

LISA L. DANIELS, M. Ed.

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U.S. Citizen

I am a Seasoned Professional, a Captivating Orator, and a Passionate Doctoral Student with over a Decade of Teaching Experience and Civil Rights Research.

Education

American University School of Education

Washington, D.C.

Ed.D.- Educational Doctorate of Education Policy and Leadership

2022-2025

Relevant Coursework: Systems Thinking Leadership, Place Based Education, and Culturally Responsive Interpretive Development

*9.0 Credit Hours Completed including an independent research project on David Gruenewald's theory of place based education and Lee Sentell's U.S. Civil Rights Trail

American University School of Education

Washington, D.C.

M.Ed.- Master of Education Policy and Leadership

Graduated May 2022

Relevant Coursework: Nonprofit Development, Funding and Budgeting, Place Based Education, Leadership, and Culturally Responsive Interpretive Development

*Research connections to Birmingham Civil Rights National Monument and the Freedom Riders National Monument and The Morgan Project

Smith College

Northampton, MA

B.A. - Bachelor of Arts in Government

Graduated May 2012

Relevant Coursework: Political Systems, Africana Studies, and Civil Rights in the American South

Summer Abroad: University of Oxford, Oxford, England, Summer 2011

Relevance: Participated in a six-week program, studied Shakespeare and short story writing

Awards

James C. Barton Faculty/Staff Leadership Award: \$1,500 2022

World Affairs Council of Houston Teaching Scholarship to Vietnam and Cambodia: \$4,000 2016

Americorps Member: \$10,000 2012-2014

Mellon Mays Undergraduate Fellowship: \$10,000 2010-2012

Urban Education Fellowship: \$500 2011

LeAnna Brown Fellowship: \$500 2010

Smith College Praxis for Freedom Sisters Docent Services: \$3,000 2009

Gates Millennium Scholarship (*UNCF): \$320,000 2008-Present

Additional Skills and Certificates

U.S. Institute of Diplomacy & Human Rights 10/17/ 2022

Certified Human Rights Consultant ID: 60268513

Texas Education Agency 2015-2027

Certified Social Studies/History Teacher

Bessemer Coalition for Black History

2019-present

Community Field Trip & Interpretive Development Leader

National Federation of State High School Associations

3/9/2019-Present

Certified in Blocking and Defeating Blocks, Shoulder Tackling & Equipment Fitting

Certified in Sportsmanship

Certified in Sudden Cardiac Arrest

Certified in Heart Illness Prevention

Certified in Concussion in Sports

Certified in Fundamentals of Coaching

Alabama Department of Human Resources

2022 Certified Child Abuse Mandated Reporter Training

08/04/2022- Present

Soloist and Technology Assistant

10/5/2018-Present

Organization: Word of Life Community Church Greater Birmingham

Supervisor: Rev. Fred Primm, Pastor (251)583-7941; may be contacted

Professional Technical Competence

- Compiling Data through student and teacher demographics
- Calculating Data through integrated programs and online gradebook development
- Data Mining to support bubble students on the cusp of proficiency
- Quantitative research across grade levels and interdisciplinary content
- Database design to support students to college and career pathways
- Use of the arts social sciences to support data contextualization
- Website Design, creative digital design, and attention to detail
- Networking through website and social media analytics
- Video Editing Support through Streamyard, Facebook, Youtube, and WeVideo
- Zoom, Teams, and Google Meets Moderator
- Project Management
- Increasing scores and student engagement through technology such as Quizlet and Kahoot
- Social Media and Digital Marketing
- Digital Organizational Skills via DropBox, Microsoft Sharepoint, and Google Drive
- Presentation Skills through Microsoft Powerpoint, Google Slides, and Canva
- Quantitative Data Analysis and Evaluation through STATA, Microsoft Excel, and Google Sheets

Experience

History Teacher

Employer: Alabama Aerospace and Aviation High School (AAHS)

08/01/2022-Present

1414 2nd Avenue North, Bessemer, Alabama 35243

40 hrs/wk. 61,603 yearly salary

Colleague: Mrs. Rebecca Mantooth, NBCT English Teacher (205)427-4256; may be contacted

Human Capital Management

- Motivates and inspires first year teachers to perform at a higher level, fostering a workplace free from harassment and encouraging individual accomplishment which contributes to AAHS mission and values.
- Serves as a mentor for first year teachers advancing performance and satisfaction for their work and school environment.
- Applies policies and regulations, resolving conflicts, seeking dispute resolutions, and improving individual performance as needed to support AAHS.
- Negotiate with AAHS employees, students, and parents to resolve conflicts, disputes, or grievances.
- Participate daily to pivot as a team member working towards a common goal of student success.

Leadership

- Serves as a veteran teacher at AAHS and functional member of the Flight Plan Committee communicating to peers and supervisors in a collaborative and comprehensive manner.
- Models adaptive leadership styles daily to respond to varying situations and circumstances such as hall duty, lunch duty, bus duty, class coverage, and special needs student support.
- Supervises and empowers students to grow through assigned work and measures progress towards completion.
- Maintains fair and equal accountability for both conduct and performance while exemplifying integrity and honesty to increase AAHS campus culture.
- Promotes cultural programs such as Hispanic Heritage Bowl and Native American History Bowl to support knowledge of diverse communities and promote tutoring services to encourage students, teachers, and parents.
- Communicates and accomplishes work priorities when dealing with difficult personalities or conflicting goals.

Oral Communication

- Communicates and updates AAHS administration and special education support on responsibilities enabling effective management including contact logs for homeroom classes, high achieving students, and failing students.
- Develop interpretive programming support through classroom activities, short talks, presentations by using Peggy Scherbaum's interpretive techniques and Tindle's interpretive principles through 9th Grade World History and 10th Grade American History.
- Provide daily engaging lessons through lectures, mirroring, ice breakers, image evaluation, and anecdotes.

Planning and Evaluating

- Balances numerous work priorities, communicating progress to students, parents, and administration, and meeting established deadlines.
- Completes performance data analysis and evaluations for students and first year teachers providing appropriate feedback and recognition.
- Write letters, reports, and presentation outlines for 9th Grade World History and 10th Grade American History curriculum.
- Develop interpretive products and cultural programs for 9th Grade World History and 10th Grade American History for high populations of students with special needs and intellectual abilities.

- Analyzes interpretive programming, operations, media, and student special education support services to identify needs or opportunities for improvement 9th Grade World History and 10th Grade American History.
- Plans lessons, directs student behavior, coordinates meetings, presents quantitative and qualitative data, and evaluates 9th Grade World History and 10th Grade American History.

Civics Teacher

Employer: The Altamont School

10/12/2018-07/31/2022

4801 Altamont Road South, Birmingham, Alabama 35222

40 hrs/wk, \$43,000 yearly salary

Supervisor: Juliet Hemmingway, Dean of Academics, (205)879-2006; may be contacted

Supervisor: Dr. Andrew Nelson, History Department Chair, (205)879-2006; may be contacted

Supervisor: Lia Gerety, Dean of Students (Grades 5-8), (205)879-2006; may be contacted

Awards

- 2022 James C. Barton, Jr. Faculty/Staff Leadership Award
 - Awarded for leadership in innovation, community service, and advancement of the mission and strategic plan.
- 2022 Black Student Union Appreciation Award
 - Awarded in recognition of an exemplary teacher who delivered inspiration, knowledge, and motivation to create well rounded citizens.

Human Capital Management

- Motivated and inspired The Altamont Community to perform at a high level, fostering a workplace free from harassment and encouraging individual accomplishment which contributes to Altamont's overall effectiveness toward the mission and strategic plan.
- Served as a veteran mentor teacher for first year teachers, advancing employee performance and satisfaction for their work and workplace.
- Applied personnel policies and regulations, resolving conflicts, seeking dispute resolutions, and improving individual performance as needed to attain satisfactory levels.
- Resolved conflicts and disputes between students using restorative justice practices.
- Participated as a team member through several leadership transitions during the 2020 shut down while working towards a common goal of student success.
- Proctored American College Test (ACT) consistently to support student achievement.

Leadership

- Served as a founding member of the Inclusion, Diversity, Equity and Access (IDEA) Taskforce.
- Administered the MAEC Equity Audit and Analysis and provided Black Student Union weekly support for culturally competent support.
- Served as a motivational veteran teacher mentor to new teachers.
- Communicated to peers and supervisors in a collaborative and comprehensive manner.
- Modeled adaptive leadership styles daily to respond to varying situations and circumstances such as lunch duty, class coverage, and special needs student support.
- Supervised and empowered students to grow through assigned work and measures progress towards completion.

- Maintained fair and equal accountability for both conduct and performance while exemplifying integrity and honesty to increase Altamont community culture.
- Promoted cultural programs such as Black History Bowl and Transgender Day of Remembrance to support knowledge of diverse communities and promote tutoring services to encourage students, teachers, and parents.

Oral Communication

- Communicated and updated Altamont administration and special education support on responsibilities enabling effective management including contact logs for homeroom classes, high achieving students, and failing students.
- Developed interpretive programming support through classroom activities, short talks, presentations by using Peggy Scherbaum's interpretive techniques and Tindle's principles through 8th Grade Civics and Seminar on South and Civil Rights.
- Provided daily engaging lessons through lectures, mirroring, ice breakers, image evaluation, and anecdotes.

Planning and Evaluating

- Lead Planning History Teacher: March 2022 Day Field trip to Selma, Alabama providing over 50 students with lesson development, pre and post data evaluation, interpretive support using movies and primary documents, and tour guide support at the Brown A.M.E. Chapel, Selma Depot Museum, Civil War and Enslavement Museum, Selma Interpretive Center, and Edmund Pettus Bridge.
- Lead Planning Teacher: October 2019 Week long Washington, D.C. Field trip providing over 45 students with lesson development, interpretive support using movies and primary documents, and tour guide support at the Smithsonian Museums, Arlington National Cemetery, Lincoln Memorial, U.S. Capitol, Monticello, and Martin Luther King, Jr. Memorial.
- Lead Female Chaperone: 3 day Model United Nations Conference in Chattanooga, TN.
- Sponsored the Black Student Union (BSU): Provided daily intra group support to students in the Black community and developed educational activities connected to Black History.
- Sponsored and supported school teams for Junior United Nations of Alabama (JUNA) preparations and chaperoned the JUNA 2 day conference at Birmingham-Southern College.
- Curriculum and Assessment Development which enabled students to understand three major topics: the founding principles and structure of the nation (the Constitution, republicanism, federalism), American political institutions (the powers, structure, and operation of the three branches of the federal government), and the rights and responsibilities of American citizenship (civil rights, voting, and political parties).
- Synthesized historical analysis, examination of government function, and connections to current events.
- Balanced numerous work priorities, communicated progress to students, parents, and administration, and met established deadlines.
- Completed performance data analysis and evaluations for students and first year teachers providing appropriate feedback and recognition.
- Wrote letters, reports, and presentation outlines for 8th grade Civics and Senior Seminar on South and Civil Rights curriculum.

- Developed interpretive products and cultural programs for 8th grade Civics and Senior Seminar on South and Civil Rights for high populations of students with special needs and intellectual abilities.
- Analyzed interpretive programming, operations, media, and student special education support services to identify needs or opportunities for improvement 8th grade Civics and Senior Seminar on South and Civil Rights.
- Planned lessons, directed student behavior, coordinated meetings, presented quantitative and qualitative data, and evaluated 8th grade Civics and Senior Seminar on South and Civil Rights.

Teacher Ranger Teacher

06/22/2021-08/06/2022

Employer: National Parks Service

240 hrs. \$3,000 stipend

Birmingham Civil Rights National Monument

Address: 520 16th Street North, Birmingham, Alabama 35203

Supervisor: Kat Gardiner, Park Ranger, (205) 568-3963; may be contacted

Colleague: Kia Hill, Secretary, (205) 202-3757; may be contacted

Human Capital Management

- *Inaugural Teacher Ranger Teacher Intern
- Applied personnel policies and regulations, and improving individual performance as needed to attain satisfactory levels.
- Participated as a team member working towards common goals of designing the Junior Ranger Book and creating walking tours for 16th Street Baptist Church, St. Paul United Methodist Church, Kelly Ingram Park, A.G. Gaston Motel, Masonic Temple Building, and the Historic Bethel Baptist Church.

Leadership

- Served as a functional member of the team to support the field trip development.
- Modeled adaptive leadership styles to respond to varying situations or circumstances such as heat and thunderstorms on field trips to the Birmingham Civil Rights National Monument, Moton Field, and Tuskegee University's Chapel and George Washington Carver Museum.
- Maintained fair and equal accountability for both conduct and performance while exemplifying integrity and honesty.
- Promoted National Parks Service programs and services to encourage student groups.
- Verbally Communicate in a professional manner on controversial matters.
- Developed interpretive programs through the TRT Field Experience: Place-Based Education in the National Parks with the University of Colorado- Denver.

Oral Communication

- Communicated and updated supervisors during weekly meetings.
- Discussed and collaborated with organizational partners to provide a comprehensive visitor services program to visitors.
- Used Peggy Scherbaum's Interpretive Techniques including singing, tone modulation and imagery to provide engaging storytelling support during walking tours of the Birmingham Civil Rights National Monument, Moton field, and the George Washington Carver Museum at Tuskegee University.

Planning and Evaluating

- Developed the understanding and skills to create a final project benefitting the National Parks Service and the local community.
- Balanced numerous work priorities, communicating progress and meeting established deadlines.
- Completed performance evaluations for tour groups.
- Provided appropriate feedback and recognition to community members who supported the National Parks Service.
- Wrote letters, reports, program/presentation outlines, and teacher professional developments.
- Developed interpretive products to compliment the Junior Ranger Book and created supplement walking tours for 16th Street Baptist Church, St. Paul United Methodist Church, Kelly Ingram Park, A.G. Gaston Motel, Masonic Temple Building, and the Historic Bethel Baptist Church.
- Weekly analyzed interpretive programming, operations, media, and personnel services to identify needs or opportunities for improvement.
- Planned, coordinated, presented, and evaluated programs offered to summer camp groups.
- Operated, prepared schedules for, and staffed Birmingham Civil Rights National Monument
- Prepared educational tour programming to include large group scheduling through to the point of program presentation for tours at Moton Field, Tuskegee University's Chapel and George Washington University Museum.

U.S. History Teacher

Employer: KIPP Houston High School

7/25/2017-7/31/2018

Address: 10711 Kipp Way Drive, Houston, Texas 77099

40 hrs/wk, \$55,000 yearly salary

Contact: Marquita Gill, Colleague, (789)838-3718; may be contacted

Awards: Monthly Staff Value Award for Honor

Human Capital Management

- Motivated and inspired KIPP Teachers to perform at a high level, fostering a workplace free from harassment and encouraging individual accomplishment which contributes to the KIPP's overall effectiveness.
- Served as a mentor for new teachers and substitute teachers after Hurricane Harvey which helped to advance teacher performance and satisfaction for their work and campus.
- Applied personnel policies and regulations, resolved conflicts, sought dispute resolutions, and improved individual performance as needed to attain exemplary levels.
- Participated as a team member working towards a common goal of getting 100% of 11th grade students to pass the US. History State of Texas Assessment of Academic Readiness (STAAR).

Leadership

- Teacher Leadership Team for Hamilton Education Foundation: Provided over 75 students with interpretive and reflection support to prepare for a chance at performing before the Hamilton performance at the Memorial Hermann Broadway at the Hobby Center Houston, Texas.
- Lead Teacher for Black History Month Programming: Provided over 50 students an opportunity for 20 hours of practice to perform in front of parents, faculty, and over 500 students.
- Modeled adaptive leadership styles to respond to varying situations or circumstances especially to support students and teachers after Hurricane Harvey.
- Served as a motivational veteran teacher mentor to new teachers.
- Communicated to peers and supervisors in a collaborative and comprehensive manner.

- Modeled adaptive leadership styles daily to respond to varying situations and circumstances such as lunch duty, class coverage, and special needs student support.
- Supervised and empowered students to grow through assigned work and measures progress towards completion.
- Maintained fair and equal accountability for both conduct and performance while exemplifying integrity and honesty to increase community culture.

Oral Communication

- Daily Communicated and updated KIPP administration and special education support on responsibilities enabling effective management including contact logs for homeroom classes, high achieving students, and failing students.
- Consistently develop interpretive programming support through classroom activities, short talks, presentations for 11th Grade U.S. History.
- Consistently provided daily engaging lessons through lectures, mirroring, ice breakers, image evaluation, and anecdotes.

Planning and Evaluating

- Balanced several work priorities, communicating progress to students, parents, and administration, and meeting established deadlines.
- Completed performance data analysis and evaluations for students and first year teachers providing appropriate feedback and recognition.
- Wrote letters, reports, and presentation outlines for 11th Grade History curriculum.
- Develop interpretive products and cultural programs for 11th Grade History for high populations of students with special needs and intellectual abilities.
- Analyzed interpretive programming, operations, media, and student special education support services to identify needs or opportunities for improvement 11th Grade History.
- Planned lessons, directed student behavior, coordinated meetings, presented quantitative and qualitative data, and evaluated 11th Grade U.S. History student projects.

U.S. History, English and Choir Teacher

7/23/2014-07/31/2017

Employer: YES Prep Public School

40 hours/week. \$50,000 yearly salary

Address: 9000 West Bellfort Street, Houston, Texas 77031

Supervisor: Johnny Solis, Grade Level Chair (832)350-3741; may be contacted

Human Capital Management

- Motivated and inspired YES Prep Brays Oaks teachers to perform at a high level, fostering a workplace free from harassment and encouraging individual accomplishment which contributes to the YES Prep's overall effectiveness.
- Served as a mentor for new teachers and substitute teachers to advance teacher performance and satisfaction for their work and campus.
- Social Studies Systems Assessment Leader: Assess and review data for the school district of over 500 11th graders.
- Applied personnel policies and regulations, resolved conflicts, sought dispute resolutions, and improved individual performance as needed to attain exemplary levels.
- Participated as a team member working towards a common goal of getting 100% of 11th grade students to pass the US. History State of Texas Assessment of Academic Readiness (STAAR) 3 years in a row impacting over 300 students.

Leadership

- World Affairs Council of Houston Teaching Scholar: Educational tourism journey through Hanoi, Hoi An, and Saigon in Vietnam including visits to sacred temples, tours of the Cu Chi Tunnels and the War Remnants Museum and local schools, sacred Buddhist temples, and historic sites in Siem Reap, Cambodia including Angkor Wat; Developed interpretive lesson planning activities through the collection of photos and videos for 11th grade U.S. History students.
- Served as a leader of the district wide social studies and 11th grade level team at YES Prep Brays Oaks and communicated with peers and supervisors in a collaborative and comprehensive manner.
- Served as a motivational veteran teacher mentor to new teachers.
- Communicated to peers and supervisors in a collaborative and comprehensive manner.
- Modeled adaptive leadership styles daily to respond to varying situations and circumstances such as lunch duty, hall duty, class coverage, and special needs student support.
- Supervised and empowered students to grow through assigned work and measures progress towards completion.
- Maintained fair and equal accountability for both conduct and performance while exemplifying integrity and honesty to increase YES Prep Brays Oaks culture.
- Promoted cultural programs such as Black History Month Programs, Hispanic Heritage month to support knowledge of diverse communities and promote tutoring services to encourage students, teachers, and parents.

Oral Communication

- Daily communicated and updated YES Prep administration and special education support on responsibilities enabling effective management including contact logs for homeroom classes, high achieving students, and failing students.
- Daily developed interpretive programming support through classroom activities, short talks, presentations for 11th Grade U.S. History, Intro to Rhetoric, and Choir.
- Daily Provided engaging lessons through lectures, mirroring, ice breakers, image evaluation, and anecdotes.

Planning and Evaluating

- Lead Event Planner for the inaugural Yes Prep Junior Prom in 2015.
- Balanced numerous work priorities, communicating progress and meeting established deadlines.
- Completed performance appraisals and evaluations for students providing appropriate feedback and recognition.
- Wrote letters, reports, and presentation outlines for 11th Grade History curriculum.
- Develop interpretive products and cultural programs for 11th Grade History for high populations of students with special needs and intellectual abilities.
- Analyzed interpretive programming, operations, media, and student special education support services to identify needs or opportunities for improvement 11th Grade History.
- Planned lessons, directed student behavior, coordinated meetings, presented quantitative and qualitative data, and evaluated 11th Grade U.S. History student projects.

American and British Literature Teacher

Employer: The Calhoun School

7/25/2012-7/31/2012

Address: 8213 County Road 33, Letohatchee, Alabama 36047

40 hrs/wk, \$46,000 yearly salary

Supervisor: Dr. Renata Hollins, Vice Principal (334)301-9076 ; may be contacted

Awards

- Teacher of the Quarter: January-March 2013

Human Capital Management

- Motivated and inspired The Calhoun School to perform at a high level, fostering a workplace free from harassment and encouraging individual accomplishment which contributes to Calhoun's overall effectiveness toward the mission and strategic plan.
- Trained as a Teach for America Corps Member attending over 200 hours of professional developments to advance employee performance and satisfaction for student achievement.
- Applied personnel policies and regulations, resolving conflicts, seeking dispute resolutions, and improving individual performance as needed to attain satisfactory levels.
- Resolved conflicts and disputes between students using restorative justice practices.

Leadership

- Lead Teacher for President Obama's 2nd Inauguration Field Trip: Raised funds and chaperoned 3 Student Government Association (SGA) officers to Washington, D.C. Provided students with interpretive support and tours of Smithsonian, Kennedy Center, and U.S. Capitol.
- Lead Teacher for Montgomery Shakespeare Festival: Field Trip provided over 30 students with an opportunity to see Romeo and Juliet performance and experience Chinese food for the first time.
- Promoted National Novel Writing Month (NaNoWriMo) to encourage students, teachers, and parents.
- Communicated to peers and supervisors in a collaborative and comprehensive manner.
- Modeled adaptive leadership styles daily to respond to varying situations and circumstances such as lunch duty, class coverage, and special needs student support.
- Supervised and empowered students to grow through assigned work and measures progress towards completion.
- Maintained fair and equal accountability for both conduct and performance while exemplifying integrity and honesty to increase community culture.
- Promoted cultural programs such to support knowledge of diverse communities and promote tutoring services to encourage students, teachers, and parents.

Oral Communication

- Communicated and updated supervisors on divisional responsibilities enabling effective management.
- Developed interpretive programs to teach historical contextual information for Shakespeare with my research from the University of Oxford and F. Scott Fitzgerald with my research from the Fitzgerald Museum in Montgomery, Alabama.

Planning and Evaluating

- Balanced numerous work priorities, communicating progress and meeting established deadlines.
- Completed performance appraisals and evaluations for students providing appropriate feedback and recognition.
- Wrote letters, reports, and presentation outlines for American and British Literature curriculum.
- Develop interpretive products and cultural programs for American and British Literature for high populations of students with special needs and intellectual abilities.

- Analyzed interpretive programming, operations, media, and student special education support services to identify needs or opportunities for improvement American and British Literature.
- Planned lessons, directed student behavior, coordinated meetings, presented quantitative and qualitative data, and evaluated American and British Literature student projects.

Corps Member

Teach for America (TFA)Alabama

06/01/2012-05/25/2014

Address: 1320 1st Avenue South, Birmingham, Alabama 35233

Supervisor: J.W. Carpenter, Former Executive Director - (205) 306-2061; may be contacted

Supervisor: Khadijah Abdullah Former Executive Director - (205) 215-5944; may be contacted

Human Capital Management

- Participated in an intensive 6 week training program (TFA-institute) to develop the skills and knowledge needed to achieve significant gains in student achievement through a series of seminars, work- shops, individual and group reflections, readings, and ‘learning teams’ specific to teaching license area.
- Taught in a summer school program for students in Mississippi area public schools, under the supervision of a faculty of experienced teachers.

Planning and Evaluating

- Discussed and collaborated with organizational partners to provide support to recognize the teacher’s home as a historic site at The Calhoun School.
- Balanced numerous work priorities, communicating progress and meeting established deadlines.
- Completed performance appraisals and evaluations for a work group, providing appropriate feedback and recognition.

Research Assistant for Smith College Government Department

Address: 1 Chapin Way, Northampton, Massachusetts 01063

02/02/2010-04/30/2010

Supervisor: Professor Patrick Colby

\$15 hr/ 10 hrs per week

Technical and Communication Responsibilities

- Communicated and updated supervisors on divisional responsibilities enabling effective management and completion of projects.
- Gathered and organized quantitative data to support research in the Smith College Government Department.

Leadership

Chapter President & Membership Chair

06/03/2021-Present

Organization: Birmingham Metropolitan Chapter, Top Ladies of Distinction, Inc. 10 hours weekly

Human Capital Management

- Motivates and inspires Top Teens and Top Ladies to perform at a high level, fostering a workplace free from harassment and encouraging individual accomplishment which contributes to the overall effectiveness of Top Ladies of Distinction, Inc.
- Serves as a coach and / or mentor for Top Teens ages 13-17 to learn more about professional networking.
- Applies personnel policies and regulations, resolving conflicts, seeking dispute resolutions, and improving individual performance as needed to attain satisfactory levels.
- Negotiate with individuals or organizations to resolve conflicts, disputes, or grievances.

- Participate as a team member working towards a common goal or management directive(s).
- Knowledgeable and adhering to the documents, parliamentary procedure, local, area, and national knowledge of processes and procedures, Code of Conduct, History, National Program Resource Guide, Post Event Evaluation, Induction Process, and Chapter Onboarding Process.

Leadership

- Serves as a senior leader of the organization, communicating to chapter members, top teens, parents, and the area director in a collaborative and comprehensive manner.
- Models adaptive leadership styles to respond to varying situations or circumstances during monthly executive board meetings and monthly chapter meetings.
- Supervises the Membership Committee to grow and work independently, and measure progress of possible candidates towards completion.
- Maintains fair and equal accountability for both conduct and performance while exemplifying integrity and honesty.
- Promote programs and services to support the national thrust of Top Teens of America, Status of Women, Senior Citizens, Beautification, and Community Partnerships.
- Ability to communicate and accomplish work priorities when dealing with difficult personalities or conflicting goals during executive board meetings and monthly chapter meetings.
- Communicate in a professional manner to provide direction on national and area issues.
- Establish a process for the management of the National Strategic Plan.

Oral Communication

- Responsible for delivering all National and Area communications to the chapter.
- Responsible for distributing and interpreting all materials addressed to the chapter.
- Represent the chapter as one of the voting delegates at the Area, National meeting and Cluster meetings.

Planning and Evaluating

- Balances priorities including communicating progress on the National Program of Work and meeting established deadlines.
- Completes performance appraisals and evaluations for a work group, providing appropriate feedback and recognition.
- Plans, directs, coordinates, presents, and evaluates programs offered to the public.

Top Teens of America (TTA) Advisor

06/29/2019-12/12/2021

Organization: Birmingham Metropolitan Chapter, Top Ladies of Distinction, Inc. 10 hours weekly

Human Capital Management

- Motivates and inspires Top Teens and performs at a high level, fostering a workplace free from harassment and encouraging individual accomplishment which contributes to the overall effectiveness of Top Ladies of Distinction, Inc.
- Serves as a coach and for Top Teens ages 13-17 to learn more about professional networking.
- Applies personnel policies and regulations, resolving conflicts, seeking dispute resolutions, and improving individual performance as needed to attain satisfactory levels.
- Negotiate with individuals or organizations to resolve conflicts, disputes, or grievances.
- Participate as a team member working towards a common goal or management directive(s).

- Knowledgeable and adhering to the documents, parliamentary procedure, local, area, and national knowledge of processes and procedures, Code of Conduct, History, National Program Resource Guide, Post Event Evaluation, Induction Process, and Chapter Onboarding Process.

Leadership

- Serves as a senior leader of the management team, communicating to chapter members, top teens, parents, and the area director in a collaborative and comprehensive manner.
- Models adaptive leadership styles to respond to varying situations or circumstances during monthly executive board meetings and monthly chapter meetings.
- Supervises the Membership Committee to grow and work independently, and measure progress of possible candidates towards completion.
- Maintains fair and equal accountability for both conduct and performance while exemplifying integrity and honesty.
- Promote programs and services to support the national thrust of Top Teens of America, Status of Women, Senior Citizens, Beautification, and Community Partnerships.
- Ability to communicate and accomplish work priorities when dealing with difficult personalities or conflicting goals during executive board meetings and monthly chapter meetings.
- Communicate in a professional manner to provide direction on national and area issues.
- Establish a process for the management of the National Strategic Plan.

Oral Communication

- Responsible for delivering all National and Area communications to the Top Teens.
- Responsible for distributing and interpreting all materials addressed to the Top Teens.
- Represent the chapter as one of the voting delegates at the Area, National meeting and Cluster meetings.

Planning and Evaluating

- Balances priorities including communicating progress on the National Program of Work and meeting established deadlines.
- Completes performance appraisals and evaluations for a work group, providing appropriate feedback and recognition.
- Plans, directs, coordinates, presents, and evaluates programs offered to the public.

Publications

SMITH ALUMNAE QUARTERLY

June 2021

Daniels, L. L. (2021, June 25). We need more Civic-Minded people to step up. Retrieved from <http://saqonline.smith.edu/publication/?m=45764&i=712711&p=40&ver=html5>

FOX NEWS WBRC

November 2020

Hildreth, R. (n.d.). Classroom conversations about the Presidential Election. Retrieved From <https://www.wbrc.com/2020/11/04/classroom-conversations-about-presidential-election/?fbclid=IwAR1KviU6yYBuQ4HdYSwKmnS Wuf7WRhVgAEquCIN-7rFjs1V9UOKIV0bF8B4>

SMITH COLLEGE GREYCOURT GATE ALUMNAE NEWS

January 2018

Life After Harvey. (2018, January 19). Retrieved from

<https://www.smith.edu/about-smith/news/life-after-harvey>

THE NEW YORK TIMES

August 2017

Daniels, L. L. (2017, August 29). I Teach in Houston. I'm Worried for My Students. Retrieved from

<https://www.nytimes.com/2017/08/29/opinion/harvey-houston-schools-teachers.html>