

Lisa Maria Grillo
School of Education
Howard University
2441 4th Street, NW, Room 207
Washington, DC 20059
202.806.7342
lisa.grillo@howard.edu

EDUCATION

Howard University, Washington, DC ■ 2005

Doctor of Education in Educational Administration and Policy

Degree funded through a fellowship awarded by the Office of Special Education Programs in the United States Department of Education.

Dissertation Topic: An examination of service delivery to Black high school students with exceptionalities through a systems-based Afrocentric communication model

Dissertation Chair: RC Saravanabhavan, Ed.D.

Area: Special Education Leadership; Concentration: Organizational Management (12 credit hours in the School of Business)

Howard University, Washington, DC ■ 2001

Certificate of Advanced Graduate Study in Educational Administration and Policy

Concentration: Business Management and Organizational Change

University of Virginia, Charlottesville, VA ■ 1994

Master of Teaching in Special Education

Concentration: Behavioral Disorders

Master's Thesis: Culturally Responsive Special Education Delivery for Black children with disabilities

University of Virginia, Charlottesville, VA ■ 1994

Bachelor of Arts in Spanish Literature and Language

PROFESSIONAL EXPERIENCE-TEACHING

Assistant Professor-Tenure Track, Department of Educational Leadership and Policy Studies, School of Education, Howard University ■ Washington, DC ■ 2016-current

Doctoral Courses Taught

ELPS 514: Organizational Change

ELPS 422: Seminar in Education Policy-Diverse Learner Leadership

ELPS 522: Educational Administration and Governance

M.Ed./CAGS Course Taught
ELPS 384: Practicum in School Administration
ELPS 254: Concept Cases in Administration and Supervision

Assistant Professor-Tenure Track, Department of Educational Leadership and Organizational Learning, College of Education, The University of New Mexico ■ Albuquerque, NM ■ 2005-2006

MA/Ed.S. Courses Taught

LEAD 501: Educational Leadership in a Democratic Society
LEAD 550: Culturally Responsive Leadership for Equity and Social Justice

Adjunct Professor, Department of Educational Leadership and Policy Studies, School of Education, Howard University ■ Washington, DC ■ 2008-2016

Doctoral Course Taught
ELPS 524: Advanced Qualitative Research

M.Ed./CAGS Courses Taught

ELPS 280: Supervision of Instruction
ELPS 282: Concept Cases in Administration and Supervision
ELPS 284: Public School Administration
ELPS 435: Human Resource Management

Adjunct Professor, School of Education, Trinity University ■ Washington, DC ■ 2007-2010

M.S.A. Courses Taught

EDAD 599: Research in Education
EDAD 607: Cultural Diversity

Special Education Teacher, Prince George's County Public Schools ■ Bowie, Maryland ■ 1994 – 1999

PROFESSIONAL EXPERIENCE-LEADERSHIP

Coordinator, Ed.D. Doctoral Program ■ Washington, DC ■ 2016-Current

Coordinate the Ed.D. doctoral program for approximately 25 students, including partnership programs in district-level leadership with the two largest school districts in Maryland; design program components and experiential learning opportunities; collaborate with school district administrators and program faculty on course delivery; and manage all aspects of grant administration.

Chief Human Capital Officer, Baltimore City Public Schools ■ Baltimore, MD ■ 2014-2015

Served as chief officer for strategic human capital management for 12 thousand employees; led a team of six direct reports and approximately 100 human capital staff members.

- Designed a contemporary human capital effectiveness framework which incorporated organizational and professional development for school district staff, with special emphasis on principals and teachers.
- Led a reduction in force at the central office and school levels.
- Oversaw implementation of the district-wide performance management system, including teacher and principal evaluations.
- Worked collaboratively with the Baltimore Teachers Union in modifying the current teacher evaluation system based on teacher feedback.
- Implemented a grow-your-own principal development model which identified and prepared existing district leaders for principal opportunities.
- Reduced the number of district-wide teacher vacancies at the beginning of the school year by 40%.

Chief Human Resources Officer, Baltimore County Public Schools ■ Towson, MD ■ 2012-2014

Served as a member of the superintendent's cabinet in the 26th largest school district in the nation; provided executive-level leadership for the delivery of human resource services and programs to approximately 19 thousand employees; led a team of five direct reports and approximately 100 staff in a departmental reorganization.

- Designed a contemporary talent management framework with special emphasis on leadership development.
- Reduced length of time to complete employee investigations through implementation of an employment dispute resolution framework that efficiently addressed employee performance and conduct issues.
- Oversaw implementation of district-wide performance management system, including teacher and principal evaluations.
- Implemented selection and development processes for school leaders in order to increase quality and performance of school-based leaders.

Assistant Superintendent for Special Education Services, Wake County Public School System ■ Raleigh, NC ■ 2011-2012

Served as a member of the superintendent's leadership team in the largest school system in North Carolina and the 16th largest in the nation; provided senior-level leadership in the delivery of programs and services to approximately 20 thousand students with disabilities; managed a departmental budget of \$140 million.

- Led the department in the administration of a comprehensive quality assessment of special education programs and services in the district; engaged principals, teachers, parents, students, and community members in the assessment process and developed a three-year strategic plan based on assessment results.
- Reorganized a central services department of approximately 120 administrators, teachers, and support staff in order to align positions to strategic goals and enhance direct school support.
- Increased the number of full-day alternative program seats for students with disabilities with severe behavioral needs.

- Developed and implemented a student assignment plan for students with disabilities that provided choice, proximity, and stability to families.
- Developed a district plan to improve efforts toward the recruitment, induction, and retention of special educators.
- Increased relationships with community and parent organizations through implementation of a family services model that focused on communication, participation, and training.

Principal, Mamie D. Lee School, District of Columbia Public Schools ■ Washington, DC ■ 2009-2011

Served as the chief instructional leader and sole administrator of a special education public separate day school; managed all aspects of the school community, including family engagement, service delivery, school discipline, budgeting, performance management, and facility maintenance; directly supervised and evaluated a staff of 80, including teachers, behavior team, teacher assistants, related services personnel, and support staff.

- Implemented a new performance management system, including a rigorous teacher evaluation component.
- Met AYP during SY 2010-2011 with the following rates: 95% attendance; 100% advanced in reading; 100% advanced in math.
- Met AYP during SY 2009-2010 with the following rates: 96% attendance; 97% proficiency in reading; 97% proficiency in math.
- SY 2010-2011, led school community in earning Autonomous School Status, an award given to a select cohort of high-performing schools that allows for greater school-based autonomy in the areas of budgeting, instructional programming, and professional development.

School Administrator, Special Education, Prince George's County Public Schools ■ Upper Marlboro, MD ■ 2006-2009

Provided leadership for special education programs that served students with emotional disturbance, intellectual disabilities, and multiple disabilities; managed all programmatic components, including instruction, discipline, behavior and crisis intervention services, program development, compliance, and family engagement; directly supervised and evaluated a staff of 25; provided instructional coaching and support to new and developing special educators.

- In summer 2008, led a team of special educators in the development of a social skills curriculum to teach positive social behaviors to students with emotional disturbance. The final curriculum was adopted and used in special education programs throughout the school district.
- SY 2006-2007, 95% passed the High School Assessment; 100% passed the alternative assessment.

Site Coordinator and Inclusion Specialist, Lt. Joseph P. Kennedy Institute ■ Washington, DC ■ 1999-2004

Supported Inclusion programs at five high schools whose primary goal was to transition students from separate day schools to their neighborhood schools so that they could earn high school diplomas; supervised teachers, led staff developments, and monitored student placements; at primary site, established educational programs, consulted with general educators, and maintained school-wide resource center.

- Earned superior evaluation for students achieving honor roll, graduating with ideal post-secondary opportunities, and passing high-level academic classes.
- Received acknowledgment as Teacher of the Year by the Archdiocese of Washington, DC for my services to the organization at its primary site in 2004.

SCHOLARLY WORKS

Book Chapters

Ellis, A.L., Grillo, L.M., & Durham, J.D. (2017). Personnel preparation in Transition Education: A high need for Historically Black Colleges and Universities. In A.L. Ellis (Ed.), *Transitioning Children with Disabilities: From Early Childhood through Adulthood*. Boston: Sense Publishers.

Grillo, L. M. (2019). A laying on of hands: How Black women shaped my leadership through communal connection. In R. Palmer and M. Cadet (Eds.), *Obtaining the Dream: Personal narratives of Black educational leaders*.

Peer-reviewed Articles

Grillo, L. M., Ellis, A. L., & Durham, J.D. (2017). Continuing HBCUS' historical commitment to personnel preparation: preparing Transition professionals to serve students of color with disabilities. *Penn GSE Perspectives on Urban Education*, 14 (1).

Non-refereed Articles

Grillo, L. M. & Marchitello, M. (2019). To promote teacher diversity, Ed schools must look beyond GPA and SAT scores. Here's how Howard University does it. *the 74*.

Grillo, L (December 1, 2005). Diversity is an Action Verb. *Diverse Issues in Higher Education*.

Invited/Non-refereed Presentations

Assessment of Students with Special Needs, Presentation at the National Black Child Development Institute, Chicago, IL, October 2007.

Calling All School Leaders: Reducing Disproportionality through Culturally Responsive Leadership, Paper presented at the National Forum for the National Center for Culturally Responsive Educational Systems, Denver, CO, February 2006.

Educating the Individual or Training the Citizen? Exploring the Role of Urban School Leaders through Rousseau's Social Contract Theory, Paper presented at the Values in Leadership Conference, Pennsylvania State University, State College, PA, October 2005.

No Child Left Behind: The Inclusion of Students with Disabilities, Presentation at the Annual Conference of the National Black Child Development Institute, Orlando, FL, October 2005.

Facilitating Meaningful Participation in the IFSP Process, Presentation at the Region V Head Start Association Annual Conference, Atlanta, GA, February 2004.

From Inequity to Excellence: Black Children in Special Education, Paper presented at the National Black Child Development Institute Annual Conference, New Orleans, LA, October 2003.

Creating a Climate for Change in Special Education, Paper presented at the Howard University School of Education Spring Colloquium, Washington, DC, April 2003.

DOCTORAL DISSERTATION WORK

Summary Table-Doctoral Dissertation Work (Total=16)				
	Number of Dissertation Committees as Chair	Number of Dissertation Committees as Member	Graduated as Chair	Graduated as Member
2016-2019	13	15	5	13

Chair-Graduated

2018-2019

Ross, Duane. *Purpose, Preparation and Perseverance: A Pathway to Principal Efficacy in High Poverty, High Performing Elementary Schools*, Howard University.

2017-2018

Cadet, Mykia O. *A Phenomenological Study: Examining the Experiences of African-American Female Superintendents with Longevity in Urban Districts*, Howard University.

Stewart, Nandi. *Exceeding the Commitment-Characteristics of Black Teach for America Corps Member Alumni who Serve Beyond the two years: An application of Critical Race and Empathy Altruism Theories*, Howard University.

Talley, Raquel. *A Qualitative Study of Principals' Experiences of the Principal Evaluation Process in a Major Urban District in the United States*, Howard University.

2016-2017

Porter, Sharon H., *Preparing the Next in Line: New Principals' Perceptions of a School District's District-Run Principal Preparation Programs*, Howard University.

Committee Member-Graduated

2018-2019

Lewis, Jubria. *An examination of how middle-class black parents make school selection decisions amid gentrification driven by white privilege and social stratification in the District of Columbia Public Schools*, Howard University.

Mitchell-Anderson, Thea. *Disrupting the narrative of Alternative Education: A case study of a district's journey*, Howard University.

Sullivan, Jeffrey. *The impact of athletic participation on the academic performance and persistence to graduation of African American and Latino male urban high school students*, Howard University.

2017-2018

George-Remy, Carolyn. *My experiences as a principal using a systematic tool to evaluate and monitor teacher performance in a small urban elementary school: An autoethnography*, Howard University.

McMillan, DeMarcus. *Exploring the intersection of education and criminal justice systems impact on African American males*, Howard University.

2016-2017

Abubaker, Nicole Crumpler, *An urban school district perspective of STEM education and readiness for African-American Females in the 21st Century*, Howard University

Alshahrany, Abdulla M., *An examination of the relationship among the General Aptitude Scores, English proficiency scores and the cumulative grade point average (GPA) of Saudi Arabian undergraduate students in American Universities during 2010-2015*, Howard University

Green, Lisa P., *Implementing standards-based reform policy: An examination of special and general education teacher perceptions of the Common Core State Standards for students in a mid-atlantic school district*, Howard University

Lamar, Monique, *Prepared for leadership: A case analysis of the perceptions of district administrators regarding their propensity towards Applied Critical Leadership*, Howard University

Lopez, Robin, *An Examination of the impact of implementation continuity of supplemental educational services for third grade students*, Howard University

Magloire, Nancy, *An exploration of faculty perceptions on the impact of career academy programs on students placed at-risk*, Howard University

Martin, Abbie Diane Brown, *What are the experiences of female superintendents as they acquire and retain the highest position in a public school district?*, Howard University

Winston, LaChon C., *An exploration of factors influencing principals' decisions to remain in Title I schools in an urban school district*, Howard University

SERVICE

Chair, School of Education Curriculum Review Committee, Howard University, 2016-2019

Member, School of Education Dean Search Advisory Committee, 2017-2018

Member, School of Education Scholarship Committee, Howard University, 2017

Member by gubernatorial appointment, Maryland Professional Standards and Teacher Education Board, 2014-2015

Member, Educational Leadership Advisory Board, School of Education, Howard University, 2012-2015

Search Committee, position in African-American Education and Qualitative Research, College of Education, The University of New Mexico, Spring 2006

Search Committee, Athletic Director, The University of New Mexico, Spring 2006

Proposal Reviewer, University Council in Educational Administration Annual Conference, Fall 2005

Young Scholars Editorial Board, *The Journal of Negro Education*, 2003-2007

Peer Reviewer, *The Journal of Negro Education*, 2003-2005

Member, The Graduate Student Committee for NCATE Accreditation, Howard University School of Education, 2002-2003

Co-Founder and Chair, The Graduate Student Advisory Council, Howard University School of Education, 2002-2003

HONORS AND AWARDS

Summer Faculty Fellowship, Howard University, 2019.

Research Grant to conduct research on the Leadership of Black Women, The Walter and Theodora Daniel Endowed Educational Research Fund, School of Education, Howard University, 2018-2019

Alumna of the Year, Reflective Practitioner, Howard University School of Education, 2014

Graduate Valedictorian, School of Education, Howard University, 2005

Selected Participant, The David L. Clark National Graduate Student Research Seminar in Educational Leadership, *American Educational Research Association Annual Conference*, Montreal, Canada, April 2005

Research Grant to conduct dissertation research, The Walter and Theodora Daniel Endowed Educational Research Fund, School of Education, Howard University, 2004

Nomination, Agnes Meyers Teacher of the Year Award, *The Washington Post*, 2004

Teacher of the Year, Archdiocese of Washington, 2004

Doctoral Fellowship in Special Education Leadership, Howard University, 2001-2004

Academic Achievement Award, Department of Educational Administration and Policy, Howard University, 2001

PROFESSIONAL MEMBERSHIPS

American Association for School Administrators, The School Superintendents Association

American Educational Research Association, Division A

Council for Exceptional Children

Council of Administrators in Special Education

National Alliance of Black School Educators

Society for Human Resource Management

CERTIFICATIONS

Maryland Advanced Professional Certificate (Superintendent, Administrator I/II, Generic Special Education 1-8/6-adult, 2023)