Dr. Shenequa C. Miller

Education

- Doctorate of Education: Leadership and Management, Capella University, Minnesota, 2014
- Masters of Education: Administration, Lamar University, Texas, 2009
- Masters of Science: Counseling Amberton University, Texas, 2004
- Bachelors of Art and Science, Interdisciplinary Studies: Psychology and Child Development, Dallas Baptist University, Texas, 1999

Certifications

- Field Supervision (Graduate EPPs)
- Principal (K-12)
- School Counseling (Pre K–12)
- Generic Special Education (K-12)
- First Responder/Crisis Intervention (K-12)
- T-PESS (K-12)
- T-TESS (K-12)
- PDAS/ILD (K-12)
- NVCI (K-12)

Higher Education

Texas A&M University-Commerce, Commerce, TX. Undergraduate and Graduate Instructor of Counseling (Adjunct 2000 – 2004)

- Instructor for assigned courses following approved syllabus, as well as integrate appropriate resources for content application. Provide students detailed feedback on all assignments and discussion posts, including feedback on the quality of written work and its compliance with APA formatting. Ability to maintain professional relationships with students over time. Identify and support students who struggle in courses and refer students to additional resources as needed. Maintain an understanding that flexibility is necessary when working with online adult learners. Create weekly announcements for students as guidance for online learning modules. Communicates information and ideas verbally and in writing so others will understand. Organize and maintain good records in the online grade-book regarding student's performance. Collaborate with other teams to ensure consistency and relevancy of all content within online courses. Work directly with university personnel to complete final grades, academic advising for student support, and other personnel as needed. Responds to student's questions within 24 hours using university email system. Develop, implement, and monitor academic implementation for all learners. Ability to work independently.

Courses Taught

- COUN 301 - Orien to Counseling Prof *Three semester hours. (1, 2) A study of general professional issues including ethics, history, credentialing, professional associations, and roles of counselors in various settings.

- COUN 315 - Philosophy of the Helping Relationship. *Three semester hours. (1, 2) This course is designed to create an understanding of helping relationships. Basic communication skills (such as active listening, responding, and interviewing skills) for building helping relationships are developed.
- COUN 317 - Introduction to Assessment. *Three semester hours. (1, 2) Emphasis will be given to the use of standardized and non-standardized procedures to assess and appraise human behavior. Use of test and non-test data will also be covered. Emphasis will also be given to the use of appraisal and assessment methods in a variety of settings, including school, business, mental health, and human services.
- COUN 412 - Career Development. *Three semester hours. (1, 2) A study of the impact of career services as an instrument of human development and mental health. Emphasis on history of career guidance, contemporary shifts on social values in and the meaning of work, changes in the occupational structure, and work and mental health in today's society.

The University of Texas at Arlington, Arlington, TX. Graduate Instructor of Education/Curriculum and Instruction (Adjunct) 2015 – 2022.

- Instructor for assigned courses following approved syllabus, as well as integrate appropriate resources for content application. ⬚ Provide students detailed feedback on all assignments and discussion posts, including feedback on the quality of written work and its compliance with APA formatting. Ability to maintain professional relationships with students over time. Identify and support students who struggle in courses and refer students to additional resources as needed. Maintain an understanding that flexibility is necessary when working with online adult learners. Create weekly announcements for students as guidance for online learning modules. Communicates information and ideas verbally and in writing so others will understand. Organize and maintain good records in the online grade-book regarding student's performance. Collaborate with other teams to ensure consistency and relevancy of all content within online courses. Work directly with university personnel to complete final grades, academic advising for student support, and other personnel as needed. Responds to student's questions within 24 hours using university email system. Develop, implement, and monitor academic implementation for all learners. Ability to work independently.

Courses Taught

- EDUC 5394 Understanding Classroom Research *Course Description An overview of the educational research process with emphasis on research paradigms using a scientific approach to developing research questions and selecting methods of data collection and analysis for planning and writing research studies.
- EDUC 5395 Designing Classroom Research *Course Description In this course, students will have already collected their data and so will work with their instructor and coaches to interpret and make sense of the data that were collected. The students will develop a way to represent the data, such as in graphs, tables, or in text as they work to develop the final project. In addition to helping students with data analysis, this course will also revisit and extend some of the basic research topics introduced in EDUC 5394.

- EDUC 5397 Implementing and Disseminating Classroom Research *Course Description Students implement the classroom research designed and written in EDUC 5394, collect and analyze data, and interpret results. Students prepare a final, written research report that presents the investigation and its results in a 4-chapter format, such as would be prepared as a paper for presentation at a professional conference and/or publication in an educational journal. At the conclusion of this course, students submit a copy of their research project report to the course instructor and present the completed project as their final Capstone experience for the master's degree in education. This course is to be taken in the final semester of the M.Ed. or M.Ed.T. Prerequisite: EDUC 5394.
- EDUC 5305 Effective Teaching and Learning for 21st Century EC-12 Students Science and Math Education *Students gain understanding of the nature of learning and the purpose of education as the pedagogical foundation to teaching in any discipline. Students develop knowledge of state and national standards and apply these standards vertically and horizontally in preparing high quality teaching and learning experiences. Students gain experience critically analyzing disciplinary content, instructional models, lessons, curricula, and research literature. Students learn to construct and test instructional models using activities that focus attention on diversity, authentic assessments, intellectual, social and emotional development, interdisciplinary connections, and technology. Must be taken prior to EDUC 5309.

Upper Iowa University, Fayette, Iowa, Undergraduate Instructor (Adjunct) and Course Developer 2016 – 2022.

- Development of syllabus for courses assigned. Collaborate regarding textbook selection for course offerings. Development of entire course content for courses assigned. Creation of recorded lecture videos to introduce and guide instruction. Upload all course contents into an empty course shell for approval. Grade assignments and participate in weekly discussion forums. Answer emails and communicate with students throughout the course. Work directly with LMS operating system and Turnitin. Work directly with course developer and other university personnel as needed. Monitor students' progress throughout the course. Attend and participate in curriculum and instruction meetings as needed. Submit final grades at the end of each course.

Courses Taught

- PSY190 General Psychology *Course Description An Introduction to the scientific study of behavior and mental processes, including major approaches and methodologies. The course samples a broad range of topics, including biological foundations, development, learning, cognition, personality, abnormal psychology and social behavior. Meets the social science requirement.
- PSY 302 Substance Abuse *Course Description The effects of psychoactive drugs are studied in this course, as well as the origins of substance abuse, characteristics of substance abusers, and consequences for the individual, family and society. Approaches to substance abuse treatment are discussed. Prerequisite: SOC 110 or PSY 190.

Lamar University, Beaumont, TX. Coordinator Field Supervisors Education and Counseling Graduate Instructor Adjunct 2016 – 2022.

- Training, development, supervision, data collection, leadership, and assessment of Field Supervisors. Work directly with Site Supervisors to ensure candidates in training have the skills needed to be effective in schools. Development of course for data housing and analysis for state compliance. Collect and coordinate data for accreditation and research. Monitor and assist with compliance of ASCA Model recommendations. Host adobe webinars weekly or as needed. Monitor progress in Blackboard and TK20. Communicate effectively with outside agencies as needed. Other duties as assigned by Program Chair and Dean.

Courses Taught:

- CNDV5310 Counseling Skills *Course Description An introduction of facilitation skills and theory. In-depth analysis and demonstration of various facilitation techniques for use with counseling clients.
- CNDV5330 Developmental Guidance *Course Description Designed to advance the professional competence of the counselor, the course is a study of the design and management of a comprehensive developmental guidance program. Emphasis is placed on the planning and implementation of a guidance curriculum appropriate for the needs of school age children and youth.
- CNDV5353 Research Program Evaluation *Course Description This course introduces students to counseling research and provides them with a foundation in the design of qualitative, quantitative, and mixed-method approaches to research and program evaluation in counseling. An emphasis is placed on evaluating research and applying research outcomes to practice. Students are exposed to legal and ethical issues associated with human subjects' protection. This course is presented in an intensive 5-week format. Each week includes readings from assigned texts on the topic, video lectures from instructors, discussion with your colleagues, and assignments for you to apply the concepts discussed in each week. A Final Project, introduced in Week 1 will culminate by Week 5. It is important to review the syllabus, all course materials and due dates at the onset of the course.
- CNDV5380 Seminar: Counseling Development *Course Description Residency is essentially the face-to-face requirement that is a crucial component of the CMHC & School Counseling program. Students attend two 6-day residencies (school counseling one) in which they participate in learning modules, skill development, advising, and group projects. There are two required residencies that are sequential. In Residency I, students receive the Foundations of Mental Health Counseling/Professional School Counselor series and participate in basic counseling skills development. In Residency II, students receive advanced clinical training and participate in group counseling experience and advanced counseling skills development.
- CNDV5390 School Counseling Practicum *Course Description A field-based course of supervised observation and practice of guidance and counseling in an agency setting. Prerequisite: CNDV 5310, 5311, 5312 and within 6 semester hours (excluding practicum) of completing program requirements before beginning internship. A maximum of one additional course may be taken any semester in which a student is enrolled in a practicum.

Grand Canyon University, Phoenix, AZ Graduate Professor of Education (Adjunct) 2014 – 2018

- Instructor for assigned courses following approved syllabus, as well as integrate appropriate resources for content application. Provide students detailed feedback on all assignments and discussion posts, including feedback on the quality of written work and its compliance with APA formatting. Identify and support students who struggle in courses and refer students to additional resources as needed. Create weekly announcements for students as guidance for online learning modules. Organize and maintain good records in the online grade-book regarding student's performance. Collaborate with other teams to ensure consistency and relevancy of all content within online courses. Work directly with university personnel to complete final grades, academic advising for student support, and other personnel as needed. Responds to student's questions within 24 hours using university email system. Develop, implement, and monitor academic implementation for all learners. Knowledge of Microsoft Office programs, internet programs, learning management system, and email. Celebrates diversity of students and fosters student personal, social, academic, and religious beliefs. Creates a Christian presence within all online courses, supportive of all students and the doctrine statement at GCU.

Courses Taught

- EAD501 Educational Administration: Foundations for the Educational Leader *Course Description This course begins by acquainting candidates with the GCU learning management system, while preparing them to be successful graduate-level students and future educational leaders. With an intense programmatic focus on developing people into leaders, this course examines the essential value of Leading with Purpose; a principal cornerstone of our College of Education's mission statement and Conceptual Framework. Major leadership styles, philosophies and the characteristic leadership behaviors will be a fundamental focus while candidates begin to understand and develop their own leadership style and philosophy. This development will occur in context as candidates are exposed to the leadership foundations provided through the ISLLC and ELCC standards, in addition to the code of ethics for educational leaders. Practicum/field experience hours: 10. Fingerprint clearance not required.
- EAD513 Shaping School Culture *Course Description This course emphasizes the critical role of the leader in creating and sustaining a positive school culture and shared vision. Given diverse settings, contexts and leadership situations, candidates will explore how various leadership styles, philosophies and behaviors can promote or hinder the development of a quality learning culture and positive workplace conditions. Additionally, candidates will examine supervisory processes and strategies by which educational leaders can empower teacher self-efficacy and promote instructional improvement that enriches the outcomes for all students. Practicum/field experience hours: 10. Fingerprint clearance required.
- EAD519 Clinical Internship I – Learner Centered Leadership *Course Description The Internship experience and course content bridge program knowledge and skills with a focus on observing, participating, and leading. Principal candidates will apply building level leadership skills in a clinical practice designed to facilitate the candidate's ultimate success in improving the outcomes for all students as a school leader. The timeliness of the Internship promotes the

authentic learning application of Block 1 tasks at a level of competence needed to ensure effective school leadership. Practicum/field experience hours: 90. Fingerprint clearance required. Prerequisites: EAD-501, EAD-505, and EAD510.

- ECH525 Child Guidance, Management and the Environment *Course Description This course focuses on analyzing theories of child development, Birth to Age 5/Pre-K and K to Age 8/Grade 3, the components of positive classroom environments, and classroom management programs, including the framework for the Guidance Approach. Research will be utilized to investigate the social, cultural and familial contexts which influence learning and development. Practicum/field experience hours: 20. Fingerprint clearance required. Prerequisite: ECH-520.
- EDA534 Educational Administration Foundation and Framework *Course Description This course orients students to the program, the field, and the six Interstate School Leaders Licensure Consortium standards guiding them. It includes an introduction to creating a professional portfolio.
- EDA551 Supervision and Educational Leadership *Course Description Because of the pervasive nature of supervision and instructional leadership, this course approaches the topic within several arenas of the educational environment. Upon completion of this course, students possess knowledge and understanding for the application of the models and theories of supervision and instructional leadership, the interpersonal and technical skills needed for supervision, and the tasks and functions of the supervisor. In addition, students possess an understanding for the application of financial, organizational, and implementation challenges of integrating technology into the educational community, as well as leadership strategies to integrate technology into the educational community. This course focuses primarily on ISLLC Standard 2. Practicum/field experience hours: 15. Prerequisite: EDA-577.
- EDA575 Educational Leadership in a Changing World *Course Description This course provides a new paradigm for the school leader. Students examine the fundamental concepts of organizational theories and leadership models on a macro level and relate those theories and models to the educational enterprises. Upon completion of this course, educational leaders possess an understanding of the complexity of being a school leader, with experiences ranging from the development of a vision for systemic change to the demonstration of practical skills that work to ensure smooth day-to-day operations of a school. This course is primarily germane to the Interstate School Leaders Licensure Consortium (ISLLC) Standards 1 and 3. Prerequisite: EDA-534.
- SEC505 Adolescent Development and Psychology *Course Description Teacher candidates will survey how adolescents grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, social/emotional, and physical areas. This survey of the seminal concepts, principles, theories, and research related to development of adolescents will allow candidates to build foundational knowledge for constructing learning opportunities that support individual students' development, acquisition of knowledge, and motivation. Practicum/field experience hours: 15. Fingerprint clearance not required. Prerequisite: SEC-501.
- SPD510 Professional, Ethical and Legal Practices and Policies in Special Education *Course Description Teacher candidates survey professional ethical principles, professional practice standards, law and regulations that guide special educators. Teacher candidates build upon the foundational knowledge to understand the multiple roles and complex situations of professional

practice that require attention to a variety of legal, professional, and ethical issues. Practicum/field experience hours: 6. Fingerprint clearance not required. Prerequisite: SPD-500.

- SPD530 Assessment and Eligibility in Special Education: Mild to Moderate Disability *Course Description Teacher candidates will investigate diagnostic and assessment tools. Teacher candidates will build foundational knowledge regarding the use of multiple methods of assessment and data sources for diagnostic and educational decisions for individuals with mild to moderate disabilities. Practicum/field experience hours: 6. Fingerprint clearance not required. Prerequisite: SPD- 500.
- TCH520 Brain Based Learning *Course Description This course focuses on brain research (from neuroscience to the behavioral and cognitive sciences) that relates to teaching and learning and suggests ways that brain research can be translated into what teachers do in schools and classrooms. Teacher candidates will examine the inner workings of the brain and the effect on student learning, memory, and transfer. Specifically, the course explores the body of knowledge that represents the application of brain research to classroom practice, and how knowledge about the human brain can affect the curricular, instructional, and assessment decisions that teachers make every day. Fingerprint clearance not required.

American College of Education, Graduate Professor of Education (Adjunct) 2014 – 2016

- Instructor for assigned courses following approved syllabus, as well as integrate appropriate resources for content application. Provide students detailed feedback on all assignments and discussion posts, including feedback on the quality of written work and its compliance with APA formatting. Ability to maintain professional relationships with students over time. Identify and support students who struggle in courses and refer students to additional resources as needed. Maintain an understanding that flexibility is necessary when working with online adult learners. Create weekly announcements for students as guidance for online learning modules. Communicates information and ideas verbally and in writing so others will understand. Organize and maintain good records in the online grade-book regarding student's performance. Collaborate with other teams to ensure consistency and relevancy of all content within online courses. Work directly with university personnel to complete final grades, academic advising for student support, and other personnel as needed. Responds to student's questions within 24 hours using university email system. Develop, implement, and monitor academic implementation for all learners. Ability to work independently.

Courses Taught

- ED5053 Community Engagement *Course Description How can those within the community support the established instructional and learning goals set by the school? This course provides a foundation for developing relationships among stakeholders in the school community—students, school, parents, and the community at large—for the express goal of supporting student learning. In addition to examining research findings, students will explore family engagement, mutually beneficial community relationships, and student advocacy. The course culminates with a plan for continuing school improvement and professional growth.
- ED5123 Diverse Learners *Course Description This course reviews data related to the effectiveness of educational initiatives emphasizing evidence-based instructional design models used to assess and instruct students with diverse learning needs. Special attention is given to

inclusion of traditionally underrepresented learner populations (i.e., special education, LEP, economically disadvantaged, and ethnic minorities).

- EL5033 Creating Safe and Supportive Learning Environments *Course Description Through classroom application of course content, this course provides students with substantial practical experience as they master and implement preventive and positive classroom management strategies. In addition, students acquire both theoretical and practical knowledge about the relationships between school-wide systems and behavioral development, learning, and achievement among students with diverse needs, including special populations, English language learners, and gifted and talented.

- EL5623 Developing Teachers *Course Description This course provides students with resource management strategies to identify the organizational needs of a school, leverage the unique strengths and talents of competent teachers, and build the instructional and leadership capacity of teams. Students also learn how to develop and implement assessment and evaluation strategies to document teacher performance and to guide decisions relevant to professional development and employment termination options.

- EL5703 School Improvement *Course Description Students explore research on school improvement strategies, structures, and processes; analyze leadership decisions and behaviors; and examine the implications of research and commonly used practices for managing organizational change. Students also use existing research and literature to uncover underlying assumptions about school reform efforts, to improve the accuracy of problem identification, issues of human and social capital, the need for professional learning, and the challenges of overcoming bureaucratic and cultural norms.

- EL5723 Resource and Fiscal Management *Course Description This course identifies local, state, and federal sources for school funding and provides students with familiarity with state funding formulas and local budget guidelines. An emphasis is also placed on ensuring that aspiring leaders develop competencies essential to the allocation of resources toward teaching, learning, and school improvement priorities rather than simply monitoring facilities and accounts. Students will also have the opportunity to explore non-traditional funding sources, such as grants, foundations, and community partnerships.

- EL5753 Law and Policy *Course Description This course focuses on legal and ethical dimensions of school leadership with an emphasis on resolving conflicts in the school community. Students analyze legal cases and ethical dilemmas that relate to the role and responsibilities of the leader tasked with creating and maintaining an educational environment that protects and nurtures equity, fairness, tolerance, and respect.

- ELX5653 Professional Communities of Practice (TX) *Course Description This course focuses on the identification and implementation of research-based strategies to develop vibrant and meaningful professional learning communities (PLCs) with the primary goal of increasing student achievement. Students will learn about the importance of developing a common professional language that can be used to identify and solve both school management and instructional challenges. In addition, students will use converging research evidence in identifying the characteristics of effective PLCs and common obstacles to establishing them. This course also provides a solid foundation for establishing structures and routines that make a thriving professional learning community possible.

- EDX5053 Research Methods for Educational Leaders (TX) *Course Description This course enables students to become informed consumers of educational research and to develop skills that prepare them to carry out action research in their schools and classrooms. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research. Throughout the course, students identify the elements that scientifically based research and action research share. Emphasis is placed on how research can become a vital and relevant tool for teachers and school leaders.
- ED5153 Research Methods *Course Description This course enables students to become informed consumers of educational research and to develop skills that prepare them to carry out action research in their schools and classrooms. An emphasis is placed on providing students with knowledge that they can apply in determining whether particular research findings are relevant to their leadership and instructional practices and to distinguish between trustworthy and non-trustworthy research. Throughout the course, students identify the elements that scientifically-based research and action research share. Emphasis is placed on how research can become a vital and relevant tool for teachers and school leaders.
- EL5653 Professional Communities of Practice *Course Description This course focuses on the identification and implementation of research-based strategies to develop vibrant and meaningful professional learning communities (PLCs) with the primary goal of increasing student achievement. Students will learn about the importance of developing a common professional language that can be used to identify and solve both school management and instructional challenges. In addition, students will use converging research evidence in identifying the characteristics of effective PLCs and common obstacles to establishing them. This course also provides a solid foundation for establishing structures and routines that make a thriving professional learning community possible.

Instructional Connections, Dallas, TX. Vertical Lead of Education/Counseling and Special Populations for Lamar University and the University of Texas at Arlington 2009 – 2016.

- Effective instructional leader supporting college professors and students for success in online education and counseling graduate level courses both certificate and masters level. Collaborates with course designers, technical support, professors, accreditation boards, and Texas Education Agency to maintain compliance and expectations for accreditation. Successfully interview, train, and monitor candidates as academic coaches for all courses as support between students and professors. Provide professional development for Academic Coaches regarding FERPA, confidentiality, professionalism in online learning, and working with Canvas, Blackboard, TK20, TaskStream, Turnitin, LoudCloud, and other operating programs. Implement plans to monitor and evaluate program effectiveness including: pre and post conference calls, weekly meetings, and review of grading practices by academic coaches through inner-rater reliability. Provide appropriate paperwork for accurate payroll and reconciliation rosters for over 90 contracted personnel.

Leadership K – 12 Schools

2019 – 2023 **Director of Schools**, Manara Leadership Academy

2016 – 2019 **Principal**, Commerce Middle School, Commerce ISD

2014 & 2015 **Principal**, Middle School (summer), Rockwall ISD

2013 – 2016 **Assistant Principal**, Utley Middle School, Rockwall ISD

2012 – 2013 **Assistant Principal**, Rockwall High School, Rockwall ISD

2009 – 2012 **Assistant Principal**, Webb Middle School, Garland ISD

- Effective instructional leader supporting administrators, teachers and staff by fostering research-based instructional strategies in working with students.
- Provides information on an array of innovative technology based learning programs to aid teachers in working with students, promoting academic success.
- Implement effective student management that address all students' needs appropriately and on an individual basis.
- Facilitate training and development with teachers to promote and support successful classroom instruction and management leading to desired student academic outcomes.
- Provides appropriate teacher feedback through walk-throughs, observations, and T-TESS documentation and reviews.
- Enthusiastically lead and participate in programs students qualify for such as: Special Education, English as a Second Language, 504, Response to Intervention, Gifted Talented, Honors, Advanced Placement, Dual Credit, and International Baccalaureate courses.
- Successfully address and manage budgetary concerns per department through collaboration with administration. ⬚ Initiate and monitor the safety and security of all students, staff, and school facilities to ensure clean, organized, and safe grounds for all stakeholders.
- Positively engage in parent meetings and community functions to promote transparency, foster healthy conversations, and create a campus culture filled with pride and collaboration.
- Foster a positive learning culture on campus with consistent visibility in hallways, classrooms, curricular, and extra-curricular to support students and staff.
- Successfully address and meet compliance of Texas Education Agency and Accreditation Boards.
- Successfully operate and manage campus budget and maintain appropriate recordkeeping.
- Interview and hire faculty and staff as needed.

1998 – 2009 **Lead Counselor, Department Chair, and Teacher** Garland Independent School District, Garland, TX.

- Effectively work individually with students regarding issues that interfere with success in school.
- Implement plans for all students to participate in Career Assessment programs.
- Successfully create Master Schedule for campus of 1300 students, as well as, meet with students and parents regarding choice of subject.
- Dedicate time as campus testing coordinator responsible for training of teachers, logistics, accommodations, and modifications for all local and state testing.
- Collaborate with outside agencies such as CPS, Police, and Counseling Facilities as needed to meet the needs of students and families.
- Encourage and participate in effective Professional Learning Communities to support student's growth through appropriate planning with team members.

Appointments/Awards/Nominations

- Key to the City of Gilmer, Texas, Community Contributions and Revitalization, 2023
- Texas Career Counseling Association, Exemplary Leadership Award, 2021
- Alpha Xi Omega Chapter, Alpha Kappa Alpha Sorority, Inc, Presidential Excellence in Leadership and Service, 2021
- Lamar University Inspirational Woman Award Nominee, 2020
- City of Commerce Social Justice Award, 2019
- David Talbot & Ivory More Distinguished Leadership in Education Award, 2018
- The State of Texas House of Representative Leadership in Education Recognition by State Representative Dan Flynn, 2018
- CCAP – Community Leadership, Service, and Education Appreciation and Recognition Award, 2018
- African-American Leadership Council Educator of the Year, 2017
- District DOI (District of Innovation) Team Member
- District Campus Improvement Team Member
- District Diversity Trainer - Cultivating Cultural Capacity
- College and Career Readiness Committee Member STEM Research Committee Member
- Course Development Committee Member

Recent Professional Development

- Hiring Effective Teachers
- School Counselors and Ethics
- Administrator Leadership Program
- Maximizing Data for Best Decision-Making
- Effective Teaching Strategies, Curriculum and Instruction
- Turnitin
- Canvas
- LoudCloud
- TK20
- Blackboard
- Fundamental 5: What Do Effective Principals Do
- Leverage Leadership STEM Programs
- Portfolium: Admissions and Exit Pathways
- Cultural Diversity and Transparency
- Effective Feedback for Teachers

Publications

- Miller, S. C., (2021). Principles for Principal's: True standards of outstanding sustainable leadership.
- Miller, S. C., (2021). The Impact and Perception of Academic Coaches in Online Higher Education Courses.

- Miller, S. C., (2014). In-Service Teacher Training and Coaching on Marzano's Instructional Strategies: An action research study.

Presentations

- Building Cultural Capacity Among Students and Teachers in Schools
- The Art of Building Relationships
- Update to the ASCA Model
- Becoming a Professional School Counselor
- Building a Positive Climate and Culture
- Instructional Leadership through Modeling
- Supporting the Visionary
- STAAR Administration Training
- A Historical Look at Overrepresentation in Special Education Programs in Public Schools
- Best Strategies for Teaching Diverse Learners
- Classroom Management for Success
- Evaluating Teachers through Campus Walk-through's
- College, Career, and Military Readiness Programs for K-12
- Teaching the Adult Online Learner
- Maximizing Time with Students .

Professional Affiliations

- Alpha Kappa Alpha Sorority, Incorporated
- Executive Board Member: Texas Career Development Association, President-Elect (2019-2020)
- Executive Board Member: Commerce Community Action Program (2017-2019)
- Delta Kappa Gamma (Women of Distinction in Education)
- National Association of Secondary School Principals
- Association for Supervision and Curriculum Development
- Texas Counseling Association
- Texas School Counseling Association
- Texas Alliance of Black School Educators in Higher Education
- National Association of Professional Women

Professional References

- **Dr. Carl Sheperis, Dean**
  College of Education and Human Development, Texas A&M University-San Antonio
  csheperis@gmail.com
  Cell: 409-781-4992
- **Dr. Patricia A. Harris, Clinical Instructor**
  Counseling and Special Populations, Lamar University
  paharris@lamar.edu

Cell: 409-791-5071
- **Dr. LaVelle Hendricks, Chair**
  College of Education and Counseling, Texas A&M Commerce University
  Lavelle.hendricks@tamuc.edu
  Cell: 903-450-3951