**H. Charles McPhee Ed.D**

**President / Chief Administrator Officer**

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**Career Objectives**

To obtain a full-time position that fosters professional growth and leadership within the field of education, aligning with Triple E Education Institute’s mission to engage, enrich, and educate. I aim to utilize my interpersonal skills, time management, and problem-solving abilities to drive student-centered innovation and collaboration. Additionally, I seek to leverage my experience as an educational professional and leader to assist in the development and implementation of innovative training strategies that empower educators and promote inclusive, high-quality learning experiences.

**Core Qualifications**

* Research Methodology
* Curriculum development
* Statistical Analysis
* Student Mentorship
* Academic Writing
* Cross-Cultural Communication and Collaboration
* Leadership
* Critical Thinking
* Time Management
* Professional Development Instructor
* Interpersonal Communication
* Instructional Technological Savvy

**Education**

*Doctor of Education with Organizational Leadership*

*Grand Canyon University ~ 2019-2023*

* Dissertation: A Qualitative Descriptive Study: K-6 Teachers’ Self-Efficacy through Implementing IEPs. This qualitative descriptive study explored how general education K-6 teachers describe their ability to implement student Individualized Educational Plans (IEP) in their classrooms and the supports needed for effective implementation of IEPs in Ohio. The objective of this study was to gain insight into teacher’s self-efficacy and instructional practices for engaging students with IEP within the K-6 general education inclusive classroom. Bandura’s self-efficacy theory served as the theoretical foundation for the examination of these teachers’ descriptions and provided concepts that align to the implementation of strategies and supports used in the inclusive classroom. The pursuit of this study allowed educators to self-evaluate their self-efficacy as it pertains to implementing strategies and supports need for instructing students with IEPs
* GPA: 3.4

*Masters of Education Adult Instruction and Curriculum*

*American InterContinental University ~ 2016-2017*

* Capstone Project: The Animal Kingdom Curriculum Capstone Project, Author. Description: The Animal Kingdom curriculum is based upon a need to optimize learning within the content of Animal Science. Utilizing state standards the curriculum featured aligned lessons that met the needs of all learners despite their Least Restrictive Environment (LRE).
* Cum Laude Graduate
* 3.71 GPA

*Bachelor of Education Elementary Education*

*God’s Bible School and College ~2010- 2014*

* Philosophy of Education – Ensuring Education is Available, Attainable, and Achievable
* Wingrove Taylor Scholarship Recipient
* 3.21 GPA

**Work Experience**

**Adjunct Professor • University of Cincinnati- January 2024 – Present**

* Historical Foundation in Education
* Intro to Child Development
	+ Student teacher Supervisor
	+ Weekly mentorship to develop student skillset
	+ Reviewed program materials and coordinated updates to keep department materials relevant and accurate.
	+ Built strong rapport with students through class discussions and academic advisement.

***Adjunct Professor – Bahamas Technical Institute - 2019***

* Teach Student Practicum
* Optimized assessment processes by designing rubrics that clearly communicated expectations for various assignments.
* Taught Classroom management courses, providing instruction to undergraduate students.
* Provide professional development to colleagues
* Weekly mentorship to develop student skillset
* Reviewed program materials and coordinated updates to keep department materials relevant and accurate.
* Built strong rapport with students through class discussions and academic advisement.

***Intervention Specialist - Cincinnati Public Schools – 2016-Present***

* *Leadership Roles:*
	+ Teacher in Charge,
	+ Positive Behavior Interventions

of Support Chair,

* + Men of MORE Advisor
	+ Student Council Advisor
	+ Technology Coordinator
	+ Behavioral Consult
	+ Instructional Leadership Team Intermediate-Parent Representative,
	+ Intermediated Team Lead, and
	+ Intervention Assistance Team Lead,
* *Teacher Duties*
	+ Create Behavioral Intervention Plans, Functional Behavioral Assessment, and 504 plans
	+ Served as an advocate for students with disabilities during eligibility meetings, IEP reviews, and parent conferences.
	+ Monitored student performance to evaluate effectiveness of instructional strategies.
	+ Maintained records of ongoing assessments and documentation of updates.
	+ Facilitated small group instruction to address individual learning needs.
	+ Trained teachers and staff on how to spot students in need of help and refer for services.
	+ Mentored new teachers on student progress monitoring and legal document preparation.
	+ Cultivated a culture of inclusivity within the school community by providing training sessions on disability awareness and effective instructional strategies for diverse learners.
	+ Stayed abreast of latest changes by reading publications, attending conferences and completing training.
	+ Addressed behavioral issues through the implementation of positive behavior supports and interventions.
	+ Developed Individual Education Plans for students with special needs.
	+ Maintained accurate records of student progress, interventions implemented, and modifications made to ensure compliance with regulations and best practices.
* *Teacher Accomplishments*
	+ Increase IEP student growth on State Test from limited to proficiency in both Math and Reading
	+ 83% of students with an IEP experienced double digit growth
	+ Increase student reading fluency 200% using Orton Gillingham
	+ Facilitate Men of Tomorrow event

***Director – Preschool – 2014-2017***

* Received State Star Rating Accreditation within three months
* Supervise, mentor, and provide Professional Development training for staff on Curriculum integration
* Develop Curriculum aligned to State Standards
* Design, develop and instruct teachers on strategies and tools for student enrichment
* Align and exceed academy protocol to state standards and expectations
* Manage daily logs, incidents, and accounts for payroll

**Professional Involvement**

* Ohio’s Alternative Assessment for Students with Significant Cognitive Disability Standard Panel/
* Ohio Department of Education 3rd Grade Standard Range-finding
* Ohio Childcare Advisory Council
* God’s Bible School and College Education Advisory Council
* Phi Beta Sigma Fraternity Inc.

**Speaking Engagement**

* Commencement Speaker
* Guest Lecture at Gods Bible School and College
* Panelist for Black Male Educators
* Professional Development Facilitator
	+ Grand Bahama Preschool Association
	+ Intro to Special Education

**Publication**

* McPhee, H. C. (2023). A Qualitative Descriptive Study: K-6 Teachers’ Self-Efficacy

Through Implementing IEPs, Grand Canyon University ProQuest Dissertations Publishing, 30989803.

**Certifications/Licensures**

* Intervention Specialist - OH3210322
* Behavioral Technician - 1508324450
* Orton-Gillingham Certified
* Registered Behavioral Technician,
* Crisis Prevention Intervention - CPI
* First Aid
* CPR Trained
* Ohio Child Care Resources and Referral Association licensed trainer