

Kim N. Archung, Ph. D.
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EDUCATION

Ph. D. in Educational Studies, Division of Educational Studies. Emory University, Atlanta, GA, May 2002. Areas of Research: Culturally Responsive Pedagogy, teacher professional development, urban, multicultural education, teacher preparation, education in African American history, and comparative and international education. Dissertation: *From African Elephants to African Children: A Case Study of an African American Teacher's Changing Praxis*. Chair: Dr. Jacqueline Jordan Irvine.

Master of Education, Independent Study Program, Lesley College, Cambridge, MA, August 1988. Professional specialization: Cross Cultural Relativity and Global Perspectives in the Literacy Development of Pre-Kindergarten through Sixth Grade Students. Honor's Master's Thesis: Literacy Curriculum: An African American Perspective.

Bachelor of Arts, Fisk University, Nashville, Tennessee, May 1978. Cum Laude. Honors in Psychology: Developmental Emphasis. Dean's List 1976-78.

CURRENT PROFESSIONAL EXPERIENCES and EMPLOYMENT

2016-Present Program Officer South Carolina First Steps to School Readiness, Columbia, SC

Providing technical assistance and oversight to local county partnership non-profits. Serving as a coach to local partnerships in program operations to facilitate sound management practices and strong board functioning. Identifying and documenting successful strategies and promising practices in early childhood education and family support. Cultivating relationships with local partnerships, state partners and issue area experts to develop, fund and implement initiatives. Planning, preparing, and facilitating trainings, targeted consultation, and development of written materials and guidelines for local county partnerships.

2015-Present Vice President of Global Student Affairs, the African Diaspora Consortium (ADC), New Orleans, LA, USA

Responsible for designing and implementing a global student exchange program in partnership with four countries and eight tertiary institutions; presenting at international/global conferences; representing the organization across cultures and countries; collecting, analyzing and preparing data, reports, and other documents relevant to the ongoing growth and development of the ADC Globalization Student Exchange program and the organization as a whole.

INTERNATIONAL PROFESSIONAL EXPERIENCES

2012 Course Developer, University of the West Indies Open Campus (UWIOC), Bridgetown, Barbados

Designed, developed, and contextualized an on-line course (Diversity and Inclusion in Early Childhood Development) for the Early Childhood Education and Family Studies **Bachelor's** Degree in Education (B. Ed.) Programme. Course delivered throughout the Caribbean for UWIOC.

- Reviewed and assessed proposed Early Childhood Education and Family Studies Programmes for the Associate's and Bachelor's Degrees in Education.
- 2012** **Consultant/Early Childhood Education Trainer European Union/University of Belize Banana Belt Primary Teacher Training Project, Independence, Belize.**
- Designed, developed, delivered, and facilitated training modules for 30 early childhood teachers in the Banana Belt region of Belize. Training focuses on multiple aspects of early childhood education and development and will be delivered on-site over a two-year period.
- 2011-2012** **Temporary Lecturer University of the West Indies Cave Hill Campus, Bridgetown, Barbados.**
- Developed and oversaw Early Childhood Education programs and curricula at the undergraduate and graduate levels, set exams. Evaluated the Early Childhood Education Associates Degree program in the Eastern Caribbean and developed course overviews for the 12-course programme. Lectured in education foundation courses in the B. Ed. Program.
- 2004** **Education Consultant for New Partnerships for Africa's Development (NEPAD), Johannesburg, South Africa.**
- Assisted in the development of a status report on basic education in Africa; developed a data base on key development agencies and implementing organizations that have programs geared toward basic education; planned a regional conference on NEPAD Basic Education Development Programs for all fourteen Southern African Development Community (SADC) countries; developed a NEPAD plan of Action for Basic Education; conducted research and developed a Framework/Action Plan on education in post conflict environments (e.g. DRC); Responsibilities included, research, report writing, communication with stakeholders in education, organizing a conference and liaising with Regional Economic Communities.
- 2003-2004** **Board Member The Princess Moonbeam Company, Johannesburg, South Africa.**
- Participated in the development of programs designed to promote knowledge, resources and vigorous advocacy for children's rights in joint endeavors with other groups and individuals working towards similar societal change throughout Africa.
- 2003-2004** **Independent Organizational Development and Volunteerism, Johannesburg, South Africa.**
- Engaged in community development initiatives and youth activities sponsored by City Year South Africa in the townships surrounding Johannesburg. Collaborated with the founder and director of Teboho Trust, a non-profit organization offering educational and life skills resources, programmes and services to the dramatically growing population of HIV/AIDS orphan/vulnerable adolescents in SOWETO townships. Developed a blueprint for a youth exchange program focused on citizen service and social justice education.
- 2002-2004** **International Education Consultant for a pilot International School, Addis Ababa, Ethiopia**
- Developed a plan for a world class International School (Pre-K – 12th grades). Organized and facilitated a U.S.-based advisory and consulting team. Developed the school vision and design, curriculum, and programmatic structures. Developed a plan for international teacher recruitment, hiring processes, and resource development.
- 1997** **Education Consultant, CARE International Whole Child Health Project, Lusaka, Zambia.**
- Headed a monitoring and evaluation team of internal and external evaluators. Conducted interviews, focus groups, and information surveys with local community members, government officials, and non-governmental agencies primarily concerned with the establishment and operation of community schools and food cooperatives in peri-urban communities. Conducted a feasibility

study in the Copperbelt region of Northwest Zambia as a part of the evaluation of and expansion plans for the Whole Child Health project.

1989-1990 Technical Cooperation Team Member (TCT), Opportunities Industrialization Centres International (OICI), Buea, SW Province, Republic of Cameroon.

Tasks and duties included, program development, management consultation, staff training and institutionalization of the affiliate OICI non-formal skills training program in the Republic of Cameroon. Reviewed and expanded curricula for vocational trainees in basic skills such as communication and computation. Revised curricula in the areas of auto mechanics, building construction, furniture construction and hotel/catering. Designed curricula for Hotel Front Office Management. Provided technical assistance to local staff in host country for the development of resource mobilization strategies, plans and activities. Prepared, organized, and maintained documentation relating to obtaining financial material and technical resources. Wrote concept papers and proposals. Secured donor contacts with major funding agencies (i.e., USAID, The World Bank, The African Development Foundation, UNDP, The British and American Embassies).

U.S. DOMESTIC PROFESSIONAL EXPERIENCES

UNIVERSITY EMPLOYMENT:

2015 Adjunct Professor South Carolina State University, Orangeburg, SC

2006-2011 Assistant Professor Claflin University School of Education, Orangeburg, SC.

2009 Director of the Graduate Program in Educational Studies, Claflin University School of Education, Orangeburg, SC

2005-2006 Assistant Professor American University, School of Education, Washington, DC.

2005 Adjunct Professor Northeastern University, School of Education, Boston, MA.

2001-2002 Coordinator Emory University Partnership Advisory Counsel (EUPAC), Emory University, Atlanta GA.

Coordinated tutoring program between Emory University undergraduates and partnership public schools. Convened EUPAC meetings and kept minutes; notified partnership schools about annual EUPAC activities and special events; established and maintained an on-line newsletter; assisted the EUPAC chair and overseer with ongoing assignments and duties related to the partnership.

2000-2001 Researcher/Ethnographer, Southern Consortium on Education and Research in the Urban South (SCERUS), Emory University Division of Educational Studies, Atlanta, GA.

Assisted with the preparation and management of institutes, including correspondence with participants, Conference Center staff, and travel agents. Prepared and distributed materials, and coordinated other activities associated with the implementation of the institutes. Administered an interview questionnaire. Collected observational data during institutes (plenary and small group sessions). Assisted project directors in analysis and write-up of evaluation questionnaire results for each institute and reports for funders. Assisted project directors in the administration of interviews with approximately 10 Middle School parents and teachers. Prepared letters of invitation and announcements, and coordinated other correspondence related to the recruitment and tenure of a visiting professor.

1999-2000 University Fellow, Urban Atlanta Coalition Compact, Georgia State University, Atlanta, GA.

Advocated school change for creating excellent education for African American children. Assisted and supported the school improvement and action plan by providing consultation and professional development to school faculty in areas of expertise. Worked with Oakhurst Elementary School, City Schools of Decatur, GA.

1996-2002 Teaching Assistant/Lecturer/Instructor, Emory University, Division of Educational Studies, Atlanta, GA.

Taught and assisted with various courses at the undergraduate and graduate level.

OTHER EMPLOYMENT:

2002-2003 Interim Director Ashby Street Learning Academy, Atlanta, GA.

Responsible for overseeing day-to-day operations of an early childhood learning center for children between one to twelve years of age. Coordinated developmentally appropriate curriculum and programming, supervised teaching staff, and helped owner develop a plan for ongoing enrollment, growth, and expansion.

1998-1999 Coordinator of Research and Evaluation, The National Faculty (TNF), Atlanta, GA.

Responsibilities included conducting research on current trends and issues in Educational Professional Development; collecting data and writing reports that supported the national professional development programs and efforts of TNF. Authored a monthly opinion editorial on researched-based professional development topics and issues. Assisted TNF Executive Directors with program and evaluation development in various sites across the United States.

1994-2001 School Designer, Expeditionary Learning Outward Bound (ELOB), Cambridge, MA.

Planned, conducted and facilitated professional development activities for Pre-Kindergarten through twelfth grade schools undergoing redesign and restructuring in several jurisdictions across the United States, as well as for international faculty in Istanbul, Turkey. Provided impetus for whole school faculties to problem solve, plan and assess their progress towards implementing this school reform design. Provided ongoing support for individual schools developing internal policies and structures needed to fully implement the ELOB Design (a New American Schools Design Team). Assisted in refining and coordinating regional conferences and cross-site visits. Conducted research and coordinated resources for schools across the national network. Acted as liaison between individual schools, superintendents, and district and state departments of education. Contributed to national educational publications. Planned, developed, and assisted educators in implementation of experiential curricula, instruction, and assessment.

1991-1994 Curriculum Writer, Professional Development Facilitator, Family, Friends and Community (FFC), University of Massachusetts-Boston/Boston Public Schools/Judge Baker Children's Center, Boston, MA.

Developed, wrote, and implemented comprehensive curriculum and training program for a Kindergarten through twelfth grade multicultural ethics and literacy program (Voices of Love and Freedom) targeted at violence and substance abuse prevention. Responsible for program development and implementation in the Boston Public Schools, as well as among graduate students from the Harvard Graduate School of Education, and the University of Massachusetts-Boston Graduate College of Education. Supervised curriculum-guide writers and edited English language literacy curriculum. Trained more than two hundred Kindergarten through twelfth grade teachers, across the United States.

1992 Health Staff Developer, Comprehensive Education Program, Cambridge Public School, Cambridge, MA.

Trained classroom teachers in the implementation and integration of new health curricula. Provided model teaching of selected issue areas. Assisted in linking health education with other school-based health programs. Monitored and evaluated health curricula; provided consultation for teachers with respect to curriculum and student needs. Assisted in the development of school-wide health promotion activities and classroom teaching of selected health issues.

1990-1991 On-site Researcher, Abt Associates, Inc., Cambridge, MA.

Established office, supervised Child Testers and receptionist. Scheduled and coordinated family interviews. Administered Baileys and other developmental screenings on infants and toddlers. Compiled data from 350 families.

1990-1992/1983-1986 Staff Developer, Literacy Curriculum Connections, Cambridge Public Schools, Cambridge, MA.

Facilitated, planned, and supported staff development in literacy development using a Whole Language approach with pre-school and kindergarten teachers in the Cambridge Public School system. Provided lesson planning and instructional support to teachers, one-on-one coaching, modeling, and demonstration of classroom instruction using a variety of multicultural and developmentally appropriate materials and techniques.

1982-1983 Assistant to the Director of Admissions, Lesley College Graduate School, Cambridge, MA.

Maintained and organized graduate school admissions files, records, and graduate program information; independently processed information requests for over twenty graduate programs.

1975-1988 Co-founder, Educational Director, Head Teacher, Paige Academy, Boston, MA.

Skilled in planning and implementing strategies to build and expand the services and client base of a private primary school serving approximately 150 children from birth to twelve years. Supervised teachers, aides, and facility operations staff. Responsible for recruiting, interviewing, and hiring staff and faculty. Managed day-to-day operations; developed and oversaw program budgets for educational programs. Administered and supervised the after-school program for students from birth to eighteen years old. Developed and conducted teacher orientations in curriculum objectives, educational and operational policies, and student evaluation methods. Responsible for curriculum development, instruction, and assessment of students from birth through twelve years of age.

PUBLICATIONS

Archung, K. N. (2013). Diversity and Inclusion in Early Childhood Development. An on-line course. Early Childhood Education and Family Studies Bachelor's Degree in Education (B. Ed.) Programme The University of the West Indies Open Campus, Bridgetown, Barbados.

Archung, K. N. (2009). The globalization of racism: A book review. *Comparative Education Review*, 53 (1), 139-141.

Siddle Walker, E. V, & Archung, K. N. (2003). The segregated schooling of Blacks in the United States and South Africa: An exploratory study of parallels. *Comparative Education Review*, 47, (1), 21-40.

Archung, K. N. (2002). The influence of professional development on a teacher's changing praxis: The journey of an African American teacher. In J. Irvine (Ed.) *In search of wholeness: African American teachers' discovery of cultural identity*. New York: St. Martin's Press.

Archung, K. N. (2001). Schools: A curriculum guide to support the PBS series. Washington D.C.: AACTE

Archung, K. (2000). Changing praxis: The professional development journey of an African American teacher. In *Teacher education in the new millennium: The quest for essence*. Windhoek, Namibia: International Council on Education and Teaching.

Archung, K. N. and Klenbort, M. (2000). Voices of the civil rights movement: An oral history curriculum. Atlanta, GA: The Southern Regional Council.

- Archung, K. N. (1997). Is there truth in the discourse? In F. Pajares (Ed.), *Developmental theory and education: Cautions and reflections*. Atlanta, GA: Emory University Division of Educational Studies.
- Archung, K. N. (1997). Program Evaluation Report on the CARE International Whole Child Health Project. Lusaka, Zambia. Prepared for CARE International and the United States Agency for International Development. Fall.
- Archung, K. N. (1996). A closer look at multicultural curricula. In A. Mednick & E. Cousins (Eds.) *Fieldwork: An Expeditionary Learning Outward Bound reader, Volume II*, pp. 133-139. Dubuque, Iowa: Kendall/Hunt.
- Archung, K. N. (Book proposal in progress). *From African Elephants to African Children: The Conscious and Unconscious Selves of Black Teachers in the United States and South Africa*.
- Archung, K. N. & Ibn-Hyman, S. K. (in progress for re-submission to *Comparative Education Review*) *From African elephants to African children revisited: Black teachers culturally responsive pedagogy in Nigeria and the United States*.

INVITED ADDRESSES

- Archung, K.N. (February, 2017). "Resolving Challenges of the Opportunity Gap." Invited address Eastern Washington University Africana Studies Program, Cheney, WA.
- Archung, K.N. (March 2009). *Beyond the Corridor of Shame: Social Movements, Segregation & Social Justice in the South and the World*. Invited panelist/discussant for the annual meeting of the Comparative International Education Society, Charleston, SC.
- Archung, K.N. (March 2009). *The compromised status of education in the African Diaspora: What is our responsibility in helping to close the disparities in achievement?* Invited lecture, American University of Nigeria, Yola, Nigeria.
- Archung, K. N. (September 2007). *The compromised status of Black education in South Carolina*. Invited lecture for the Association for the Study of African American Life and History (ASAALH), Charleston Chapter, Avery Research Center, College of Charleston, Charleston, SC.
- Archung, K. N. (March, 2004). *Mentoring First Year Teacher Education Students from Diverse Backgrounds*. Invited lecture and discussion presented at the College of Education University of the Witwatersrand, Johannesburg, South Africa.
- Archung, K. N. (February, 2004). *Culturally Responsive Pedagogy: Practices and Beliefs*. Invited lecture and class discussion Graduate Level Seminar School of Education University of the Witwatersrand, Johannesburg, South Africa.
- Archung, K. N. (April 2003). *Issues in Black and White: Beyond Culturally Responsive to Racially Responsive Pedagogy*. Invited key note address, Professional Development Seminar, Pace Academy, Atlanta, GA.
- Archung, K. N. (July, 2000). *For those who dare teach: Culturally responsive professional development: Comparative perspectives, the United States and South Africa*. Invited address the Ububele Mental Health Centre, Alexandra, South Africa.
- Archung, K. N. (2000). *Expeditionary Learning Outward Bound: A Comprehensive School Reform Design for the Professional Development of Urban Teachers*. Guest lecture, Professional Development of Urban Teachers Graduate Class, Emory University, Division of Educational Studies, Atlanta, GA.

Archung, K. N. (2000). *Zambia: A Country in Transition*. Guest lecture Comparative and International Education, Graduate level class, Emory University, Division of Educational Studies, Atlanta, GA.

Archung, K. N. (1999). *Zambia: A Country in Transition*. Guest lecture Comparative and International Education, Undergraduate class, Emory University, Division of Educational Studies, Atlanta, GA.

Archung, K. N. (1999) *From Africa to America: The Origins of African American Education*. Guest lecture African American History of Education, Graduate class, Emory University, Division of Educational Studies, Atlanta, GA.

Archung, K. N. (1998) Invited panel discussion. Introduction to Educational Research Graduate Class, Emory University, Division of Educational Studies, Atlanta, GA.

TRAININGS AND WORKSHOP FACILITATION

A Place for All (2017) – Champions for Children Symposium, Child Development Research Center, Columbia, SC.

Coaching and Mentoring (2017) – College of Charleston Symposium, Charleston, SC.

Opening the Windows to Conversations on Race, Equity, and Diversity (2016) - Board and Staff Training Workshop – Berkeley County First Steps, SC.

Professional Development as a Tool for Board Development (2017) - Board Program Committee Training – Berkeley County First Steps, SC.

Equity and Diversity (2017) – First Steps State and Local Partnership Committee Training Workshop – South Carolina First Steps to School Readiness, Columbia, SC

Principles and Practices of Early Childhood Education (2012-2013) - a 20-day/60-hour training program for early childhood educators in rural Belize.

The History of Lynching and Segregation in the United States (2002-2003) - a 40-hour professional development program for K-12 public school teachers Emory University, Atlanta, GA

Other workshops and trainings as a part of full time employment.

U.S. CONSULTANCIES

Educational Consultant, reDesign Collaborate with clients on projects of vision and design, reimagining teaching and learning particularly for the most vulnerable and marginalized youth in society.

Educational Consultant, National Board for Professional Teaching Standards (NBPTS), Arlington, VA. Reviewed NBPTS training modules and made recommendations to improve and develop modules for NBPTS teacher certification, specifically focusing on diversity and inclusivity perspectives relevant to teachers of Color and those teaching in high poverty areas.

Education Consultant, DC READS, American University, Washington, DC Designed and facilitated diversity and literacy training workshops for undergraduate students working as volunteers with Pre-K to 12th grade youth in DC public schools and afterschool programs.

Comprehensive School Design Research and Evaluation Team, New American Schools (NAS), Alexandria, VA. Participated in the review, monitoring and evaluation of national comprehensive school reform designs applying for NAS recognition and accreditation.

Professional Development Facilitator, Emory University, Atlanta, GA. Developed and implemented a 40-hour professional development course for Atlanta area teachers. Course focused on helping teachers utilize and implement curriculum for Emory University's permanent collection, "Without Sanctuary: Lynching Photography in America".

Curriculum Developer and Writer, American Association of College Teacher Educators (AACTE), Washington, D.C. Developed and wrote a curriculum guide to accompany the Public Broadcasting Service (PBS) series "Schools", the history of public education in the United States a collaborative project between PBS and AACTE.

Curriculum Developer and Writer, Southern Regional Council, Atlanta, GA. Developed and wrote middle and high school Civil Rights curriculum based on the radio series, "Will the Circle Be Unbroken". Curriculum distributed to middle and high schools across the United States.

Independent Educational Consultant. Designed, developed, and conducted seminars, workshops, and training programs for teachers, graduate students, teacher support staff, and others working in diverse educational and cultural environments. Created and implemented curricula in a range of subject areas including Literacy, Social Studies, History, Theater Arts, Multicultural Education, Early Childhood Development, and Comprehensive School Restructuring and Reform. Skilled in the synthesis of literacy curricula, that combines the instruction of basic skills with the arts, comprehensive health, inter cultural and multiethnic approaches. Skilled in assisting non-profit educational institutions in the development of strategic plans, long-term visions, and staff development. Reviewed proposals for national comprehensive school reform organizations. Background includes a concentration in the arts and cultural traditions of various countries in the African Diaspora.

Clients have included:

Action for Boston Community Development, Boston, MA
American University, Washington, DC
Associated Day Care Services, Boston, MA
Atlanta Public Schools/Emory University, Atlanta GA
Boston City Hospital, Boston, MA
Cambridge Public Schools, Cambridge, MA
CARE International, Atlanta, GA and Lusaka, Zambia
Children's Defense Fund, Washington, DC
Commonwealth of Massachusetts Employment Training Program
Cobb County Schools, Cobb County, GA
DC Reads, American University, Washington, DC
Dimmock Community Health Center, Roxbury, MA
Decatur City Schools, Decatur, GA
Educators for Social Responsibility, Cambridge, MA
Emory University, Atlanta, GA
Global Education Initiative, National Peace Corp Association and DC Public Schools, Washington, DC
Harvard University, Cambridge, MA
Headstart, Boston and Cambridge, MA
Innovative Learning Concepts, Atlanta, GA
Lesley College, Cambridge, MA
Monterey Peninsula School District, Monterey, CA
Mass Bay Community College, Wellesley, MA
Massachusetts Home Day Care Providers, Inc.
Memphis City Schools, Memphis, TN

Museum of the National Center for African American Artists, Roxbury, MA
 National Board of Professional Teaching Standards
 National Football League/Youth Education Town (NFL/YET) Atlanta, GA
 New American Schools, Alexandria, VA
 New Partnerships for Africa's Development (NEPAD), Johannesburg, South Africa
 Pace Academy, Atlanta, GA
 Roxbury Community News, Roxbury, MA

FELLOWSHIPS AND RESEARCH GRANTS

Faculty Research Grant Claflin University, 2007.

Ford Foundation Postdoctoral Research Fellowship for Minorities, 2003-2004. Research hosted by Dillard University, Division of Educational and Psychological Studies, New Orleans, LA, USA and The University of Witwatersrand, Johannesburg, South Africa. Engaged in international comparative education research exploring the pedagogical practices of African American and Black South African teachers teaching in urban, multicultural, multiracial contexts.

Spencer Foundation Research and Teaching Grant Scholar, Emory University, Atlanta 1999-2002.

School of Arts and Sciences Doctoral Fellowship, Emory University, Atlanta, 1996-2002.

Fellowship finalist 1989/90, (Semi-finalist 1988/89), James H. Robinson Internship in International Development. Operation Crossroads Africa, New York, NY.

Fellowship finalist 1989/90 International Foundation for Education and Self-Help/Tuskegee University Internship in International Development

TEACHING

GRADUATE:

- Early Childhood Curriculum and Materials (ECE 513) South Carolina State University, Orangeburg, SC
- Schools and Community (EDUC 501), Claflin University, Orangeburg, SC
- Methods and Materials in Literacy (EDUC 532), Claflin University, Orangeburg, SC
- Social Studies in the Schools (EDUC 534), Claflin University, Orangeburg, SC
- Global Education, American University, Washington, DC
- Elementary Language Arts Methods (EDU 553), American University, Washington, DC
- Gender and Cultural Diversity in Schools (EDU 565), American University, Washington, DC
- Teaching Language Arts in Elementary Education (EDU 602) American University, Washington, DC
- Children's Literature from a Critical Literacy Perspective (EDU 619), American University, Washington, DC
- Theories of Educational Psychology (EDU 620), American University, Washington, DC
- Teaching and Learning, Northeastern University, Boston, MA
- Voices of Love and Freedom, Co-taught with Robert Selman, Harvard Graduate School of Education, Risk and Prevention Program.

UNDERGRADUATE:

- Early Childhood Seminar (ECE 350) South Carolina State University, Orangeburg, SC
- Human Growth and Development (EPSY 250) South Carolina State University, Orangeburg, SC
- Principles of Learning (EPSY 260) South Carolina State University, Orangeburg, SC

- Social Foundations of Education (EDFA 1024) University of the West Indies, Cave Hill Campus, Barbados
- Social Context of Education (EDSO 3102) University of the West Indies, Cave Hill Campus, Barbados
- Issues in Social Studies Curriculum and Instruction (EDSS 3200) University of the West Indies, Cave Hill Campus, Barbados
- Issues in Teacher Education, (EDTE 3404) University of the West Indies, Cave Hill Campus, Barbados
- Diaspora Studies: A Comparative Analysis of Black Educational History in the United States and South Africa (AAAS 429), Claflin University, Orangeburg, SC
- Honors Thesis (HNTH 381, HNTH 382), Claflin University, Orangeburg, SC
- Early Childhood Curriculum (EDEC 320), Claflin University, Orangeburg, SC
- Authentic Assessment of Children (EDEC 321), Claflin University, Orangeburg, SC
- Emergent Literacy (EDEC 430), Claflin University, Orangeburg, SC
- Reading (EDUC 100), Claflin University, Orangeburg, SC
- Introduction to Education (EDUC 104), Claflin University, Orangeburg, SC
- Issues in Teacher Education (EDTE 3403), UWI Cave Hill, Barbados
- Children's Literature (EDUC 212), Claflin University, Orangeburg, SC
- Social Foundations of Education (EDFA 1024), UWI Cave Hill, Barbados
- The Social Context of Education (EDSO 3102), UWI Cave Hill, Barbados
- Teaching Art to Children (EDUC 220), Claflin University, Orangeburg, SC
- Elementary School Curriculum and Assessment (EDUC 327), Claflin University, Orangeburg, SC
- The Teaching of Reading (EDUC 328), Claflin University, Orangeburg, SC
- Teaching Language Arts to Children (EDUC 421), Claflin University, Orangeburg, SC
- The Structure and Nature of Social Studies (EDSS 2113), UWI Cave Hill, Barbados
- Teaching Social Studies to Children (EDUC 424), Claflin University, Orangeburg, SC
- Teaching of Social Studies Middle and Secondary Schools (EDUC 435), Claflin University, Orangeburg, SC
- Psychology of Education (EDU 320), American University, Washington, DC
- Elementary Language Arts Methods (EDU 553), American University, Washington, DC
- Education and Community, Northeastern University, Boston, MA.
- Education in African American History (EDS 313), Emory University, Atlanta, GA.
- Education in African American History (EDS 313), Emory University, Atlanta, GA.
- Multicultural Education, (EDS 308) Emory University, Atlanta, GA.
- Early Childhood Education, ABCD Headstart/Bunkerhill Community College, Boston, MA.

PRESCHOOL, ELEMENTARY, AND SECONDARY

Four decades of experience teaching literacy skills, Social Studies, Mathematics, Science, Computers, Theater Arts, sensory and cognitive skills to students ranging in age from birth to adults, in classrooms and individual settings. Conducted literacy tutorials to improve basic and previously learned skills, including working with individuals who have English as a second or third language. Innovated and established individualized instruction-based teaching techniques for children with special needs, including those with emotional, learning, and behavioral challenges as well as those with giftedness.

- 2017** Trained in The CLASS Methodology - a research-based approach for improving teaching so children can learn and achieve more
- 2017** Certified Trainer Early Childhood Education Child Care Career Development, South Carolina, USA
- 2012/13** Substitute Teacher Dorchester and Charleston County Public Schools, SC
- 2002** Home Advantage Tutoring Services, Atlanta, GA.

- 2002** National Football League/Youth Education Town, Atlanta, GA.
1992-1994 Boston Public Schools, Boston, MA.
1983-1994 Cambridge Public Schools, Cambridge, MA.
1975-1994 Paige Academy, Boston, MA.
1973-1996 Private Tutor, Self Employed, Amherst and Boston, MA, Washington, D.C., Cameroon, Africa.
1977 Assistant Teacher and Counselor, 4-9 year olds, Belmont House, Nashville, TN.
1975 Floating Teacher, 2-5 year olds Crispus Attucks Children's Center, Boston, MA.
1974-1975 Assistant Teacher, 1st and 2nd grade, Che Lumumba School for Truth, University of Massachusetts, Amherst, MA.
1974 Infant/Toddler/Preschool Teacher University Child Care, University of Massachusetts, Amherst, MA.
1971-1973 Drama Teacher, Camp Counselor, Roxbury-Weston Day Camp, Weston, MA.

PROFESSIONAL SERVICE

Service to the University of the West Indies, Cave Hill Campus

Guest faculty facilitator for Graduate Student Seminar
 Representative for the Principal at UNICEF End Cycle/CPAP Meeting
 Thesis supervisor and 2nd reader for B.Ed. and M.Ed. students

Service to Claflin University

Theses Chair for undergraduate and graduate students
 School of Education Dean's Council
 Speaker for American Education Week forum
 Teacher Education Committee
 University Library Committee, Claflin University, Orangeburg, SC
 Clinical Faculty Preservice Teacher Supervision; observed, evaluated, and supervised preservice teachers enrolled in undergraduate Teacher Education program
 Faculty Development Committee
 Black History Month Committee
 Graduate Admissions Committee member and Graduate Program Committee Chair
 NCATE Committee
 Facilitated undergraduate research, presentations, participation and membership into national/international professional organizations
 Faculty Advisor to students for program development forum with Invisible Children (*a non-profit organization working on behalf of war-affected children in East Africa*)

Service to American University

Self-Study Committee for International Training and Education Program.
 Teacher Education/NCATE Preparation Committee
 Faculty representative for Peace Corps University Partnership

Service to Emory University

Graduate Student Assistant, for Jackie Jordan Irvine, Freshman Seminar in Cultural Identity, Organized and supervised student cultural immersion trips and class panel.
 Clinical Faculty Preservice Teacher Supervision, Observed, evaluated, and supervised preservice teachers enrolled in the MAT program.
 Research Assistant, for Vanessa Siddle Walker, Education in African American History; conducted and assisted in obtaining current research on the segregated education of African Americans, and issues in public school desegregation.

Center for Urban Learning/Teaching and Urban Research in Education and Schools (CULTURES); Graduate student assistant worked with teachers participating in a 40-hour professional development seminar with a focus on developing skills as culturally responsive pedagogues.

Service to Education Community- at-Large

Dissertation Committee member and mentor for doctoral candidates at various universities (American University, Florida A&M, Howard University, University of Cincinnati, University of Georgia)

Public Speaker for community educational forums

Mentor for novice teachers

Local and National Service

Reviewer

Book proposal review *Black populations globally: Educational perspectives, challenges and prospects*. New York: Routledge.

Comparative Education Review, various articles

Affiliations

American Educational Research Association (AERA), Division F, Division K, Research in Black Education SIG

Association for the Study of the World Wide African Diaspora (ASWAD), Outreach and Engagement and Mentoring Committees

Charleston Area Justice Ministry – YWCA Congregation

Comparative and International Education Symposium (CIES), African Diaspora SIG, Cultural Contexts of Education and Human Potential (CCEHP) SIG, Southeastern Regional Sub-committee

National Association for Multicultural Education (NAME)

Phi Beta Kappa

Founder and CEO, SANDAGA International Educational Consulting and SANDAGA Education Foundation. Founded and executed an international educational consulting firm dedicated to the development of education in underdeveloped and disenfranchised communities around the world.

Founder/Business Manager, Sandaga Music International, Boston, MA. Planned, organized and secured contracts for programs advancing the promotion and preservation of African rooted cultural forms (music, dance, and theater).

Past Corporate Officer/Board Member, The Paige Company, Inc. Boston, MA. Served as a founding member of the Board of directors and as a life-long advisory board member. Historian and education committee member.

Past Board Member, Urban Midwife Associates (UMA) Boston, MA. Served as a founding board member for this urban midwifery and women's health organization.

Performing Artist/Co-founder/Member, various community theater groups Boston, MA. and St. Croix, U.S.V.I. (1973-1996).

PAPER & SYMPOSIUM PRESENTATIONS

Archung, K. N. (November 2017). African Diaspora Consortium: African Diaspora and the Arts and Activism across Boundaries - The Arts as Cross-Culture Interconnection and Social Justice Leadership. Presentation at Association for the Study of the World Wide African Diaspora Conference, Seville, Spain.

Archung, K.N. (March 2017). Knowledge Production and Pedagogical Paradigms to Enhance Student Learning Outcomes: A Comparative Case Study of Four African Diaspora Partner Countries the African Diaspora Consortium Globalization Student Exchange (ADCGSE). Presentation at the Comparative International Education Conference, Atlanta, GA.

Archung, K.N. (February 2017). Knowledge Production and Pedagogical Paradigms to Enhance Student Learning Outcomes: A Comparative Case Study of Four African Diaspora Partner Countries the African Diaspora

- Consortium Globalization Student Exchange (ADCGSE). Presentation at Inclusive Education Conference University of the West Indies St. Augustine, Port of Spain, Trinidad.
- Archung, K. N. and Ibn-Hyman, S. K. (March 2010) From African elephants to African children revisited: Black teachers culturally responsive pedagogy in Nigeria and the United States. Paper presentation at the annual meeting of the Comparative International Education Society, Chicago, IL.
- Archung, K.N. (March 2009). *For those who dare teach: Black teachers and culturally responsive pedagogy in the United States and South Africa*. Paper presentation at the annual meeting of the Comparative International Education Society, Charleston, SC.
- Archung, K.N. (March 2009). *A Comparative Analysis of Black Educational History in the United States and South Africa*. Panel organizer/facilitator, chair, and discussant for the annual meeting of the Comparative International Education Society, Charleston, SC.
- Archung, K.N. (March 2008). *Learning from the Past to Create a Better Future: Issues of Educational Equity and Social Justice around the World*. Panel organizer/facilitator, chair, and discussant. The annual meeting of the Comparative International Education Society, New York, NY.
- Archung, K. N. and Jackson-Minot, M. (January 2008). *Social responsibility begins within: A comparative analysis of culture quilts*. Paper presentation at the Hawaii International Conference on Education. Waikiki, HI.
- Archung, K. N. (February/March 2007). *Black Teachers as Leaders in the United States and South Africa: A Comparative Perspective of Culturally Responsive Pedagogy*. Paper presented at the annual meeting of the Comparative International Education Society, Baltimore, MD.
- Archung, K. N. (March 2007). *Race, Class, Culture, and Social Justice in Global Education*. Panel organizer/facilitator, chair, and discussant for the annual meeting of the Comparative International Education Society, Baltimore, MD.
- Archung, K. N. (April 2006). *Black Teachers in the United States and South Africa: A Comparative Perspective of Culturally Responsive Pedagogy*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Archung, K. N. (November, 2003). *Dissertation Research in Culturally Responsive Pedagogy* Lecture and Class Discussion Graduate Level Seminar, School of Education Southern University of New Orleans.
- Archung, K. N. (November, 2003). *Reading and Language Arts in Culturally Responsive Classrooms*. Presentation and Discussion Undergraduate Elementary Language Arts Methods Class. Dillard University, New Orleans.
- Archung, K. N. (November, 2003). *Developing Culturally Specific Teaching Practices*. Undergraduate Class Presentation and Discussion. Dillard University, New Orleans.
- Archung, K. N. (October 2003). *For Those Who Dare Teach: Black Teachers and Culturally Responsive Pedagogy in the United States and South Africa*. Presentation, Ford Foundation Fellowship for Minorities Annual Meeting, San Juan, Puerto Rico.
- Archung, K. N. (July, 2000). *Changing praxis: The professional development journey of an African American teacher*. Paper presented at the 45th World Assembly of the International Council on Education and Teaching, Windhoek, Namibia.
- Archung, K. N. (April, 2000). *The influence of professional development on a teacher's changing praxis: The professional development journey of an African American teacher*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA,
- Archung, K. N. (October, 1999). *For Those Who Dare Teach: Culturally Responsive Professional Development*. Invited address The National Faculty, Atlanta.

- Archung, K. N. (November, 1999). *The influence of professional development on a teacher's changing praxis: The professional development journey of an African American teacher*. Paper presented at the annual meeting of the National Alliance of Black School Educators, Nashville.
- Archung, K. N. (April, 1999). *Resistance and subversion: 18th, 19th, and 20th century foundations for the libratory pedagogy of African American teachers*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Archung, K. N. (April, 1999). *The segregated schooling of Blacks in the United States and South Africa: An exploratory study of parallels*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Archung, K. N. (April, 1999). *The segregated schooling of Blacks in the United States and South Africa: An exploratory study of parallels*. Paper presented at the annual meeting of the Comparative and International Education Symposium, Toronto.
- Archung, K. N. (October, 1997). *Resistance and Subversion: The libratory pedagogy of African American teachers*. Paper presented at the annual meeting of the Georgia Educational Research Association, Atlanta.
- Archung, K. N. (October, 1997). *Constancy and change in classroom and teaching practices*. Paper presented at the annual meeting of the Georgia Educational Research Association, Atlanta.
- Archung, K. N. (December, 1995). *A four-step approach: Using multicultural children's literature in violence prevention*. Workshop and presentation presented at the annual meeting of the National Association for the Education of Young Children, Atlanta.
- Archung, K. N. (November 1995). *A four-step approach: Using multicultural children's literature in violence prevention*. Workshop and presentation presented at the annual meeting of the National Council of Teachers of English, Boston.
- Archung, K. N. (November, 1994). *Non-violence and early childhood literacy*. Workshop and presentation, presented at the annual meeting of the National Council of Teachers of English, Minneapolis.
- Archung, K. N. (1994). *Using children's literature to promote non-violence: A four step approach*. Invited presentation and interactive workshop, Center for Peaceable Schools, Lesley College, Cambridge, MA.
- Archung, K. N. (1993). *Using children's literature to promote non-violence: A four step approach*. Invited presentation and interactive workshop, Center for Peaceable Schools, Lesley College, Cambridge, MA.
- Archung, K. N. (1991). *Early childhood literacy: An African American perspective*. Paper and workshop presented at the annual meeting of the Whole Language Umbrella, Niagara Falls, NY.
- Archung, K. N. (1991). *Parental involvement in multicultural classrooms*. Invited address presented at Literacy Curriculum Connections Multicultural Parents' Education Forum, Cambridge Public Schools, Cambridge, MA.
- Archung, K. N. (1984). *African American children and multicultural education*. Invited address presented at Literacy Curriculum Connections Multicultural Education Forum, Cambridge Public Schools, Cambridge, MA.

AWARDS & HONORS

Who's Who in American Education, 2007/2008

National Alliance of Black School Educators (NABSE) Appreciation Award for Outstanding Presentation The Graduate Student Research Roundtable, November 1999.

Paige Academy Nguzo Saba Award for lifestyle and contributions to the community 1988 f

PERSONAL DATA

Seeking opportunities to work in global settings on behalf of children and families, particularly those in disenfranchised communities

Born -- Boston, MA, USA

Travel: throughout the Caribbean and Africa (Cameroon, Ethiopia, Gambia, Ghana, Ivory Coast, Kenya, Senegal, Namibia, Nigeria, South Africa, Swaziland, Tanzania, Togo, Zambia, Zimbabwe), Italy, and Turkey

Working knowledge of French and Spanish.

References:

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Adrienne Troy-Frazier
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