

Julie Hargraves, M.Ed.
Angelo State University
College of Education
Department of Curriculum and Instruction
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EDUCATION

Ed. D Program: Educational Leadership (In progress)
University of the Cumberlands, Williamsburg, KY
Specialization in School Level Administration
Advisor: Dr. Jennifer Simpson

Principal Certification

Angelo State University, San Angelo, TX
May 2011

Master of Education in Guidance and Counseling

Angelo State University, San Angelo, TX
May 2006

Bachelor of Science in Early Childhood

Angelo State University, San Angelo, TX
May 1996
cum laude, Kappa Delta Pi, Dean's List, NCEA

EDUCATIONAL LEADERSHIP DOCTORAL CURRICULUM

Completed Courses December 2017-Present

- Grant Writing and Proposal Development
 - Researched, analyzed, and developed skills in grant and proposal writing, including the common expectations by reviewers of vocabulary and organization, became familiar with they types of financial assistance available to educational institutions, processes used by governmental and other agencies to review grant proposals and application, and described and assessed various strategies for managing grant projects.
- Higher Education in America
 - Researched, analyzed, and discussed diverse departmental cultures and missions of academic departments, fiscal affairs, student services, and physical plant operations operating on college campuses. Analyzed the forces affecting leadership directed toward institutional viability. Contrasted missions and clientele served by various kinds of institutions that make up American higher education.

- Historical Development of Leadership Theories
 - Researched, analyzed, discussed, and evaluated the classical understanding of leadership from a Greco-Roman perspective; assessed the traits, skills, and other characteristics for the classical and medieval world necessary for strong leaders; examined the changing understanding of leadership as it emerged during the Renaissance with special emphasis placed upon the theories of Machiavelli; explored the early modern and modern concepts of leadership associated with “republicanism”; and the historical context in shaping both the development of leaders and the understanding of leadership theories.
- Inferential Statistics in Education
 - Focused on descriptive and inferential statistics commonly used in educational administration. Applied statistical methods to research design and investigated how these methods can contribute to school improvement. Defined and described the essential characteristics of quantitative research using concepts including the measure of central tendency and variability, probability theory, estimation and significance, and correlation and regression. Applied inferential statistical test on problems requiring parametric and non-parametric analyses. Analyzed and critiqued statistical information in professional literature.
- Learning in Adulthood
 - Researched, analyzed, and discussed how the aging process impacts learning, contrasted pedagogical and andragogical assumptions, and demonstrated an understanding of structuring learning experiences for adults.
- Leadership in Theory and Practice
 - Researched, analyzed, discussed, and evaluated leadership styles, applied adult learning theories and leadership principles, and assessed types of learning and leadership models.
- Online Teaching and Learning
 - Researched, analyzed, and discussed the history of distance education, identified the differences among the types of learning environments, such as web-enhanced, hybrid, synchronous, and asynchronous settings, and compared and contrasted the differences among learning management systems and communication management software. Designed an online course by implementing instructional design strategies.
- Politics of Educational Decision-Making
 - Researched, analyzed, and discussed how political activities at the federal, state, and local levels impact the administrative decision-making in the educational setting. Explored strategies for managing institutional politics, traced the impact of politics on the development of specific educational policies and programs, differentiated between constructive and destructive political forces, explored strategies for responding to political opposition to educational proposals with clear and constructive explanation and argument, and developed strategies for nurturing collaboration and consensus in the development of institutional policies and programs.
- Program Planning and Assessment

- Researched, analyzed, and discussed ways to conduct program assessments, explored ways to assess both felt and assessed needs as prerequisite activities in program building, investigated ways to develop program goals that support an organization's mission statement and strategic plan, developed course objectives that fulfill program goals, and examined program assessment data for as part of an annual report.
- The Change Process
 - Researched, analyzed, and discussed interdisciplinary perspective on how individuals and groups respond to change initiatives, contrasted major learning theories, contrasted adult learning characteristics with children, analyzed major leadership models, and conducted an in-class change procedure.

PROFESSIONAL CERTIFICATIONS

Texas Educator Certification School Counselor EC-12

Texas Educator Certification Principal EC-12

Texas Educator Certification Elementary Self-Contained 1-8

Texas Educator Certification Early Childhood PK-KG

Texas Educator Certification Elementary Physical Education 1-8

Texas Teacher Evaluation and Support System (T-TESS) Certification

Texas Teacher Evaluation and Support System T-TESS Training for Field Supervisor Coaching

Advanced Candidates Certification

PROFESSIONAL EXPERIENCE

Adjunct Instructor January 2015-Present

Curriculum and Instruction, Angelo State University, San Angelo, TX

- Utilize Blackboard Learning Management System for all course requirements.
- Responsible for multiple weekly communications to candidates.
- Required to score assignments, provide detailed feedback, and assess overall improvement of candidates.
- Work with the lead professor and instructor(s) within the course to troubleshoot problems, collaborate, and provide insight into the candidates in my section.
- First point of contact for candidates, encourage, engage, and provide support and assistance as needed.
- Assist lead professor in course preparation.
- Mentor candidates through communication and feedback.
- Utilize professional experiences to enhance course content with real-world, practical insights and provide input for continuous course improvement.
- Graduate Courses Taught (online)
- Foundation Courses:
 - EDG 6301 Social and Cultural Influences (2016 Sum; 2018 Spr A&B, Sum, Fall A&B; 2019 Spr A&B)
 - EDG 6302 Tests and Measurements (2017 Fall A&B; 2018 Spr A&B, Sum, Fall A&B; 2019 Spr A&B, Sum, Fall A)

- EDG 6304 Educational Research (2019 Sum, Fall A)
 - Conducted research as part of the TEMI, compiled and provided the research results to the University of Texas and the Texas Department of Education
 - Research curriculum and educational programs for student growth
 - Member of the Campus and District Wide Site-Base Committees where we analyzed campus and district state tests and student growth, developed class and student schedules, and developed and revised school policies and procedures
 - Disaggregated and analyze data for student growth
 - Reviewed STAAR data to determine areas for curriculum improvement
 - Reviewed individual student data to create a personalized learning environment
 - Work with diverse populations
 - Apply research-based practice to improve the school guidance and counseling program
 - Monitor growth and development of students throughout childhood and adolescence, noting environmental, social, and cultural factors that affect learner's development
 - Collaborate to refer students as needed for special programs or outside agencies for additional support
 - Taught Personal and Family Development Classes
 - Taught Skills for Living
 - Research programs for high school students concerning college, credit, and social issues
 - Advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles
 - Provide leadership for the campus school counseling program.
 - Follow and maintain the Legal and Ethical Standards for Faculty and Students
 - Ensured compliance of campus, district, and state laws and regulations
 - Strived to stay up to date with new policies implemented at the state level
 - Collaborated with various departments across campus to ensure alignment within the district and discuss plans for curriculum development
 - Created an inclusive learning environment for all students
 - Promoted an environment of social justice
 - Develop school guidelines and procedures for special programs: GT, RTI, At Risk
 - 2008 Shoes of a Dyslexic
 - 2013 Using Social Skills
 - 2015 Jim Walsh
 - 2016 Jim Walsh-Law Dawg
 - 2017 School Safety Summit
- Guidance and Counseling Courses:

- EDG 6320 Individual Counseling (2015 Spr B, SUM, Fall A; 2016 Spr B)
- EDG 6321 Group Counseling (2015 Fall B)
- EDG 6323 Theories of Counseling (2015 Spr A; 2016 Spr A)
- EDG 6324 Career and Occupational Counseling (2017 Sum)
 - High School Counselor – Individual and Group Counseling
 - Elementary Counselor – students, small group, and classroom counseling
 - Taught Career and College Preparation classes
 - Provide individual counseling and planning to guide students as they plan, monitor, and manage their own educational, career, personal, and social development with appropriate interventions that assist in personalized goal-setting
 - Provide small group counseling as a needed part of responsive services in a comprehensive school counseling program. The type of group used will depend upon the crisis response
 - Provide individual and group guidance to assist students in developing and applying skills for maximum educational, career, and interpersonal relations
 - Use accepted theories in addressing personal, social, career, cognitive, and educational development.
 - Research programs for high school students concerning college, credit, and social issues
 - Administer, review, and evaluate career standardized data profiles, such as the O*NET, in order to assist students with career and vocational awareness, exploration, and planning.
 - Collaborated with various departments across campus to ensure alignment within the district and discuss plans for curriculum development
 - Provide leadership for the campus school counseling program
 - Apply research-based practice to improve the school guidance and counseling program
 - Created an inclusive learning environment for all students
 - Advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles
 - Promoted an environment of social justice
 - Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
 - Reviewed STAAR data to determine areas for curriculum improvement
 - Reviewed individual student data to create a personalized learning environment
 - Monitor growth and development of students throughout childhood and adolescence, noting environmental, social, and cultural factors that affect learner's development
 - Work with diverse populations
 - Implement guidance curriculum designed to provide lessons systematically to students that facilitate growth and development in the

areas of educational, career, personal, and social development. Four strategic curricular content areas in Texas include Intrapersonal Effectiveness, Interpersonal Effectiveness, Post-Secondary Education and Career Readiness, and Personal Health and Safety

- Follow and maintain the Legal and Ethical Standards for Faculty and Students
- Ensured compliance of campus, district, and state laws and regulations
- Consult with school staff, parents, and community members to promote understanding of human relations and student development, human behavior (including exceptionalities), and environment
- Collaborate to refer students as needed for special programs or outside agencies for additional support
- Strived to stay up to date with new policies being implemented at the state level
- 2005 SOS Signs of Suicide
- 2005 Crisis Response
- 2005 FBAs and BIPs
- 2006 Campus Change Agents
- 2006 Counselors Network
- 2006 Behavior Management
- 2007 TCA Professional School Counselor Conference, Corpus Christi, Texas
- 2007 RTI
- 2007 Counselors Network
- 2007 Section 504 Update
- 2007 Aggression Replacement
- 2007 Bully & Harassment
- 2007 Podcasting 101
- 2007 Hear our cry
- 2008 1A/2A Counselors
- 2009 TEA Career and Technical Education Teacher Conference, Dallas, Texas
- 2009 Internet Safety
- 2009 Financial FIT CTE
- 2009 ServSafe
- 2009 Intro XL 2007
- 2009 1A/2A Counselors
- 2010 WBL Training for CTE
- 2010 CTE TEKS - Hospitality & Tourism
- 2010 CTE TEKS - Education & Training
- 2010 CTE TEKS - Human Services
- 2010 Achieve College
- 2011 Career Cert Training
- 2013 Ethics in Counseling
- 2013 Behavior Conference

- 2013 Using Social Skills
 - 2015 TCA Texas College Counseling and Career Development Conference, Austin, Texas
 - 2015 Counselor Networking
 - 2015 College Board
 - 2015 Homeless Education
 - 2015 HB5 Endorsements
 - 2015 SB460 Mental Health
 - 2015 Troubled Students
 - 2015 College Prep Course
 - 2016 CTE Program Management
 - 2016 Emotional Regulation
 - 2017 School Safety Summit
 - 2018 The ABC's of LGBTQ Clients presented by Three Rivers Counseling Association
- School Administration Courses:
 - EDG 6342 Personnel and Fiscal Management (2017 Fall A)
 - EDG 6345 Human Relationships in Educational Administration (2017 Fall B)
 - Instruct staff on state testing procedures, security, policies, and administration
 - Monitor and evaluate teacher instruction and administration
 - Principal for Pre-K through 5th grade, 540 students and 65 staff members
 - Plan and manage the elementary budget
 - Reviewed STAAR data to determine areas for curriculum improvement
 - Reviewed individual student data to create a personalized learning environment
 - Collaborate to refer students as needed for special programs or outside agencies for additional support
 - Work with diverse populations
 - Provide leadership for the campus school counseling program
 - Monitor growth and development of students throughout childhood and adolescence, noting environmental, social, and cultural factors that affect learner's development.
 - Maintain Legal and Ethical Standards for Faculty and Campus
 - Collaborated with various departments across campus to ensure alignment within the district and discuss plans for curriculum development
 - Advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles
 - Created an inclusive learning environment for all students
 - Promoted an environment of social justice
 - Follow and maintain the Legal and Ethical Standards for Faculty and Students
 - Ensured compliance of campus, district, and state laws and regulations

- Strived to stay up to date with new policies being implemented at the state level
- T-TESS Certified
- Presented Mandated State and Federal Staff Development Topics to Faculty and Staff
- Created District's Assistant Principal evaluation form
- Monitor and evaluate teacher instruction and administration
- 2016 T-TESS Training
- 2016 Legal Training - Chapter 37 Student Discipline
- 2016 New Principal Camp
- 2016 Jim Walsh-Law Dawg
- 2017 SLO for Teachers

Grape Creek ISD, San Angelo, Texas

- Elementary Principal, Grape Creek Elementary, 2016 - 2017
 - Principal for Pre-K through 5th grade, approximately 540 students and 65 staff members
 - Collaborated with Administration, Teachers, Parents, and Other Members of the Learning Community
 - Plan and manage the elementary budget
 - Maintain Legal and Ethical Standards for Faculty and Campus
 - T-TESS Certified
 - Presented Mandated State and Federal Staff Development Topics to Faculty and Staff
 - Reviewed STAAR data to determine areas for curriculum improvement
 - Reviewed individual student data to create a personalized learning environment
 - Work with diverse populations
 - Follow and maintain the Legal and Ethical Standards for Faculty and Students
 - Ensured compliance of campus, district, and state laws and regulations
 - Strived to stay up to date with new policies being implemented at the state level
 - Collaborated with various departments across campus to ensure alignment within the district and discuss plans for curriculum development
 - Created an inclusive learning environment for all students
 - Promoted an environment of social justice
 - Created District's Assistant Principal evaluation form
 - Monitor and evaluate teacher instruction and administration
 - Research curriculum and educational programs for student growth
 - Update and maintain school guidelines and procedures for elementary campus
 - Campus and District Site-Base
 - Maintained Safety, Order, and Effective Discipline Management
- Elementary Teacher, Grape Creek Elementary, 1997-2001
 - Instructor in Kindergarten, 2nd grade and 3rd grade, teaching the educational knowledge and objectives per grade level and subjects
 - Adapts and modifies teaching and student work as needed for different learning styles

- Motivates, evaluates, monitors and encourages students in their progress and to achieve their personal goals

Schleicher County ISD, Eldorado, Texas

- Eldorado High School Counselor, 2015-2016
 - District Coordinator for the State regulated testing and local testing, plan and organize tests for multiple grade levels
 - Instruct staff on state testing procedures, security, policies, and administration
 - Research programs for high school students concerning college, credit, and social issues
 - Follow and maintain the Legal and Ethical Standards for Faculty and Students
 - Collaborated with various departments across campus to ensure alignment within the district and discuss plans for curriculum development
 - Created an inclusive learning environment for all students
 - Promoted an environment of social justice
 - Reviewed STAAR data to determine areas for curriculum improvement
 - Reviewed individual student data to create a personalized learning environment
 - Work with diverse populations
 - Follow and maintain the Legal and Ethical Standards for Faculty and Students
 - Ensured compliance of campus, district, and state laws and regulations
 - Strived to stay up to date with new policies being implemented at the state level
 - CTE Coordinator
 - At-Risk Coordinator
 - Homeless Liaison
 - Dual Credit Coordinator
 - Credit Recovery Coordinator
 - Build and Implement Campus Master Schedule
 - TxEIS
 - Suicide prevention training for staff and faculty
 - Individual and group counseling
 - ACT/SAT Testing Coordinator
 - Scholarship Manager

Christoval ISD, Christoval, Texas

- Fourth Grade ELA/History Teacher, Christoval Elementary, 2012-2015
 - Instructor in English Language Arts and Social Studies teaching the educational knowledge and objectives per subject
 - Established well-organized classroom routines, set appropriate academic expectations, and provided positive experiences to build self-esteem
 - Facilitates, maintains, updates, assists co-workers, and evaluates students in the use of iPads in the classroom
 - Adapts and modifies teaching and student work as needed for different learning styles
 - Motivates, evaluates, monitors and encourages students in their progress and to achieve their personal goals

- Administers state regulated tests per state requirements and guidelines
- Personal and Family Development, College Preparation, Career, Skills for Living Teacher, Christoval High School, 2009-2012
 - Classes: Personal and Family Development, College Preparation, Career, and Skills for Living
 - Student Council Advisor
 - Worked with the high school counselor in testing, counseling, and college preparation
 - Member of the Campus and District Wide Site-Base Committees where we developed class and student schedules and developed and revised school policies and procedures
- Counselor/Campus Testing Coordinator, Christoval Elementary, 2005-2009
 - Campus Coordinator for the State regulated testing and local testing, plan and organize tests for multiple grade levels
 - Instruct staff on state testing procedures, security, policies, and administration
 - Monitor and evaluate teacher instruction and administration
 - Research curriculum and educational programs
 - Collaborated with various departments across campus to ensure alignment within the district and discuss plans for curriculum development
 - Created an inclusive learning environment for all students
 - Promoted an environment of social justice
 - Reviewed STAAR data to determine areas for curriculum improvement
 - Reviewed individual student data to create a personalized learning environment
 - Work with diverse populations
 - Follow and maintain the Legal and Ethical Standards for Faculty and Students
 - Ensured compliance of campus, district, and state laws and regulations
 - Strived to stay up to date with new policies being implemented at the state level
 - Develop school guidelines and procedures for special programs: GT, RTI, At Risk
 - Develop educational objectives for students with special needs
 - Counsel students individually, small group and in the classroom
 - Plan and manage counseling budget
 - Liaison for the then newly developed Texas Early Math Inventory (TEMI) between faculty, the University of Texas and the Texas Department of Education
 - Conducted research as part of the TEMI, compiled and provided the research results to the University of Texas and the Texas Department of Education
- Physical Education Teacher, Christoval Elementary, 2001-2005
 - Instructor in Physical Education teaching the educational knowledge and objectives per subject
 - Adapts and modifies teaching and student work as needed for different learning styles
 - Motivates, evaluates, monitors and encourages students in their progress and to achieve their personal goals
 - Coordinated Field Day

SCHOLARLY ACTIVITIES

- **Presentations**

- Engle, J., & Hargraves, J. (2019, July). *Personalizing learning: Engaging students in online environments*. Presentation: BBWorld 19 Conference. Austin, TX.
- Hargraves, J.C. (2017, January). *Empathy*. Grape Creek Elementary, San Angelo, TX.
- Hargraves, J.C. (2017, January). *What can you control?* Grape Creek Elementary, San Angelo, TX.
- Hargraves, J.C. (2015, September). *Suicide Prevention Plan*. Eldorado High School, Eldorado, TX.

RESEARCH INTERESTS

- Online Education, Professional Development for Online Instruction

PROFESSIONAL DEVELOPMENT & TRAINING

- 2005 Elementary Life Skills
- Legal Issues/School
- 2005 SOS Signs of Suicide
- 2005 Crisis Response
- 2005 FBAs and BIPs
- 2006 Instructional Technology Practicum
- 2006 Completed 15 hours in Graduate Level Instructional Technology courses (Computers in Instructional Settings, Instructional Design & Video Technology, Design Instructional Resources, Technology Media in Instructional Settings, and Computer Network Instructional Environment)
- 2006 Legal for Administration
- 2006 Campus Change Agents
- 2006 Counselors Network
- 2006 Behavior Management
- 2006 TAKS Training Updates
- 2007-2016 ACT administrator
- 2007 TCA Professional School Counselor Conference, Corpus Christi, Texas
- 2007 RTI
- 2007 Assessment Training
- 2007 Counselors Network
- 2007 Section 504 Update
- 2007 Aggression Replacement
- 2007 Bully & Harassment
- 2007 Podcasting 101
- 2007 Hear our cry
- 2007 TAKS Training Updates
- 2008 1A/2A Counselors
- 2008 TAKS Training Updates
- 2008 Shoes of a Dyslexic
- 2009 TEA Career and Technical Education Teacher Conference, Dallas, Texas

- 2009 Internet Safety
- 2009 Financial FIT CTE
- 2009 ServSafe
- 2009 Intro XL 2007
- 2009 1A/2A Counselors
- 2009 TAKS Training Updates
- 2010 WBL Training for CTE
- 2010 CTE TEKS - Hospitality & Tourism
- 2010 CTE TEKS - Education & Training
- 2010 CTE TEKS - Human Services
- 2010 Achieve College
- 2011 Career Cert Training
- 2011 Ready for STAAR
- 2012 Autism Conference
- 2012 STAAR DTC Training
- 2013 Ethics in Counseling
- 2013 TEXES Prep ESL
- 2013 Behavior Conference
- 2013 Using Social Skills
- 2014 TCEA Tots and Technology Conference, Galveston, Texas
- 2014 STAAR DTC Training
- 2014 iDevices Advanced
- 2015 TCA Texas College Counseling and Career Development Conference, Austin, Texas
- 2015 Counselor Networking
- 2015 College Board
- 2015 Homeless Education
- 2015 HB5 Endorsements
- 2015 SB460 Mental Health
- 2015 Troubled Students
- 2015 College Prep Course
- 2015 Accountability 2015
- 2015 Jim Walsh
- 2016 College Board
- 2016 State Assessment
- 2016 TXEIS Scheduling
- 2016 CTE Program Management
- 2016 Emotional Regulation
- 2016 T-TESS Training
- 2016 Legal Training - Chapter 37 Student Discipline
- 2016 New Principal Camp
- 2016 Jim Walsh-Law Dawg
- 2017 SLO for Teachers
- 2017 A-F Ratings
- 2017 School Safety Summit

- 2017 State Assessment
- 2018 Curriculum Vita Training Update
- 2018 Blackboard Training
- 2018 The ABC's of LGBTQ Clients presented by Three Rivers Counseling Association
- 2019 T-Tess Training for Field Supervisor Coaching Advanced Candidates

SERVICE TO THE DEPARTMENT

- Attended open forums for the Dean of the Department of Education, Dr. Mireles, Dr. Reid, and Dr. Clouse, February 26th & 27th and March 8th, 2019.

PROFESSIONAL MEMBERSHIPS

- Texas Elementary Principals & Supervisors Association 2016-2017
- Texas Counseling Association 2015-2017
- Texas Counseling Association 2005-2009
- Texas State Teacher Association 1997-2015
- Kappa Delta Pi 1995-1998

TECHNOLOGY SKILLS

- Apple: Pages, Keynote and Numbers
- Microsoft Office, Excel, PowerPoint
- Prezi
- Blackboard
- Blackboard Collaborate
- Ramport
- Remind 101
- Turn It In
- Facebook
- Twitter
- Instagram

HONORS & AWARDS

- Teacher of the Year, Christoval Elementary, 2012-2013
- Concho Educators Teacher of the Week, 2012-2013
- Teacher of the Year, Christoval Elementary, 2014-2015