSAT, Writing Test, Advanced Placement testing, End of Course Tests (EOCs), Supervised Graduation Project, Supervised/Evaluated teachers and Coordinated SACS accreditation process, Completed Student Handbook, Supervised Student Activities/Clubs/Fundraisers, Organized Staff Development, Coordinated Summer School.

Assistant Principal 2005-2006 Jordan High School (Durham Public Schools)

Worked collaboratively with counselors in the supervision of the Freshman Academy, Supervised/Evaluated teachers, Developed Master Schedule, Coordinated school calendar and student activities, Managed student discipline, Chaired Department Leaders' meetings, Coordinated Parent Open House.

Principal/Headmaster 2003-2005

Boston Public Schools (Academy of Public Service 9th-12th) Boston, Massachusetts

Oversight of implementation of Readers' and Writers' Workshop, Examined student work and data in order to drive instruction, Led the development of the School Improvement Plan, Coordinated faculty professional development, Supervised and Evaluated teachers, counselors and assistant principal, Prepared budget and Supervised finances, Collaborated with Academy of Public Service Board members from the Boston Bar Association, Boston City Hall, the Trefler Foundation, the Harvard Kennedy School of Government and the University of Massachusetts – Boston.

Associate Principal 1999-2003 Lexington High School (1900 students)

(Lexington Public Schools) Lexington, Massachusetts

Developed and Maintained Master Schedule, Coordinated 9th Grade Transition and Orientation, Chaired the Technology Committee and the Academic Achievement Committee, Monitored the academic and social performance of students, Managed student discipline, Chaired Student Support Team meetings, Supervised and evaluated 26 teachers, Organized Senior Awards Ceremony, Member of Curriculum Cabinet. Worked with the Building Project Manager to coordinate room assignments, and moves as it related to the three year building renovation project.

METCO Coordinator (K-12 Department Coordinator)

Scituate Public Schools 1994-1995 Scituate, Massachusetts

Wellesley Public Schools 1995-1999 Wellesley, Massachusetts

Directed K-12 METCO Program: A voluntary desegregation program. Worked collaboratively with K-6 teachers to develop screening assessments, Coordinated placement/orientation, Implemented plans for student recognition and academic achievement of Boston minority students, Created projects/systems that helped urban students adjust to a suburban community, Implemented strategies for student recognition, Organized staff development, Supervised elementary, middle and high school staff, Conducted weekly classroom visits and gave teachers feedback on support for Boston students, Coordinated daily transportation, Liaison between Boston students and their families with school staff and school administration, Prepared METCO grant and budget, Developed and managed fiscal systems for resource allocation, Formulated program goals. Provided career/employment counseling, Designed and facilitated workshops, Organized career and alumni speaker visits, Conducted METCO legislative briefing and education campaign directed towards Massachusetts senators and representatives, managed program PR/Publicity, Organized student field trips to Harlem, and Washington, D.C., Coordinated Boston Scholars Conference, Awards Night, and School-wide assemblies, Member of Superintendent's Administrative Council in Wellesley, Coordinated the Host Family Program.

Concilio Hispano (1990-1994) Cambridge, Massachusetts

Director of Education 1993-1994 Coordinator for PRIMAVERA 1991-1993

Coordinator Adult Education 1990-1991

Managed all aspects of three programs: PRIMAVERA adolescent parenting program (30 students), AHORA Drop-Out Prevention Program/Cambridge Rindge and Latin School (CRLS - 110 students) and UN PASO MAS – ESL (25 adults). For PRIMAVERA, developed a comprehensive strategy for recruiting adolescent parents receiving public assistance that included attending recruitment fairs at the Department of Public Welfare, distributing mailings, creating brochures, newspaper ads, radio and cable public service announcements and networking with Chelsea High School and local human service agencies. At AHORA, participated as a member of the Cambridge School Committee's sub-committee on Drop-Out Prevention, and the CRLS School Council. Established rapport with Latino community members, local universities and small business owners. Developed systems for drop-out prevention, academic planning, personal and higher education counseling, tutoring and special events. Collaborated with house principals. At UN PASO MAS, Coordinated staff training and development, Supervised teaching staff, Trained volunteers, Conducted client recruitment, assessment and on-going case management, Established program design, Implemented systems for positive contract performance, Developed core relationships with Adult Basic Education (ABE) providers, funding sources, professional organizations, city and state officials. Developed curriculum in conjunction with ABE grant proposals, Prepared monthly, quarterly and annual reports in compliance with contract agreement with funding sources, Wrote grants, Negotiated contracts, Evaluated program.

K-12 Teaching Experience:

Teacher Lexington High School 2001-2003 Lexington, Massachusetts

Developed curriculum, syllabus, evaluation instruments and Taught course:
Racism in America: A Contemporary and Historical Study.

This semester long course addressed racial issues and privilege in the United States. By exploring personal experiences, historical references and examining contemporary issues of relevance to high school students, this course focused on describing current racial issues. During the semester, the following topics were covered: personal experiences with racism and working assumptions, white privilege, the historical roots of racism, the Middle Passage, Pro-slavery ideology, Slave Narratives, Reconstruction, Lynchings, and the KKK, Booker T. Washington, W.E.B. DuBois, the Harlem Renaissance, Marcus Garvey, Martin Luther King and the Civil Rights Movement, the Tuskegee Syphilis Study, and Malcolm X. During this course, students studied contemporary racism in society, Racial Identity Development, Stereotypes in the Media, Affirmative Action, Racism and its affect on African Americans, Latinos and Asians, White responses to racism, Issues of race at this high school, Exemplary education programs, Interracial dating, Racial Justice and Reparations. Students also produced an individual or collaborative plan that works to dismantle an area of racism or privilege, exposes an area of unacknowledged privilege and/or that succeeds in benefiting an oppressed group.

Teacher Wellesley High School 1995-1997 Wellesley, Massachusetts

Planned curriculum, course objectives and Taught Urban Leadership course. This semester course included the following topics: Improving integration of Boston students at Wellesley High School, improving academic success, organization, leadership capabilities, cooperative work with classmates, teacher expectations, involvement in clubs/extracurricular activities at Wellesley High School, re-examining freshman year, historical and contemporary realities of race and racism, defining racism, prejudice and white privilege, challenges for urban students attending school in a predominantly white upper middle class community, Boston student affinity group meetings.

**Teacher Concilio Hispano PRIMAVERA Young Parents Program 1991-1993
Chelsea, Massachusetts**

Taught bilingual (Spanish and English) GED classes in Social Studies, Math, Science, Literature, Grammar, Writing, Parenting, Fitness, Lifeskills, and Career Development. Developed multicultural curricula. Program participants were between 14 and 20 years old, no longer enrolled in school. Cambios (Changes) Literature/Writing curricula goals: Students become aware of and able to communicate about themselves, their experiences, their differences, their roles as women, their relationships with their men and their children, their resources, their relationships with others and their accomplishments/changes. Curriculum incorporated the experiences, contributions and realities of diverse cultural groups. Students and teacher learned more about the oppressive forces that marked the lives of diverse students ie. racism, poverty, classism, and sexism and participated in the process of implementing change in society and in themselves. Validated home culture and sought to bring harmony (not assimilation) between home and school environments. Students moved through the four phases of Freirean-based approach to empowerment pedagogy as developed by Alma Flor Ada: descriptive, personal interpretative, critical and creative.

K-12 and Community-based Teaching Experience:

ESL Teacher Boston Center for Adult Education, Boston, Massachusetts 1990-1991

Taught TOEFL (Test of English as a Foreign Language), Conversational English, Intermediate English as a Second Language (ESL) and Advanced ESL classes for international students. Assisted with the program planning, testing, and placement of students.

Created program information, met with city officials, newspaper and radio personalities

ESL Consultant/Outreach Coordinator Red Cross Boston, Massachusetts 1989-1990

Conducted ESL classes for adults desiring permanent U.S. residency, Chose textbooks and materials, Developed curriculum, Established objectives for each class, and supervised ESL teachers in all phases of this process. and agency outreach coordinators to establish an effective outreach strategy.

University Teaching Experience:

Assistant Professor 2014 to present

(North Carolina Central University, School of Education – Department of Educational Leadership)

Develop syllabi and teach three graduate level courses for the Master of School Administration (MSA) Program each semester: Community Relations: Building Social Capital for School Change, School Leadership and Transformational Practices, and Internship Supervision; Advise graduate students, Collaborate with Educational Leadership Faculty members, Serve on Graduate Council, Assessment and Evaluation Committee, Student Grievance/Appeals Committee Alternate, Evaluate electronic portfolios for licensure using Foliotek and Supervise administrative interns in year-long internships in area schools in Durham, Vance and Wake counties.

EMI Instructor Empowering Multicultural Initiatives Waltham, Massachusetts 2000-2001 EMI is currently associated with EDCO and **Framingham State College** to give graduate credit. EDCO: Education Collaborative of Greater Boston.

Taught Anti-Racism and Effective Classroom Practices for All Students: A Graduate Level Course for Teachers and Administrators. In 1993, the graduate level course was developed through consultation with Dr. Beverly Daniel Tatum and Jon Saphier. The course included principles of efficacy, research for better teaching, the psychology of racism and anti-racist education. This course was initially offered by the EMI suburban school districts of Concord, Lincoln, Needham, Newton, Sudbury, Wayland, Wellesley, Lexington and Lincoln-Sudbury Regional High School.

Adjunct ESL Lecturer Northeastern University, Boston, Massachusetts 1990

Taught ESL classes for Northeastern University students. Assisted with program planning and with the testing, evaluation and placement of students. Developed grammar curriculum for advanced students, Introduced novel teaching techniques, Requested by the Assistant Director to introduce grammar games at MATSOL teaching conference. MATSOL: Massachusetts Association of Teachers of Speakers of Other Languages.

Publications:

- McLaughlin, D.V. (2013). Inside our world: How administrators can improve schools by learning from the experiences of african american and latino high school students. National Council of Professors of Educational Administration *Education Leadership Review*, 14(2), 28-40.
- McLaughlin, D.V. (2012). The cultural symphony in schools: Effectively teaching african american and latino high school students. *Teacher Education Journal of South Carolina*, 12(1), 113-120.
- McLaughlin, D.V. (2011). *Inside our world: African american and latino high school students' perceptions of effective teachers*. (Unpublished doctoral dissertation). University of North Carolina: Chapel Hill.
- Marshall, C., McLaughlin, D.V., Batten, B., Davidson, B., Golden, A., Savage, L., Williams, K., Eds (2009). *Redefining futures: Achieving academic success for all African American males. NEA foundation closing the gap grant concept paper*. Durham, NC: Durham Association of Educators and Durham Public Schools.
- Grant, D.V. (1993). Primavera: New beginnings for teenage parents. *Harvard Graduate School of Education Alumni Bulletin*, 38(1), 16-17.

Paper presentation:

- McLaughlin, D.V., (1997, November). *Has organized religion abandoned its moral leadership role?* C.West (chair), Symposium conducted at the meeting of World of Wellesley of Wellesley, Massachusetts.

Recent Presentations:

- North Carolina Principal Fellows Program (October 2013)
- Aspiring Principals' Workshop: Harnett County Schools (February 2013)
- Aspiring Principals' Workshop: Cumberland County Schools (December 2012)
- 1st Hispanic/Latino Faculty UNC System Forum at NC State - Facilitator (October 2012)

Ad Hoc Reviewer: Sage Open
Spring 2013

Research:

Conducted a study of 21 high school principals in Massachusetts, Maryland and North Carolina on the effective decision making practices of expert principals in 2013.

Conducted ethnography of Latino youth at Cambridge Rindge and Latin School and program evaluation of AHORA, Concilio Hispano's youth enrichment/drop-out prevention program.

In Progress:

Book contract with Corwin Press: Publication date February 2015 – *Insights: How Expert High School Principals Make Difficult Decisions*.

Book chapter Contract with Sage: Allen, T.G., & McLaughlin, D.V. (2015) New south realities: Demographics, cultural capital and diversity. In F. English (Ed.), *Guide to Educational Leadership and Management*.

Professional Affiliations/Memberships:

AERA (American Educational Research Association)

ASCD

SCATE (South Carolina Association of Teacher Educators)

NCPEA (National Council of Professors of Educational Administration)

Advisory Council Member – Sandhills Regional Alternative Principal Preparation Program 2012-2014

Professional Licensure:

Superintendent

K-12 Principal

Social Studies Teacher

Spanish Teacher