

**BRANDI NICOLE HINNANT-CRAWFORD, PHD**  
**SCHOLAR ♦ EDUCATOR ♦ ADVOCATE**

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### EDUCATION

**PhD in Educational Studies** May 2014. Emory University, Atlanta, Georgia  
 Major Fields: Education Policy, Multicultural Education, Research Methodology  
 Research Interests: educational justice, improvement science, education policy, culturally relevant/responsive education, research methodology, QuantCrit  
 Dissertation: *Stressed Out: The Relationships Amongst Federal Educational Policy, Teacher Stress, and Classroom Instruction Orientation.*

**A.M. in Urban Education Policy** May 2008 Brown University, Providence Rhode Island

**B.A. in Communication- Media Concentration *Magna Cum Laude*** May 2006 North Carolina State University, Raleigh, North Carolina

**B.A. in English with teacher licensure *Summa Cum Laude*** December 2006 North Carolina State University, Raleigh, NC

*Oxford University* Study Abroad, Summer 2006 Oxford, England

### PROFESSIONAL EXPERIENCE

- ♦ ***Clemson University* (2022-present)**  
**Associate Professor of Educational Leadership**  
 At Clemson University, I serve as leadership faculty in the department of Educational and Organizational Leadership Development. I teach courses for doctoral students and serve the EdD in Education Systems Improvement Science. I continue to advance my critical research agenda, exploring asset-based equity pedagogies, culturally responsive school leadership, and improvement science.
- ♦ ***Western Carolina University* (2014-2022)**  
**Associate Professor of Educational Research** (July 2020- 2022)  
**Teacher Education Diversity, Equity, and Inclusion Coordinator** (November 2020- 2022)  
**Assistant Professor of Educational Research** (2014- June 2020)  
 At Western Carolina University, I served as a research methodologist in the Educational Leadership Program in the Department of Human Services in the College of Education and Allied Professions. I taught courses for masters and doctoral students on research methods (quantitative and qualitative) and improvement science.
- ♦ ***Harvard's Center for Education Policy Research- Strategic Data Project* (2013-2014)**  
**Data Fellow with Syracuse City School District**  
 The Strategic Data Project operates on the premise that the right data in the hands of the right people with lead to the “right decisions.” As a data fellow, I was placed with the Syracuse City School District to aid in the design and development of a progress monitoring and performance management system, examining accountability on all levels of the district. As a Senior Data Analyst with the Syracuse City School District, I also aided in school reviews and general research initiatives

throughout the district.

◆ ***Innovative Learning Concepts, LLC*** (2011-2015)

**Quantitative Data Analyst**

I served as a consultant for ILC. When ILC conducted program evaluations, I analyzed quantitative data. I often conducted reliability and factor analysis on scales, paired samples T-tests for pre- and post-test design, regression analysis and other quantitative analytic methods.

◆ ***Understanding Student Motivation and Strategy Use in Mathematics*** (2011-2013)

**Project Manager**, Principal Investigator: Mei-Lin Chang, PhD

I served as the project manager, coordinating data collection for a four-semester longitudinal study of sixth-eighth graders in a southeastern charter district that looks at student motivation (particularly mathematics self-efficacy) and self-regulation in relationship to achievement on state examinations and teacher characteristics.

◆ ***Board of Regents of University System of Georgia*** (2010-2013)

**Research Assistant**

In the Office of Educational Access and Success (OEAS), I conducted research around issues of college access, retention, and completion as well as assisted with the systematic evaluation of teacher educator preparation programs in Georgia.

◆ ***Investigating Pre-service Teachers' Beliefs about Culturally Responsive Classroom Management*** (2011)

**Research Assistant**, Principal Investigator: Mei-Lin Chang, PhD

As the RA, I conducted a series of focus groups with pre-service teachers on their evolving beliefs about culturally responsive classroom management in urban schools.

◆ ***Boston Education Collaborative*** (2007-2008)

**Intern**

At the BEC, I worked as a quantitative and qualitative data collector and analyst. I helped design and implement a standardized way of data collection and created a pre and posttest for the passport curriculum. More specifically, I worked on analyzing student perspectives of the effectiveness of the Higher Education Resource Centers (HERCs) throughout the Boston boroughs.

◆ ***State of Blacks in Rhode Island*** Commissioned by the Rhode Island Foundation (2008)

**Research Assistant**, Principal Investigator: Kenneth Wong, PhD

I served as a member of a six-person research team determining the demographics, conditions, opportunities, and challenges facing the Black population in Rhode Island. I worked specifically with issues of health and political capital.

◆ ***Public Education Network*** (September 2007- May 2008)

**Research Assistant**

As a research assistant for the Public Education Network, I gathered and synthesized research for the book, *Public Engagement for Public Education: Joining Forces to Revitalize Democracy and Equalize Schools*, that explores the role of public engagement in public education.

◆ ***Annenberg Institute for School Reform*** (2008)

**Research Assistant**

At AISR, I compiled a report that consisted of five case studies on mayoral control in education. The report looked at the achievement trends in five cities before and after the implementation of mayoral

control. The report also laid out the method of implementation of mayoral control as a policy (referendum, state takeover, legislation, city charter, etc.).

◆ ***Children's Crusade of Rhode Island*** (now known as College Crusade of Rhode Island) **Research Practicum** (Summer 2007)

At CCRI, I was a part of a four-person research team analyzing the effectiveness of the program. As a college readiness program, we surveyed recent graduates of the program to see what they believed the program could do to serve them better. We also conducted focus groups with parents.

## PUBLICATIONS

\*denotes publications with graduate students

### JOURNAL ARTICLES

- ◆ **Hinnant-Crawford, B.N.**, Virtue, E., Bergeron, L. (under review). QuantCrit Psychometrics: Measuring Counterstories and Periscopic Validation with the ABEPSc.
- ◆ **Hinnant-Crawford, B. N.**, Bonney, E. N., Perry, J.A., Bozack, A., Peterson, D., Carlile, S. \* Crow, R. (accepted). Continuous improvement, IRB, and resistance to practitioner scholarship. *Educational Researcher*.
- ◆ \***Hinnant-Crawford, B. N.**, Bergeron, L., Virtue, E., Cromartie, S., & Harrington, S. R. (2023) Good teaching, warm and demanding classrooms, and critically conscious students: Measuring student perceptions of asset-based equity pedagogy in the classroom. *Equity and Excellence in Education*.
- ◆ **Hinnant-Crawford, B. N.**, Bergeron, L., Virtue, E. E., Bosche-Taylor, B. (under review). Is it really happening? Validating a Measure to Capture Project Based Learning in High School Classrooms.
- ◆ Stanley, D., & **Hinnant-Crawford, B. N.** (2022). A charge to keep I have: Black women teachers' spirituality and the implications for educational leadership. *Gender and Education*, 1-17.
- ◆ Weiler, J. R., & **Hinnant-Crawford, B.** (2021). School leadership team competence for implementing equity systems change: An exploratory study. *The Urban Review*, 1-19.
- ◆ **Hinnant-Crawford, B.** (2020). Addressing opportunity gaps in Asheville City Schools: The role of educational leaders. *Moja 1*(1), p. 30-40.
- ◆ **Hinnant-Crawford, B.** (2019). Growing critically conscious teachers: The responsibility of educational leaders. *American Journal of Education Forum*. <http://www.ajeforum.com/brown65-growing-critically-conscious-teachers-the-responsibility-of-educational-leaders-by-brandi-n-hinnant-crawford-phd/>
- ◆ **Hinnant-Crawford, B.** (2019). Legislating instruction in urban schools: Unintended consequences of accountability policy on teacher-reported classroom goal structure. *Urban Education*. <https://doi.org/10.1177/0042085919838004>
- ◆ \*Virtue, E.E. & **Hinnant-Crawford, B.** (2019). "We're doing things that are meaningful": Student perspectives of project-based learning across the disciplines. *Interdisciplinary Journal of Problem Based Learning*. 13(2).
- ◆ **Hinnant-Crawford, B.** (2016). Education policy influence efficacy: Teacher beliefs in their ability to change education policy. *International Journal for Teacher Leadership*, 7(2), 1-27.
- ◆ **Hinnant-Crawford, B.** (2016). Pulpits, pews, and picket lines: Galamison's fight to integrate NYC schools and the theology behind it. *Black Theology*, 14(3), 1-22.
- ◆ **Hinnant-Crawford, B.**, Faison, M., Chang, M. (2016). Culture as mediator: Co-regulation, self-regulation, and middle school mathematics achievement. *Journal for Multicultural Education*, 10(3), 274-293.

### BOOKS

- ◆ Spaulding, D. T., Crow, R., & **Hinnant-Crawford, B.** (2021). *Teaching Improvement Science in Educational Leadership: A Pedagogical Guide*. Myers Education Press.

- ◆ **Hinnant-Crawford, B.** (2020). *Improvement science in education: A primer*. Myers Education Press.
- ◆ Platt, C.S., Hilton, A., Newman, C. & **Hinnant-Crawford, B.** (2020). *Multiculturalism in Higher Education: Increasing Access and Improving Equity in the 21<sup>st</sup> Century*. Information Age Publishing.
- ◆ Crow, R., **Hinnant-Crawford, B.**, & Spaulding, D. (2019). *The Educational Leader's Guide to Improvement Science: Data, Designs, and Cases for Reflection*. Myers Education Press.
- ◆ **Hinnant-Crawford, B.**, Platt, C.S., Newman, C. & A. Hilton. (2019). *Comprehensive Multicultural Education in the 21<sup>st</sup> Century: Increasing Access in the Age of Retrenchment*. Information Age Publishing.

#### BOOK CHAPTERS

- ◆ \***Hinnant-Crawford, B.N.**, Robinson, R. (in press). Asset-based pedagogies. In Lomotey, K. & Nahuja, A. (Eds). *The SAGE Encyclopedia of African American Education 2<sup>nd</sup> Edition*.
- ◆ \***Hinnant-Crawford, B.**, Cromartie, S., Childs, R., & Lett, E. L. (in press) Inclusive pedagogy: Foundations for praxis in the collegiate classroom. In Rush, C. & Lynch, J. (Eds.) *Developing Culturally Responsive Learning Environments in Postsecondary Education*. Information Age Press.
- ◆ \***Hinnant-Crawford, B.**, Lett, E. L., & Cromartie, S. (2023). IMPROVECRIT: Using Critical race theory to guide continuous improvement. In Anderson, E. & Hayes, S. (Eds.) *Continuous Improvement: A Leadership Process for School Improvement*. Information Age Press.
- ◆ **Hinnant-Crawford, B.** (2022) I ain't sorry: Establishing boundaries in the pursuit of wholeness with JOY. In Allen, T. & Harriston, K. (Eds.) *Views from the Ivory Tower: Experiences of BIPOC Women in Higher Education*. Rowman and Littlefield.
- ◆ **Hinnant-Crawford, B.**(2022) Inquiry for justice: Critical race theory and qualitative research. In Johnson, C. W., & Parry, D. C. (Eds.). *Fostering Social Justice Research through Qualitative Inquiry: A Methodological Guide 2<sup>nd</sup> Edition*. Routledge.
- ◆ **Hinnant-Crawford, B.** & Anderson, E. (2022) 5S Framework for Problem Definition: Exploring Variation in the Problems Addressed Through Improvement Research in Education. In Peurach, D., Russell, J. L., Cohen-Vogel, L., & Penuel, W.R. (Eds.). *Handbook of Improvement Research in Education*. Rowman & Littlefield.
- ◆ \***Hinnant-Crawford, B.**, Nazario y Colón, R., Davis, T. W. (2021) Who is involved? Who is impacted? Teaching improvement science for educational justice. In Spaulding, D. T., Crow, R., & **Hinnant-Crawford, B.** (Eds.). *Teaching Improvement Science in Educational Leadership: A Pedagogical Guide* (p. 17-42). Myers Education Press.
- ◆ Spaulding, D. T., Crow, R., & **Hinnant-Crawford, B.** (2021) The need for curating a repertoire of improvement science pedagogies. In Spaulding, D. T., Crow, R., & **Hinnant-Crawford, B.** (Eds.). *Teaching Improvement Science in Educational Leadership: A Pedagogical Guide* (p. 1-16). Myers Education Press.
- ◆ **Hinnant-Crawford, B.** (2019). Practical Measurement. In Crow, R., **Hinnant-Crawford, B.**, & Spaulding, D. (Eds.). *The Educational Leader's Guide to Improvement Science: Data, Designs, and Cases for Reflection* (pp. 43-70). Myers Education Press.
- ◆ Spaulding, D. & **Hinnant-Crawford, B.** (2019). Tools for today's educational leaders: The basic toolbox. In Crow, R., **Hinnant-Crawford, B.**, & Spaulding, D. (Eds.). *The Educational Leader's Guide to Improvement Science: Data, Designs, and Cases for Reflection* (pp. 13-42). Myers Education Press.
- ◆ Spaulding, D. & **Hinnant-Crawford, B.** (2019). The methodology for educational leaders. In Crow, R., **Hinnant-Crawford, B.**, & Spaulding, D. (Eds.). *The Educational Leader's Guide to Improvement Science: Data, Designs, and Cases for Reflection* (pp. 333-339). Myers Education Press.
- ◆ **Hinnant-Crawford, B.** & Platt, C. S., Newman, C., Hilton, A. (2019). Nationalism, terrorism, and the retrenchment of multiculturalism: The challenge of multicultural education in the 21<sup>st</sup> Century. In **Hinnant-Crawford, B.**, Platt, C.S., Newman, C. & A. Hilton (Eds.), *Comprehensive Multicultural Education in the 21<sup>st</sup> Century: Increasing Access in the Age of Retrenchment* (pp. xi-xviii).

Information Age Publishing.

- ◆ **\*Hinnant-Crawford, B. & Baptist, N.** (2019). Beyond knowing your history: Multicultural and citizenship education as necessities for democracy. In **Hinnant-Crawford, B., Platt, C. S., Newman, C. & A. Hilton** (Eds.), *Comprehensive Multicultural Education in the 21<sup>st</sup> Century: Increasing Access in the Age of Retrenchment* (pp. 37-58). Information Age Publishing.
- ◆ **\*Hinnant-Crawford, B., Platt, C. S. & Wingard, D.** (2019). Law and disorder: Classroom management, discipline, and the promise of multicultural education. In **Hinnant-Crawford, B., Platt, C. S., Newman, C. & A. Hilton** (Eds.), *Comprehensive Multicultural Education in the 21<sup>st</sup> Century: Increasing Access in the Age of Retrenchment* (pp. 217-238). Information Age Publishing.
- ◆ **Hinnant-Crawford, B. & Juergensen, M.** (2018). Focus on Problem Solving and Deliverables. In Croft, S. J., Pogue, T. D., and Siddle Walker, V. (Eds). *Living the Legacy of African American Education: A Model for University and School Engagement* (pp.27-36). Rowman and Littlefield.
- ◆ **Hinnant-Crawford, B.** (2016). Standardized testing. In K. Lomotey (Ed.), *People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health and Immigration* (pp. 341-355). ABC-CLIO.
- ◆ **Hinnant-Crawford, B.** (2016). Ethnic studies. In K. Lomotey (Ed.), *People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health and Immigration* (pp. 103-116). ABC-CLIO.
- ◆ Crow, R., **Hinnant-Crawford, B., & Jorrisen, K. T.** (2016). Do community colleges benefit students of color? Yes. In K. Lomotey (Ed.), *People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health and Immigration* (pp. 410-416). ABC-CLIO.
- ◆ **Hinnant-Crawford, B.** (2015) Case review of last in, first out teacher’s union policy. In Leila Sadeghi and Kathe Callahan (Eds.), *Educational Leadership in Action*. Routledge/Taylor & Francis

#### TECHNICAL REPORTS

- ◆ **Hinnant-Crawford, B.** (2020) *New Tech Network Comparative Analysis: Academic and Non-academic Outcomes in Texas*. New Tech Network. [Technical Report].
- ◆ **Hinnant-Crawford, B.** (2019) *New Tech Network Comparative Analysis: Academic and Non-academic Outcomes in Michigan, North Carolina and Texas*. New Tech Network. [Technical Report].
- ◆ **Hinnant, B., Fructer, N., & Mokhtar, C.** (2008) *Mayoral Control in Selected US Cities*. Annenberg Institute for School Reform. [Technical Report].

#### EDITORIALS/BLOGS/MEDIA APPEARANCES/PODCASTS

- ◆ Hinnant-Crawford, B. (2023, September 21). I dread being at this table: How to improve the IEP Process. *Education Week*. <https://www.edweek.org/teaching-learning/opinion-i-dread-being-at-this-table-how-to-improve-the-iep-process/2023/09>
- ◆ Hinnant-Crawford, B. (2023, June) Shooting for Science Fiction at the Educational Leadership Data Analytics Conference (panel). DataBasED [podcast] <https://open.spotify.com/episode/5TBDhQUiBDp3ToKndHzOVe>
- ◆ Hinnant-Crawford, B. & Wood, L. (2023 Jan 5). Gates Community of Practice Network School Improvement (conversation with Luke Wood). HTH Unboxed [podcast]. <https://hthunboxed.org/podcasts/s04e08-dr-brandi-hinnant-crawford-dr-luke-wood-gates-cop-nsi-closing-keynote/>
- ◆ Hinnant-Crawford, B & Caillier, S. (2022 March 9). Dr. Brandi Hinnant-Crawford on Improvement for Liberation. HTH Unboxed [podcast]. <https://hthunboxed.org/podcasts/s03e14-improvement-as-a-tool-for-our-collective-liberation-with-dr-brandi-hinnant-crawford/>
- ◆ Hinnant-Crawford, B. (2021, November 3). Harriet Tubman statue tells heroic story in mountain town. *Spectrum News 1*, <https://spectrumlocalnews.com/nc/trianglesandhills/politics/2021/11/02/harriet-tubman-statue-tells->

- [heroic-story-in-mountain-town?cid=share\\_clip&fbclid=IwAR0PMHt7DZbNPK6tiGxx-NRCAipkHfFTcm\\_loU1gOiNKwJkUfaj5BSpjaeQ#](https://www.wcu.edu/stories/posts/brandi-hinant-crawford.aspx)[Appearance]
- ◆ Hinnant-Crawford, B. (2021, April 28). Committed to movement: WCU professors push for diversity in education. *The Smokey Mountain News*, <https://smokymountainnews.com/archives/item/31247-committed-to-movement-wcu-professors-push-for-diversity-in-education> [Appearance]
  - ◆ Hinnant-Crawford, B. (2021, April 29). WCU launches scholar program to attract more men of color to teaching positions. *WLOS*. <https://wlos.com/news/local/wcu-launching-program-to-boost-men-of-color-in-nc-teaching-ranks> [Appearance]
  - ◆ Hinnant-Crawford, B. (2021, March 2). Mountain educators see teaching opportunity after Dr. Seuss books pulled from publication. *WLOS*. [https://wlos.com/news/local/wcu-educators-see-teaching-opportunity-in-pulling-of-6-dr-seuss-books?fbclid=IwAR2iwBkJk6xx\\_G-muo5ft0T3ZouRSc-SRHNZ1xkAkJSe3BFUSgYURUv5Z8](https://wlos.com/news/local/wcu-educators-see-teaching-opportunity-in-pulling-of-6-dr-seuss-books?fbclid=IwAR2iwBkJk6xx_G-muo5ft0T3ZouRSc-SRHNZ1xkAkJSe3BFUSgYURUv5Z8) [Appearance]
  - ◆ Hinnant-Crawford, B. (2021, February). The Black Fantastic. <https://www.wcu.edu/stories/posts/brandi-hinant-crawford.aspx>
  - ◆ \*Cromartie, S. & Hinnant-Crawford, B. (2021, March 1). Ain't I a scholar? Black women and misogynoir in the academy. *Emerald Publishing*. [https://www.emeraldgrouppublishing.com/topics/fairer-society/blog/aint-i-a-scholar-black-women-misogynoir-academy?fbclid=IwAR1uwlabY3kjayvgC8abCxmVtzHzTbdKoMapxk0vY3qIs\\_r8TPFh64twXg4](https://www.emeraldgrouppublishing.com/topics/fairer-society/blog/aint-i-a-scholar-black-women-misogynoir-academy?fbclid=IwAR1uwlabY3kjayvgC8abCxmVtzHzTbdKoMapxk0vY3qIs_r8TPFh64twXg4)
  - ◆ Hinnant-Crawford, B. (2021, February 10). Giants who walked among Us: Remembering Septima Clark, Ella Baker, and Dorothy Cotton. *Women AdvanCe*. <https://www.womenadvancenc.org/2021/02/10/giants-who-walked-among-us-remembering-septima-clark-ella-baker-and-dorothy-cotton/>
  - ◆ Hinnant-Crawford, B. (2020, July 15). Who is your neighbor? Being Black in Waynesville. *The Smoky Mountain News*, <https://www.smokymountainnews.com/opinion/item/29468-who-is-your-neighbor-being-black-in-waynesville>
  - ◆ Hinnant-Crawford, B. (2016, July 3). Finding diversity: Lessons from Dory. *The Asheville Citizen-Times*, pp. 4E. <https://www.citizen-times.com/story/opinion/contributors/2016/07/01/guest-columnist-finding-diversity-lessons-dory/86596392/>
  - ◆ Hinnant-Crawford, B. (2016). Increasing access: The application of multicultural education to STEM. *Journal for Multicultural Education*, 10(3), 250-256.

## PRESENTATIONS

\*denotes presentations with graduate students

- ◆ Hinnant-Crawford, B. (23 June 2023). *Analytics for Liberation: Measuring Counterstories and Operationalizing Justice*. Educational Leadership Data Analytics Conference. Teachers College. New York, NY.[keynote]
- ◆ Hinnant-Crawford, B. (18 Sept. 2023). *Improving for and with Equity: Including the Youngest Voices*. Children's Institute. Hillsboro, OR. [facilitator/invited]
- ◆ Hinnant-Crawford, B. N. (24 April 2023). *Reclaiming the Equitable History of Improvement: The Cases of Septima Clark, Ella Baker, and Bayard Rustin*. Carnegie Improvement Summit. San Diego, CA. [invited]
- ◆ Hinnant-Crawford, B. N. (14 April 2023). *Cultivating Critical Pragmatists*. American Educational Research Association. Chicago, IL.
- ◆ Juergenson, M.B., Stanley, D., & Hinnant-Crawford, B. N. (14 April 2023). *Foundation, Faith, and a Fighting Spirit: An Autoethnographic Approach to Exploring the Epistemologies of Black Educational Leadership Faculty*. American Educational Research Association. Chicago, IL.
- ◆ Hinnant-Crawford, B. N. & Willis, V. D. (14 April 2023). *If not us, then who? Parent scholars creating spaces their children deserve*. American Educational Research Association. Chicago, IL.
- ◆ Virtue, E. & Hinnant-Crawford, B. N. (14 April 2023). *Project based learning and equity*

- pedagogy*. American Educational Research Association. Chicago, IL. [invited]
- ◆ **\*Hinnant-Crawford, B. N.** & Childs, R. (13 April 2023). *Disrupting deficit mindsets: Mitigating ideology that derails equitable continuous improvement*. American Educational Research Association. Chicago, IL.
  - ◆ **Hinnant-Crawford, B. N.**, Virtue, E., & Bergeron, L. (30 March 2023). *Equity pedagogy and deeper learning*. Deeper Learning, San Diego, CA.
  - ◆ **Hinnant-Crawford, B. N.** & Wood, L. (28 March 2023). *What does continuous improvement have to do with deeper learning?* Deeper Learning, San Diego, CA. [den talk/invited]  
<https://www.youtube.com/watch?v=Wvnk3APZBH8>
  - ◆ **Hinnant-Crawford, B. N.** (8 March 2023). *Giants, dragons, and phoenixes: A mystical and magical journey through the academy*. Clemons ADVANCE Picture a Scholar. Clemson, SC.
  - ◆ **Hinnant-Crawford, B.** (7 Dec. 2022). *Improvement for and with Equity*. EL Education National Conference. Chicago, IL [deep dive/ invited]
  - ◆ **Hinnant-Crawford, B.** (19 Nov. 2022). *ImproveCRIT [in Critical Conversations on Improvement Science: Centering the Why]*. University Council on Education Administration. Seattle, WA.
  - ◆ **Hinnant-Crawford, B.** (10 Nov. 2022). *Capturing the Process: DesignLab Measurement*. American Evaluation Association. New Orleans, LA
  - ◆ Virtue, E. & **Hinnant-Crawford, B.** (19 Nov. 2022). *Growing Warm Demanders: School Principals Influence on Teacher Practice*. University Council on Education Administration. Seattle, WA
  - ◆ **Hinnant-Crawford, B.** & Wood, J. L. (3 Nov. 2022). *Liberatory Improvement: A Closing Conversation with Brandi Hinnant-Crawford and J. Luke Wood*. Gates Foundation Network for School Improvement Convening. San Diego, CA [keynote]
  - ◆ Bozak, A., Bonney, E., **Hinnant-Crawford, B.**, Perry, J. A., Peterson, D. S., Carlile, S. (13 Oct. 2022). *IRB and Quality Improvement Research: Transforming Understanding for Student Success*. Carnegie Project on the Education Doctorate. Pittsburg, PA.
  - ◆ Yurkofsky, M., Spicer, D.E., & **Hinnant-Crawford, B.** (13 Oct. 2022). *A Conversation with the Authors of the Foundational Handbook of Improvement Research*. Carnegie Project on the Education Doctorate. Pittsburg, PA.
  - ◆ **Hinnant-Crawford, B.** (21 Sept. 2022). *Equity and Student Centered Improvement*. KIPP Improvement Network. Nashville, TN [keynote]
  - ◆ **Hinnant-Crawford, B.** (29 April 2022). *Improvement for and with Equity*. Arizona META Network for School Improvement Convening. [keynote/virtual]
  - ◆ **Hinnant-Crawford, B.**, Bergeron, L., Virtue, E., Smith, A., Cromatrie, S., Bogdan, C., Boesche-Taylor, B. (24 April 2022). *Digging deep for equitable outcomes: Facing our past and utilizing the warm demander stance in project based learning classrooms*. American Educational Research Association, San Diego.
  - ◆ **Hinnant-Crawford, B.** (23 April 2022). *Beyond equitable outcomes: The details are in the improvement process*. American Educational Research Association, San Diego. [invited]
  - ◆ **Hinnant-Crawford, B.** (13 August 2021). *Exploring the Impact of PBL: Comparative Analysis of New Tech Network and Non-New Tech Network Student Outcomes*. Presentation at the Meeting of the AERA Fellowship Program on the Study of Deeper Learning. [invited]
  - ◆ **Hinnant-Crawford, B.**, & Rush, C. B. (5 August 2021). *Equity Pedagogy: Culturally Relevant Instruction and Assessment in Elementary Classrooms*. Presentation at the Beginning Teacher Symposium, Cullowhee, NC.
  - ◆ **Hinnant-Crawford, B.** (23 July 2021). *Critical Pragmatism: Improvement Science, Equity, and the Responsibility of the Scholar-Practitioner*. Presentation at Clemson University EdD Summer Summit, Virtual. [Keynote]
  - ◆ **Hinnant-Crawford, B.** (6 July 2021). *Equity Pedagogies: Cultivating Responsive, Relevant, and Sustaining Classrooms to Ensure Opportunities to Learn*. Presentation at the WCU Equity Certificate, Virtual.

- ◆ **Hinnant-Crawford, B.** (October 2020). *Pedagogy Matters: Cultivating Inclusive Academic Environment for Equity and Excellence*. Presentation at the North Carolina New Teacher Support Program e-Institute, Virtual. [Keynote]
- ◆ **Hinnant-Crawford, B.** (October, 2020). *Dismantling Opportunity Gaps by Investing in Teachers*. Presentation at Black Humanity Matters: Closing the Opportunity Gap, Part II, Virtual.
- ◆ **Hinnant-Crawford, B.** (September, 2019). *Cultivating Critically Conscious Teachers: An Essential Role for School Leaders in Alleviating Gaps in Educational Opportunity*. Presentation at Closing the Opportunity Gap: Black Children Thriving in Schools, Asheville, NC. Asheville City Schools Foundation.
- ◆ **Hinnant-Crawford, B.** (July, 2019). *Using Equity Pedagogy and PBL to Increase Access to Educational Opportunity*. Presentation at the New Tech Annual Conference, Orlando, FL.
- ◆ **\*Hinnant-Crawford, B.,** Virtue, E. E., & Bergeron, L. (April, 2019). *Equity Pedagogy and Project Based Learning as Instructional Weapons in a Post-Truth Era*. Presentation at the American Educational Research Association, Toronto, CA.
- ◆ **Hinnant-Crawford, B.** (May, 2019). *Growing Critically Conscious Teachers: The responsibility of educational leaders*. Brown @ 65 Symposium. State College, PA.
- ◆ Willis, V. & **Hinnant-Crawford, B.** (April, 2019). *Navigating the Torrid Terrain of Public Education: Parents Remaining Committed to Equality in a Post-Truth Era*. Presentation at the American Educational Research Association, Toronto, CA.
- ◆ **\*Hinnant-Crawford, B.,** Davis, T., & Nazario Colón, R. (October 2018). *Improvement Science as a Methodological Tool for Social Justice*. Presentation at the Carnegie Project for the Education Doctorate, Phoenix, Arizona.
- ◆ **\*Hinnant-Crawford, B.,** Virtue, E. E., & Bergeron, L. (April, 2018). *New Tech Network, Reform Partners, and the Evaluating the Effectiveness of Reform Networks*. Presentation at the American Educational Research Association, New York, NY.
- ◆ **Hinnant-Crawford, B.** (April, 2016). *Education Policy Influence Efficacy: Teacher Beliefs About their Ability to Impact Education Policy*. Presentation at the American Educational Research Association, Washington, DC.
- ◆ **Hinnant-Crawford, B.** (March, 2015). *Womanist Leadership: What I Can Learn from Sisters in the Black Freedom Struggle About Leadership*. Presentation at the Western Carolina University Women's Leadership Conference, Cullowhee, NC.
- ◆ Crow, R., **Hinnant-Crawford, B.,** Jorissen, K. Brotherton, D. (September, 2014). *What's In a Name: Operationalizing EdD Innovations in Design Concepts*. Paper Presented at the Carnegie Project for the Educational Doctorate Conference- St. Louis, Missouri.
- ◆ **Hinnant-Crawford, B. & Chang, M.** (June, 2014) *Policy and Motivation: Unintended Consequences of Accountability on Teachers' Classroom Goal Structure*. Poster presented at the International Conference on Motivation. Helenski, Finland
- ◆ **Hinnant-Crawford, B.** (October, 2012). *The Way I See It: Student Perceptions of Education Policy and its Consequences for Motivation*. Paper Presented at the Georgia Educational Research Association.
- ◆ **Hinnant-Crawford, B.** (October, 2012). *A Catalyst for Change? Validating Self-Efficacy Scales Measuring Aptitude for Social Change*. Paper Presented at the Georgia Educational Research Association.
- ◆ **Hinnant-Crawford, B.** (April, 2012). *Parental Involvement*. Teaching In the Urban South Presents African American Excellence in Education Conference.
- ◆ **Hinnant-Crawford, B.** (April, 2012). *Can I Change the World? Assessing Individual Self-Efficacy Beliefs about Ability to Change Society*. Paper Presented at the American Educational Research Association- Vancouver, British Columbia.
- ◆ Chang, M., Falkenberg, K., & **Hinnant-Crawford, B.** (April, 2012). *Where do I belong? Examining Summer Enrichment Program on Belongingness*. Paper Presented at the American Educational



Research Association- Vancouver, British Columbia.

- ◆ **Hinnant-Crawford, B.** (April, 2011). *Pulpits, Pews, and Picket Lines: From the Sermonic Moment to Social Advocacy for Education*. Paper Presented at the American Educational Research Association- New Orleans, LA.
- ◆ **Hinnant, B.** (March, 2008). *Does mayoral control really equate to school board diversity? The effect of mayoral appointments on school board diversity*. Poster presented at the 2008 Brown University Graduate Students of Color Research Conference.
- ◆ **Hinnant, B.** (April, 2006). *New interfaces= new divides: Internet, cellular phones and the digital divide*. Paper presented at the 2006 Mid-Atlantic Regional Conference of Alpha Kappa Alpha, Sorority, Inc.

## GRANTS

- ◆ **Hinnant-Crawford, B.** (PI). (2022). Uncovering Criticality in Secondary Classrooms: A Quantitative Approach.  
**Award Amount: \$35,000.00**  
**This grant supports** a study designed to understand the pursuit of criticality within New Tech classrooms. Exploratory in nature, this quantitative portion of a larger mixed method (concurrent triangulation) study seeks to determine: (a) the extent to which New Tech educators see criticality as an outcome for education, (b) the ways in which criticality is implicitly and explicitly operationalized in secondary classrooms, (c) the extent to which project-based learning contexts provide opportunity for students to develop criticality.
- ◆ **Hinnant-Crawford, B.,** Virtue, E. (co-PIs), Cromartie, S. (2021). Warm Demander Pedagogy: Characteristics and Practices of Effective Secondary Teachers.  
**Award Amount: \$65,774.00**  
This grant is to fund a multimethod study that includes surveys, focus groups, and observations of teachers attempting to employ warm demander pedagogy. Part of the study is the development of an observation protocol and further validation of the Asset-Based Equity Pedagogy Scale, which has a subscale entitled *Warm and Demanding Environment*.
- ◆ **Hinnant-Crawford, B.** (2019). New Tech Network Comparative Analysis of Academic Outcomes in Texas  
**Award Amount \$10,300.00**  
This was a follow up to the initial New Tech Award. Our initial analysis lacked enough power for a significant result, as new data were available, I combined cohorts for several years and used multilevel modeling and OLS regression to provide New Tech Network with the most unbiased estimates of program impact on student academic outcomes in Texas.
- ◆ **Hinnant-Crawford, B.** (2018). WCU Provost Internal Funding Support Grant for Cougar Catalyst Summer Institute **Award Amount \$10,000.00**  
This grant supported the pilot of the Cougar Catalyst Summer Institute, a four-week summer program that engages low-income, African American youth in the critical study of their own histories and community. Using Youth Participatory Action Research (YPAR) and grounded in culturally sustaining pedagogy, the institute seeks to a) reinforce academic standards (from English I and Math I—decreasing summer learning loss), b) increase awareness and preparation for post-secondary educational opportunities, and c) facilitate critical consciousness and student efficacy in their ability to create social change. The five-week program is divided into themes: understanding ourselves (history), understanding our city (data collection AND data analysis), improving our city (design thinking, problem solving), and improving ourselves (soft and non-cognitive skills). To reinforce academic standards, increase awareness and preparation for post-secondary education, and to cultivate critical consciousness, this institute will use a four-pronged strategy: 1) literacy development, 2) research, 3) college preparation, and 4) modeling.
- ◆ **Hinnant-Crawford, B.** (2016). New Tech Network Comparative Analysis of Academic and Non-Academic Outcomes  
**Award Amount \$55,000.00**

The New Tech Network is a design partner for comprehensive school change. As the principal investigator for an external evaluation, I designed and conducted a concurrent triangulation mixed-method design to examine the impact of New Tech Network education on academic and non-academic outcomes of high schoolers Michigan, North Carolina, and Texas. I estimated the impact of underlying New Tech principles on state assessment outcomes, self-regulation, civic-mindedness, GRIT, and problem solving. Using Hierarchical Linear Modeling and controlling for student and school level variables, I provided New Tech Network with the most unbiased estimates of program impact on student outcomes.

## **POST-SECONDARY TEACHING**

- ◆ **Clemson University**
  - ❖ EDLL 8100: Organizational Improvement in School Leadership
  - ❖ EDIS 9100: Models for Whole School Reform
  - ❖ EDIS: 9400: Diversity and School Communities
  - ❖ EDIS 9330: Applied Improvement Science Methods I (Quant)
  - ❖ EDL 9800: Current Issues in Educational Leadership: Critical Theories
- ◆ ***Western Carolina University***
  - ❖ EDL 893: Leadership for Just Curriculum and Instruction
  - ❖ EDL 826: Policy Leadership
  - ❖ EDL 805: Introduction to Academic Writing
  - ❖ EDL 793: Leadership for Social Justice
  - ❖ EDRS 602: Research Methods
  - ❖ EDRS 800: Analysis of Research
  - ❖ EDRS 801: Improvement Science
  - ❖ EDRS 802: Research Design
  - ❖ EDRS 803: Data Collection
  - ❖ EDRS 804: Data Analysis
  - ❖ EDRS 805: Data Visualization
  - ❖ EDRS 806: Advanced Statistical Analysis in Research
- ◆ ***Emory University***
  - Undergraduate Lecturer (Instructor of Record)
    - ❖ EDS 314: Education and Cultural Diversity, Spring 2010
    - ❖ EDS 417: Introduction to Educational Policy and Leadership, Spring 2013
  - Graduate Lecturer (Instructor of Record)
    - ❖ EDS 502: Psychology of Teaching and Learning, Summer 2012
  - Undergraduate Teaching Assistant
    - ❖ EDS 302: Child and Adolescent Development, Fall 2011
    - ❖ EDS 303: Psychology of Learning, Spring 2011
  - Graduate Teaching Assistant
    - ❖ EDS 509: Exceptionality, Summer 2009 and Summer 2011
    - ❖ EDS 551: Educational Measurement, Summer 2010
    - ❖ EDS 553: Inferential Statistics I, Fall 2012
- ◆ ***Workshop Facilitator***
  - ❖ High Impact Leadership: Diversity, Equity, and Inclusion Course Instructor (2020-present)  
Develop and teach the DEI portion of the High Impact Leadership certificate offered through continuing education at WCU
  - ❖ The Improvement Science Dissertation in Practice, October 2020, Carnegie Project on Education Doctorate Conference
  - ❖ Introduction to Improvement Science, March 2020, Carnegie Project on Education Doctorate

## Webinar

- ❖ Introduction to Improvement Science, October 2019, Carnegie Project on Education Doctorate Conference
- ❖ TITUS: SAT Preparation Training, August 2012
- ❖ Quantitative Research Data Management Workshop August, 2011

**ELEMENTARY & SECONDARY TEACHING**

- ◆ ***Neighborhood Works Blackstone River Valley*** (October 2007- April 2008)  
YOUTH RAP (After School Program)  
I served in two capacities at the Woonsocket, RI Neighborhood Works Youth Rap. In addition to serving as an academic tutor for students in 6<sup>th</sup>-12<sup>th</sup> grades, I also taught a step class. In teaching the step class, I designed the curriculum, choreographed the routines, took participants to area step shows in Boston, and secured venues for students to perform.
- ◆ ***Wayne County Public Schools***
  - ❖ *Goldsboro High School*  
English Faculty 1/07- 6/07, 6/08-7/08  
At Goldsboro High, I was responsible for teaching three English classes (two world literature classes and one British literature class). I had approximately seventy-five students, sophomore and seniors. In addition to regular instruction, I also taught Saturday Academy for remedial writing students. In 2008, I taught English in summer school for students in grades 9, 10, 11 and 12.
  - ❖ *Eastern Wayne High School* (Student Teaching) 2006

**DISSERTATIONS/DISQUISITIONS CHAIRED**

- ◆ Alford-Keith, L. (2022) *Toward equitable family engagement: Using professional learning to impact teachers' beliefs and practices amidst the COVID-19 Pandemic.* (EdD Dissertation)
- ◆ Artis, M.M. (2022) *Amplifying teacher voice in education policy discussions.* (EdD Dissertation)
- ◆ Baylor, L. & Lambert, M. (2021). *Fostering a sense of belonging in a community college: A faculty initiative to increase support.* (EdD Dissertation)
- ◆ Ward, S. (2020). *Building resilient learners: How schools can identify and support students who have experienced trauma.* (EdD Dissertation)
- ◆ Bratton, T. (2020). *Imagining a prophetic spirituality: Congregational learning for an inclusive and lived faith.* (EdD Dissertation)
- ◆ Sutton, B. (2019). *Breaking the mold: Addressing teacher responsiveness to the diverse needs of students.* (EdD Dissertation)
- ◆ Collins, R. & Weaver, B. (2018). *The power of true connection: Connecting students and educators for student success.* (EdD Dissertation)
- ◆ Reeder, B. (2018). *They all deserve this: Increasing the capacity of teachers to identify students with well-being issues.* (EdD Dissertation)
- ◆ Milner, D. (2017). *I-N-D-E-P-E-N-D-E-N-T: Increasing reading independence for students with dyslexia.* (EdD Dissertation)
- ◆ Washburn, K. M. M. (2016). *No literacy left behind: Addressing information illiteracy in the information age.* (EdD Dissertation)

**AWARDS**

- ◆ NAACP Humanitarian of the Year, finalist 2021
- ◆ Dean's Research Award, 2020-2021

- ◆ Over and Above Award, 2020-2021 Human Services Department
- ◆ Chancellor's Distinguished Teaching Award, Finalist April 2018
- ◆ College of Education and Allied Professions Legislative Teaching Award, March 2018
- ◆ Curtis Wood Award for Graduate Mentoring Nominee, 2017 and 2018
- ◆ WCU Faculty Research and Creative Activities Award, 2017-2018 (\$5,000 to support research activity)
- ◆ AERA Grants Program Institute on Statistical Analysis Participant, 2014
- ◆ Georgia Educational Research Association (GERA) Outstanding Student Research Award, 2012
- ◆ Emory University Graduate Student Fellowship, 2008
- ◆ Phi Beta Kappa National Honor Society
- ◆ Phi Kappa Phi National Honor Society
- ◆ ETS Award for Excellence Praxis II (English)  
English Language, Literature, and Composition: Content Knowledge
- ◆ Mid-Atlantic Region of Alpha Kappa Alpha Sorority, Inc. Undergraduate Research Award  
Title: *New Interfaces = New Divides: Internet, Cellular Phones, and the Digital Divide*
- ◆ Lambda Pi Eta- National Communication Honor Society
- ◆ SAY (Students Advocating for Youth) Award, 2004
- ◆ North Carolina Teaching Fellows, 2002

### **PROFESSIONAL DEVELOPMENT**

- ◆ Improvement Collective Advanced Fellowship [advanced improvement methodologies course] (August 2023- May 2024)
- ◆ Online Course Design Seminar by Coulter Faculty Commons (10 weeks, June -August 2019)
- ◆ Faculty Institute on Community Engagement (2018-2019)
- ◆ Quality Matters: Improving Your Online Course Workshop, March 2018
- ◆ Propensity Score Matching, AERA Professional Development Workshop, April 2017
- ◆ Asa Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education April 2016
- ◆ Carnegie Foundation for the Advancement of Teaching Higher Education Network: 2015-2016
- ◆ Carnegie Project on the Education Doctorate (CPED) Improvement Science Workshop: September 2014
- ◆ Coulter Faculty Center FORWARD Writing Group 2014-present
- ◆ AERA Grants Program Institute on Statistical Analysis: May 2014  
Special Topic: Casual Modeling with International Datasets.
- ◆ APA Division 15 Doctoral Student Seminar, August 2011 (participant; Assigned Mentors: Avi Kaplan, Sharon Nichols, Dianne Cross)
- ◆ William L. Boyd Educational Politics Workshop sponsored by the Politics of Education Association at American Educational Research Association, April 2011.
- ◆ CITI Training: Research with Human Subjects
- ◆ Doing Research: Analysis and Methods Series (DREAMS): Structural Equation Modeling Workshop, December 2010
- ◆ Emory Teaching Assistant Training and Teaching Opportunity Program (TATTO), 2009  
Three-day introductory course in pedagogical techniques specific for college teaching.
- ◆ Emory University Graduate School Grant Writing Workshop, 2008
- ◆ NCSU SAFE Training, 2004  
Safe training teaches heterosexuals to be sensitive to the needs of people in the homosexual, bisexual, and transgender communities. The training certifies participants as allies that persons in

these communities can come to in time of crisis.

### **TECHNICAL SKILLS**

<b>General Programming</b>	<b>Design</b>	<b>Data Processing</b>
Microsoft Office	Print Shop 9	SPSS- Statistical Package
I-Work (Mac)	Photo Shop	Stata- Statistical Package
Microsoft Works	Final Cut Professional	HLM, LISREL, Facets

### **SERVICE**

- ◆ Clemon College of Education Inclusive Excellence Implementation Team (2022- present)
- ◆ Clemson Commission on the Black Experience, Commissioner (2022- present)
- ◆ AERA Improvement Science SIG Chair (2023- present)
- ◆ AERA Improvement Science SIG- treasurer (2022-2023)
- ◆ Improvement for Equity by Design (IExD) Improvement reviewer (2022- present)  
Coach improvement teams from across the US on how to address dilemmas they are facing and on how to accelerate improvement during improvement review sessions twice a year.
- ◆ Jackson County NAACP -2<sup>nd</sup> Vice President -2021- 2022
- ◆ First Baptist Asheville Center for Faith and Life Advisory Board Member -2021-2021
- ◆ Key Learning Center Advisory Board Member 2020- present
- ◆ First United Methodist Church Waynesville- Book Study Team Leader Spring 2021
- ◆ One Dozen Who Care, Inc., Board Member, (2019- 2022)
- ◆ NC Interagency Coordinating Council (ICC), Board Member, Raleigh, NC. (Appointed by Governor Roy Cooper March 2018) Advisory board on children with disabilities birth to 5.
- ◆ Office of Student Transitions- Transition Course Instructor (for first year students)- 2018, 2019
- ◆ Transition Course Task Force for Diversity and Inclusion Content- 2017-2018  
Developed modules to be included in all transition courses on diversity and inclusion.
- ◆ SACSCOC Monitoring Report Committee – 2018  
Developed and facilitated training for all non-academic units for writing continuous improvement reports.
- ◆ WCU Council on Inclusive Excellence, Council Member (August 2017 – 2020)
- ◆ Intercultural Affairs Advisory Board, Vice Chair (2017- 2019)
- ◆ WCU College of Education and Allied Professions Diversity Committee, Co-Chair (2016- 2021)
- ◆ Editorial Board, Journal of Negro Education (2015 - present)
- ◆ Editorial Board, Journal for Multicultural Education (2021- present)
- ◆ Guest Editor- Journal for Multicultural Education (August 2016 Issue)
- ◆ Campus Advisor for Kappa Alpha Chapter of Alpha Kappa Alpha Sorority, Inc. (2015 - 2022)
- ◆ Campus Advisor for WCU Chapter of the National Association for the Advancement of Colored People (2017- 2019)
- ◆ Jackson County NAACP- Election Advisory Committee (2016)
- ◆ Sunday School Teacher, Liberty Baptist Church (2018-present)
- ◆ Sunday School Teacher, Cullowhee United Methodist Church (2015 - 2016)
- ◆ Teaching in the Urban South (TITUS), Community Outreach Coordinator and High School Liaison (2011-2013)
- ◆ Alpha Kappa Alpha ASCEND SAT and College Preparation Presenter- (2015 – 2017)
- ◆ Rebuilding Broken Places Community Development Center, Board of Directors (2010- 2015)
- ◆ Emory Black Graduate Student Association- Community Service Chair 2009-2010
- ◆ Ad hoc Reviewer
  - ❖ Educational Policy

- ❖ Journal for Multicultural Education
- ❖ APA Division 15
- ❖ University Council on Education Administration (UCEA)

### **PROFESSIONAL MEMBERSHIPS**

- ◆ University Council for Education Administration
- ◆ Carnegie Project on the Education Doctorate
- ◆ American Educational Research Association
  - ❖ Improvement Science SIG
- ◆ Coalition for the Study of Measurement, Statistics and Evaluation in Education
- ◆ Georgia Educational Research Association