

Jolly Meadows
The University of Tulsa
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SUMMARY

Career educator with extensive experience in elementary, secondary, and higher education, known for using data-driven strategies for school improvement, demonstrates positive outcomes in the college teacher preparation program with impressive pass rates on teacher certification exams.

EDUCATION

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| Doctor of Education, Ed.D.
Educational Administration
Oklahoma State University, Stillwater, OK
<i>Dissertation title: African American Male Regression and Invisibility: An Instrument for Testing</i>
<i>Dissertation Advisor: Lynn Arney</i>
This study investigates the enormously high rate at which African American males disappear from the the education system and how this phenomenon may be reversed using an instrument to test invisibility. | Awarded 1997 |
| Master of Education, M.Ed.
Educational Administration
Certification: Elementary School Principal
Northeastern State University, Tahlequah, OK | Awarded 1986 |
| Master of Education, M.Ed.
Reading
Certification: Reading Specialist
Northeastern State University, Tahlequah, OK | Awarded 1979 |
| Bachelor of Science, B.S.Ed.
Elementary Education
Certification: Elementary Education
Langston University-HBCU, Langston, OK | Awarded 1974 |

ACADEMIC EMPLOYMENT

The University of Tulsa Department of Education. August 2009-present

Applied Assistant Professor, August 2015-present

Full-time appointment with specific assignments, including instructor of record for methods of teaching reading, math, science, and social studies in elementary schools, as well as courses that prepare students for admission to the teacher education program, major advisor for students and assist in

the development of a plan of study for graduation, serve on committees and maintain presence in local schools that host university students, recruit students for the teacher education program.

Coordinator of Field Experience & Placement, August 2009-present

Reach out to school districts to foster partnerships for the memoranda of agreement needed to provide field experience for education majors, collaborate with building administrators, and classroom teachers to ensure that candidates demonstrate the competencies to satisfy the requirements for the major in education and for accreditation.

Supervisor of Student Teaching, August 2009-present

Prepare teacher candidates to complete applications for student teaching, serve as liaison for the University to partner with districts and find host schools for candidates, work with principals to select highly qualified mentors for teacher candidates, collaborate with mentor teachers to evaluate progress and prepare improvement plans to address the needs of candidates, coach teacher candidates through the senior capstone project for graduation, and apply for certification.

Chair of Admission and Retention for the Department of Education, August 2009-present

Advocate for students seeking admission to the teacher education program and student teaching, provide guidance for completing and submitting applications on time, present applications to the Admission and Retention Committee, initiate a letter of acceptance, and review issues for resolution if the candidate is denied.

Visiting Assistant Professor of Education, August 2009- 2015

Full-time one-year assignment with the applied assistant professor position duties, except teaching EDUC 2103, EDUC 3133, EDUC 3303, and chairing the Admission and Retention Committee for the Department of Education.

UNIVERSITY TEACHING EXPERIENCE

University teaching experience at two universities: adjunct professor, visiting assistant professor, and applied assistant professor.

The University of Tulsa, August 2009-present

Department of Education

Current teaching load

EDUC 1101.01 Introduction to Education

Orientation to careers in teaching and the teacher education program. Includes 10 clock hours of field experience. Required for admission to the teacher education program.

EDUC 3303.01 Writing and Language Development

The natural process of how children learn to communicate through speaking, listening, writing, and reading. This includes the mechanics and nature of writing, the process approach, modes of writing, and the role of computers and technology in writing in the elementary classroom. Field experience in culturally diverse settings. Corequisite: EDUC 3323. Prerequisite: Admission to Teacher Education. Must be taken either before or at the same time as this course.

EDUC 3313.01 Reading for Elementary Children: Curriculum objectives, methods, and materials for teaching and developing reading skills about children's language and thinking abilities. Emphasis on theories, skill development, and application of the reading process. Includes field experiences in culturally diverse settings.

EDUC 3323.01 Literacy Assessment & Intervention

Emphasizes remedial reading, including diagnosing and assessing reading problems and selecting teaching strategies for remedial reading in the classroom. Practicum includes the application of course content with at-risk readers. Includes field experiences in culturally diverse settings. Prerequisite: Take EDUC-3313 or EDUC-3073. Admission to the Teacher Education Program is required. - Must be taken either before or at the same time as this course.

EDUC 4143.01 Social Studies for Elementary Children

Planning and preparation of materials, activities, and strategies for teaching social studies concepts. Application of course content in field experiences with unit and lesson planning. Interdisciplinary curriculum planning, multicultural education, and educational technology applications, including field experiences in culturally diverse settings.

EDUC 3070.01 Field Experience

Field Experience in the schools for education majors enrolled in methods of teaching courses and professional education courses. Instructor approval required.

EDUC 4616.01 Student Teaching Elementary Schools

Full-time, daily teaching experience in the schools for elementary education majors assigned to primary grades 1-3.

EDUC 4616.02 Student Teaching Elementary Schools

Full-time teaching experience in the schools for elementary education majors assigned to intermediate grades 4-6.

EDUC 4626.01 Student Teaching Middle Schools

Full-time, daily teaching experience for secondary middle school education majors, grades 6-8.

EDUC 4636.01 Student Teaching High School

Full-time teaching experience for senior secondary education majors assigned to high schools, grades 9-12.

EDUC 4971.01 Seminar in Student Teaching

Issues and concerns related to student teaching and the teaching profession. Topics include community involvement, safety and security, legal aspects, professional ethics, and classroom management. Complete the capstone project. Must be taken concurrently with student teaching.

Previous courses taught at The University of Tulsa

AS 1001 Freshman Experience

An orientation to college and culture. This includes protocol for addressing professors, orientation to campus and the city, and instructions on submitting homework on Blackboard.

EDUC 2103 Foundations of Education

The historical, philosophical, political, and sociological foundations of education are presented. The context of contemporary issues is required for admission to the teacher education program.

EDUC 4133 Math for Elementary Children

Emphasis on quantitative thinking, problem solving, applied mathematics, and positive attitudes toward mathematics for learners using inquiry-based concrete activities. Interdisciplinary curriculum planning and educational technology applications. Includes field experiences in culturally diverse settings. Corequisite: EDUC 4123. Prerequisite: Admission to Teacher Education. - Must be taken either before or at the same time as this course.

EDUC 4221 Field Experience II

Field Experience for music education majors. 40 hours of observation in schools. Prerequisite: Admission to Teacher Education.

EDUC 4991 Independent Study

A course taken for credit where students work with a faculty member, often beyond the established curriculum.

EDUC 7971 Seminar in Teaching

Issues and concerns related to student teaching and the teaching profession. Topics include parent and community involvement, safety and security, legal aspects, professional ethics, and classroom management. Must be taken concurrently with student teaching at the graduate level.

EDUC 7474 Internship in Teaching

Field experience for secondary students at the graduate level.

Langston University-Tulsa. August 2009-2011

Adjunct professor in undergraduate (ED) and graduate urban education (UED) programs.

Courses taught:

ED 4212 Educational Technology

This course explores using educational media (including microcomputers in the classroom) and educational software. Basic production projects are required.

ED 5053 Philosophy of Teaching

of philosophical assumptions for classroom practices of both elementary and secondary levels. Students will clarify their own general and educational philosophy.

UED 5133 Teaching the Culturally Different

Identifying, understanding, and challenging the culturally different student in the classroom and community. Emphasis will be placed on understanding the effects of socio-economic and cultural factors on the learner and the educational program. The use of current research regarding the education of children in the United States from diverse linguistic and cultural backgrounds will supplement the course curriculum.

UED 5213 Maintaining Classroom Discipline

An exploration of current theories of classroom management, including specific alternative discipline approaches. Emphasis will be placed on application in the urban elementary and secondary school classroom.

UED 5233 Developmental Reading in Urban Schools

Designed to develop and increase competencies for teaching developmental reading in urban educational settings. Emphasis is on analyzing the reading process, setting materials, and procedures. Other areas include urban factors affecting the diverse urban population's reading ability, motivation, diagnosis, and remediation skills.

UED 5243 Education Strategies for Behavioral Changes in Exceptional Learners

An exploration of various instructional activities designed to affect behavioral change in mainstreamed exceptional students in the urban setting. Specific focus is on social behavior, academic remediation, and study skills.

UED 5253 Current Issues and Trends in Education

A study of the most recent topics in the field of urban education issues, such as community power, school integration, multicultural education, human relations, and the urban environment will be explored.

UED 5273 Administration of Compensatory Education and Urban Education

Preparation for administering programs to special pupil populations. Emphasis will be given to special concepts, issues, regulations, problems, and procedures in compensatory and urban education management. Also included are state and federal legislation and court decisions on special pupil populations.

UED 5883 Introduction to Graduate Studies. Description no longer available.

UED 5263 Media in Education. Description no longer available.

ED 3223 Psychological Testing. Description no longer available.

P-12 TEACHING AND ADMINISTRATIVE EXPERIENCE

Administrator in Title I and Urban Schools

Principal, Gilcrease MS, Tulsa Public Schools

2007-2009

Upon the merger of two low-performing schools, reviewed disaggregated test results, discussed how targeted goals were met, and planned strategies for moving forward.

Principal, Monroe MS, Tulsa Public Schools

2006-2007

Recruited to improve test scores at a low-performing school, met with teams to review and disaggregate test results, introduced professional development activities to motivate staff, fostered parental support to encourage student engagement, and met targeted achievement goals for improvement.

Principal, Patrick Henry ES, Tulsa Public Schools	2006-1987
Administrative Intern in Charge of Building, Patrick Henry ES, Tulsa Public Schools Implemented innovative programs to move a school with good achievement scores to a school with great scores.	1987-1986
Administrative Intern Asst. Principal, Patrick Henry ES, Tulsa Public Schools Monitored curriculum and instruction, purchased textbooks and materials, and supplies; Met with teams to plan instruction for next year.	1986-1985
Emerson Elementary Magnet School, Tulsa Public Schools Second grade self-contained teacher and team leader in a magnet school in a district under a court-ordered desegregation plan, implemented a continuous progress curriculum to provide individualized instruction as required by law, ordered materials, supplies, and textbooks for the team.	1985-1976
Riley Elementary School, Tulsa Public Schools Fourth grade homeroom teacher, taught reading and social studies, used differentiated instruction to meet the needs of all students.	1976-1975
Liberty Elementary School, Sapulpa Public Schools Math teacher in grades 1-3 in an open design school, applied strategies to prevent distractions for students, developed the confidence to teach in the presence of many observers.	1975-1974
Woods Elementary School, Tulsa Public Schools, Spring 1974 Fifth grade student teacher for reading and social studies (homeroom), provided accommodations for learners in a program that did not offer tutoring or pullout services.	

RESEARCH

The Fifth Year Academy is a cohort mentoring model to recruit and retain novice teachers in the education profession. When novice teachers graduate, they believe they can make a difference, but research shows they do not remain in the classroom. Therefore, the ideal participant for *The Fifth Year Academy* is a student teacher in the last semester of a teacher preparation program or one in the first year of teaching. Because many believe the first five years are crucial when teachers are most likely to leave the classroom, any novice who has not completed a fifth year of teaching is included in the program. The researcher then asks, “How does cohort mentoring impact teacher retention during the first five years in the classroom? The participants engage in self-reflection and identify the type of support that makes a difference, whether or not the novice returns to the classroom tomorrow, next week, and until the level of efficacy returns that the novice felt upon graduation.

SERVICE

A list of services and professional development that improve teaching and learning and contribute to the university.

Community Service

Invited Presentation

Meadows, J. (September 2024). *Empowering Women Through Education*. Breakout session. JJ Bailey Ministries Women's Empowerment Conference. Tulsa, OK.

Meadows, J. (September 2023). *Empowering Women Through Education*. Breakout session. JJ Bailey Women's Empowerment Conference. Tulsa, OK.

Meadows, J., et al. (August 2020). *Raising Anti-Racist Kids: Supporting Conscious Parenting*. Virtual Panel Conversation. *Tulsa, Ok.*

Carter, C., Chambers, A. & Meadows, J. (2019). *North Tulsa Education Task Force Partnership with Tulsa Public Schools*. Invited on behalf of TPS, sponsored by the Council of Great City Schools. Louisville. KY.

Meadows, J. (January 2019). *Improving the McLain Feeder Pattern Schools*. North Tulsa Community Education Task Force. Presentation to the TPS Board of Education. Tulsa, Oklahoma.

Meadows, J. et.al. (May 2018). *Girlhood Interrupted: The Erasure of Black Girls' Childhood*. Dr. Jamilia Blake, sponsored by Delta Sigma Theta Sorority, Inc., Panelist.

Meadows, J. et.al. (February 2014). *Special Education in Oklahoma*. Women and Gender Studies. The University of Tulsa. Tulsa, OK.

Meadows, J. (2011). Celebration of Reading. *How to Raise a Reader*. Conference for Learner-Centered Teaching by Langston University. Langston, OK.

University and Department Service

Meadows, J. (2025). *The Fifth Year Academy-Cohort Mentoring for Preservice and Novice Teachers*. Rocky Mountain Education Research Association. Rogers State University. Collinsville, OK. April 2025.

Sponsor. Oklahoma Aspiring Educators Association (Student organization for OEA).

Member. Campus Security Committee. 2021- 2020.

Member. Mentors and Proteges (MAPs). 2018, 2017.

Coordinator. Field Experience & Placement for the Department of Education, 2009-present.

Chair. Admission and Retention Committee for the Department of Education. 2015-present.

Member 2009-present.

Supervisor. Student Teaching. Department of Education. 2009-present.

Facilitator. Future Tulsa Teacher Fellowship. A cohort project for mentoring and recruiting high school students into teacher education. August 2019.

Attendee. CAEP Training Washington, DC. September 2023 2017. Oral Roberts University, 2018.

Attendee. CAEP K-6 Elementary Teacher Preparation Standards: Initial Licensure Programs hosted by Oral Roberts University. March 2018.

Attendee. The Institute for Culturally Responsive Pedagogy (ICRP) hosted by Tulsa Community College. ICRP is an annual conference focusing on teaching strategies and providing a sense of belonging and inclusivity for students who often find themselves on the fringes in higher

education learning environments. April 2024, 2023, 2019, 2018.

Attendee. Micro-credential Summit sponsored by the Oklahoma State Regents for Higher Education. March 2024.

Attendee. OCATE/OATE/OCTP Annual Fall Conference. OACTE is the annual conference of Oklahoma colleges and universities. The conference features sessions that address how various EPPs prepare for accreditation. October 2023, 2020, 2019, 2018, 2017, 2016, 2015, 2014.

Participant. Oklahoma Parent Center Statewide Conference. 2024, 2023.

Facilitator. Reading Partners. Introduced students to the Reading Partners program through TU. March 2015.

Member. Tulsa County Area Superintendents Association. Liaison with TCASA for the TU teacher TU teacher preparation program. 2015-present.

Participant. Cognitive Coaching: Improving the Quality of Field Experiences for Teachers Candidates and Host Teachers. Office of Education Quality and Accountability. OKC. October 2019.

Participant. The Academy of Co-Teaching & Collaboration: Train the Trainer Conference.

Member. Search Committee: School of Urban Education Certification Officer. 2014.

Member. Search Committee: School of Urban Education Department Assistant II. 2014.

Participant. Oklahoma Agriculture in the Classroom Conference/US Department of Agriculture. July 2022. Ag in the classroom is an integrated STEM curriculum that teaches children about food sources and innovative ways food is grown. Participants in the conference received free resources for the classroom.

Participant. John Hope Franklin Reconciliation National Symposium. John Hope Franklin Center for Reconciliation. Tulsa, OK. May 2022, 2021, 2020, 2019. The symposium is Tulsa's Tulsa's best effort to move a community from tragedy to triumph. Oklahoma has restricted how events in history are addressed.

Participant. FRC- TU Faculty Resource Training. 2024, 2020. TU professional development.

Participant. Building Better Brains: How School and Home Life Can Build Higher-Order Cognitive Ability in Children- But Generally Don't. OU-Tulsa. 2015.

Participant. Personalizing Curriculum and Teaching Strategies to Meet the Needs of Teacher Candidates. School Improvement Network-PD360/Edivate. Sponsored by the Oklahoma Commission for Teacher Preparation:

Participant. The Great Expectations Methodology for Teaching. Northeastern State University, Tahlequah, OK. 2004, 2005, 2006, 2015-Bixby OK.

Participant. Increasing Reading Comprehension through Differentiated Instruction. Tulsa, OK. 2013.

Participant. Peer Coaching and Assessment. Reading Success Network. The University of Oklahoma Regional VII Comprehensive Center of Continuing Education conference.

Participant. Worksheets Don't Grow Dendrites. Marcia Tate, sponsored by Oklahoma Education Association. 2017, 2010.

Facilitator. National Conference for Learner-Centered Teaching. Langston University. Tulsa, OK. 2010.

Participant. Confratute (Conference-Institute) Summer Program sponsored by The University of Connecticut NAEG Center for Gifted Education School Improvement Model. Storrs. CT. Five-summer participant. 1996-2000.

Participant. National Middle School Association Conference, Midway, UT. 2006.

Participant. High Schools That Work/Making Middle Grades Work. Nashville, TN; Orlando, FL; New Orleans, LA.

Participant. What Works in Schools? Reeves, D., Blake, V., Marzano, R., & Pickering, D. OSDE.

2006-2009.

Participant. A Framework for Understanding Poverty. Rubye Payne, Galveston, TX; Tulsa, OK.

Participant. How to Improve Test Scores Without Much Time or Money. A Framework for Understanding Poverty, Rubye Payne. Stillwater, OK.

Participant. National Association of Elementary School Principals. Atlanta, GA; Orlando, FL.

Participant. Kagan Structures for Cooperative Learning. Spencer and Laura Kagan & Associates. Tulsa, OK.

Participant. Integrated Thematic Instruction (ITI)-Susan Kovalik. Myrtle Beach, SC; Lake Tahoe, CA.

Participant. Oklahoma Principals Academy Class VII. Northeastern State University. OSDE. Tahlequah, OK.

Participant. Teach First Professional Learning Communities. Tulsa, OK.

Participant. Literacy First Phase I (K378) Primary, Literacy First Phase II (AK19) Advanced Primary, Literacy First Phase I, Intermediate, Literacy First Phase II (L387), Intermediate Grades 3-6, Literacy First I & II Administrator Training, Literacy First Phase II (AK19), Advanced Primary. 2000-2002.

Participant. National Association for Elementary School Principals. Atlanta, GA; Las Vegas, NV; Orlando, FL.

Participant. Integrated Thematic Instruction- Susan Kovalik (Brock Nominee). Tulsa, OK; Myrtle Beach, SC; Lake Tahoe, NV.

Participant. Schools Attuned. Mel Levine. (Brock Nominee). Tulsa, OK. 2007, 2004.

Participant. Southern Regional Education Board (SREB). High Schools That Work and Making Middle Schools Work. Orlando, FL 2006; Louisville, KY 2008; New Orleans, LA 2008; Nashville, TN 2008.

Participant. Ron Edmonds Effective Schools Summer Leadership Academy, Tulsa, OK

Participant. Association for Supervision & Curriculum Development (ASCD), Chicago, IL.

State Service

Reviewer. CEOE-Certification Exams for Oklahoma Educators Reading Specialist Passing Score Review Conference. Pearson Evaluation Group. OKC, 2023.

Reviewer. Oklahoma Commission for Teacher Preparation. OSAT Constructed Response Review Committee. 2013.

Sponsor. Oklahoma Aspiring Educators Association. TU Representative, 2009-present.

Board Member. Great Expectations School Improvement Foundation. 2015-present.

Local Service

Member. TCASA (Tulsa County Area Superintendents Association. 2009-Present.

Vice President. Langston University National Alumni Association- Tulsa Chapter. 2021-present.

Volunteer. Reading Buddies. Monroe Middle School, Tulsa Public Schools. 2019.

Education Coordinator. TheGallery: Art~Culture~Expansion. 2018-present.

Chair. Booker T Washington Slater Riverside Foundation Legacy Scholarship Golf Tournament. 2022-present.

Board Member. Booker T Washington Slater Riverside Scholarship Foundation of Idabel, McCurtain County, Oklahoma. 2018-present.

Member. P20 Council. Participant in the discussions for the Reading Sufficiency Act and its impact on the retention of Oklahoma students who do not demonstrate reading proficiency by the end of the third grade. 2015.

National Service

Arney, L., Cane, R., Johnson, S., Meadows, J. & Wright, K. (1997). *Minority Clustering in a Graduate Program: Its Functions and Dysfunctions- Reflections of A Cohort Experience*. Sponsored by the American Educational Research Association (AERA). San Francisco, CA. *Panelist*.

GRANTS/FUNDRAISING

Principal Investigator 2024. \$3,500.

Project title: The Fifth Year Academy II.

Funding source: Oklahoma Teacher Connection (OTC) and the Oklahoma State Regents for Higher Education (OSRHE). Year two of the Academy focuses on advanced coaching and continued support, with opportunities for teachers in year two to pair with teachers in their first year of the program.

Principal Investigator 2023. \$8,000.

Project title: The Fifth Year Academy I

Funding source: Oklahoma Teacher Connection (OTC) and the Oklahoma State Regents for Higher Education (OSRHE). The Fifth Year Academy program for novice teachers focuses on developing skills needed to meet the standards of CAEP, InTASC, and local LEA requirements. The workshop provides five years of support for teachers entering the classroom for the first time.

Co-Principal Investigator 2018. \$8,000.

Project title: Teach by Design

Funding source: Oklahoma Teacher Connection (OTC) and the Oklahoma State Regents for Higher Education (OSRHE). TBD offered high school students a pathway to certification. The project was a three-tiered approach that included recruitment in the schools, high school visitation on a college campus, and a one-hour credit course in EDUC 1101, Introduction to Education. Upon completing the program, participants may earn one hour of credit toward admission to the Teacher Education Program (TEP).

Principal Investigator 2017-2018. \$8,000.

Project title: Advancing Inclusive Mathematics Education: Professional Learning for Early Career Teachers.

Funding source: Oklahoma Teacher Connection (OTC), Oklahoma State Regents for Higher Education (OSRHE). The program provides professional development in inclusive educational practices for early career teachers who serve students with IEPs in the regular classroom.

Principal Investigator 2017-2018. \$135,000.

Project title: SENSEsational Science (Tulsa STEM Professional Development Center).

Funding source: Oklahoma State Regents for Higher Education (OSRHE).

K-8 professional development program for teachers to address the discipline knowledge domains and performance standards in the Oklahoma Academic Standards for Science.

Co-Principal Investigator 2017. \$8,000.

Project Title: Inclusion is More Than Just Being In

Funding source: Oklahoma Teacher Connection (OTC), Oklahoma State Regents for Higher Education (OSRHE). This professional development project was designed to help teachers who work in inclusion programs where special needs students are assigned to their classrooms.

Principal Investigator. 2017-2018. \$155,520.56.

Project title: SENSEsational Science – Middle School STEM Initiative II.

Funding source: Oklahoma State Regents for Higher Education (OSRHE).

MSSI-II expands the original project to a statewide workshop. The workshops were held in Tulsa and Lawton to accommodate Oklahoma teachers. The workshop included two-week sessions at each location.

Principal Investigator 2016-2017. \$133,177.50

Project title: SENSEsational Science – Middle School STEM Initiative I.

Funding source: Oklahoma State Regents for Higher Education (OSRHE).

The professional development program helps middle school teachers become more effective math and science teachers. Participants received training at TU and local non-profits that serve students through field trips and mobile units that go to the schools. MSSII helped with aligning the OAS and the nonprofit curriculum. The partnership between teachers and nonprofits was strengthened because the alignment provided a seamless curriculum through the Oklahoma Academic Standards. Oklahoma State Regents for Higher Education (OSRHE).

Co-Principal Investigator. 2010-2011. \$171,181.00.

Project title: SENSEsational Science (The Green Country Professional Education Center)

Funding source: Oklahoma State Regents for Higher Education (OSRHE).

GCPDC offered a professional development training program for middle school teachers. The theme for the training is “energy” because it is the concept that is most common in the Oklahoma Academic Science in grades 6-8.

Co-Principal Investigator 2009-2010. \$159,982.

Project title: SENSEsational Science (The Green Country Professional Education Center)

Funding source: Oklahoma State Regents for Higher Education (OSRHE).

SENSEsational Science provided a professional development program for teachers in grades K-8 that focused on integrating STEM curriculum and thematic units of study. Teachers created units across grade levels based on common themes. The training emphasized vertical articulation, and teachers received training in multi-level groupings of K-3, 4-5, and 6-8.

AWARDS and HONORS

Oklahoma African American Educators Hall of Fame. Nominee, 2025.

Influential Professor Acknowledgement. Invited to attend the Phi Beta Kappa induction and be recognized for supporting a senior education major during her educational journey. 2025.

Most Valuable Professor (MVP). Nominated by a student and awarded by the TU Department of Intercollegiate Athletics. 2020.

Trailblazer Award. Awarded by District #3 Board Member for work on the North Tulsa Community Education Task Force. The board approved all recommendations of the Task Force with a 7-0 vote.

Barbara Lynch "Community Partner" Award. Awarded by the Oklahoma State School Board Association for recommendations for improvement of schools in the McLain Feeder Pattern

Exemplary Principal. Awarded by Tulsa Public Schools for site leadership (Schoeppy).

Administrator of the Year. Awarded by the Tulsa Area Alliance of Black School Educators for service to the school and community.

MEMBERSHIPS

North Tulsa Community Education Task Force
Association for Supervision of Curriculum and Development (ASCD)
International Literacy Association
Oklahoma Reading Association
Delta Sigma Theta Sorority