

Curriculum Vitae

Dwayne Ray Cormier, Ph.D.

Email: dr_cormier@culturallyresponsivesolutions.com

LINE OF RESEARCH

Dr. Cormier examines the intersection between educators' stated beliefs, observable teaching/leadership practices, and student and family interactions implicated by the sociocultural gap. I seek to understand how the sociocultural gap impacts teachers' cultural competence and critical consciousness, teacher- student relationships, educational opportunity gaps, and school culture. With these understandings, I use educational design research to develop unplugged (no tech) and plugged (high tech) andrological, pedagogical, and supervision tools that assess and codify educators' sociocultural gaps (e.g., cultural competence, critical consciousness).

EDUCATION

May 2019 - The Pennsylvania State University (University Park, PA)

Doctor of Philosophy: Curriculum and Instruction with an Emphasis in Curriculum and Supervision
Dissertation: *The cultural proficiency continuum dialogic protocol: An emerging tool aimed to examine preservice teachers' sociocultural consciousness concerning majority-minority schools and student populations.* Chair, Dr. Bernard Badiali

May 2014 - Xavier University of Louisiana (New Orleans, LA)

Master of Arts in Teaching: Middle School Science and Mild/Moderate Special Education

August 2010 - Florida A&M University (Tallahassee, FL)

Master of Education in Physical Education: Sports and Leisure Management

May 2009 - Edward Waters College (Jacksonville, FL)

Bachelor of Arts: Psychology

PREK-12 TEACHING CERTIFICATIONS

State of Louisiana Teaching Certificate

Middle School Science and Mild/Moderate Special Education (Grades 4 – 8)

June 9, 2014 - June 9, 2017

State of Florida Teaching Certificate

General Science (Grades 5 – 9)

July 01, 2014 - June 30, 2019

AWARDS & RECOGNITIONS

- American Education Research Association (AERA) Distinguished Paper Award for the Supervision & Instructional Leadership SIG, May 2022
- National Association of Holmes Scholars Alumni (NAHSA) Member of the Month, December 2020
- National Association for Professional Development School (NAPDS) Outstanding

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Dissertation Award, February 2020

- American Association of Colleges for Teacher Education (AACTE) Holmes Scholar of the Month, April 2017
- Bunton-Waller Fellowship, 2015 – 2019
- Noyce Science Teaching Fellowship, 2012 – 2017

PROFESSIONAL EXPERIENCE

Founder and CEO

Culturally Responsive Solutions, LLC d/b/a VSorts™ AI

October 2020 – present

Assistant Professor and iCubed Visiting Scholar

Virginia Commonwealth University: School of Education - Foundations of Education

July 2019 – May 2023

Curriculum and Instruction with an Emphasis in Curriculum and Supervision, Graduate Assistant

The Pennsylvania State University: Curriculum and Instruction

August 2018 - August 2019

Multicultural Engineering Program (MEP) Coordinator Graduate Assistant and Staff

The Pennsylvania State University: Center for Engineering Outreach and Inclusion

August 2015 - August 2019

Summer Bridge Program Coordinator

The Pennsylvania State University: Center for Engineering Outreach and Inclusion

June 2015 - August 2019

Fifth Grade Science Teacher

KIPP Impact Middle School, Jacksonville, FL

July 2014 - June 2015

Seventh and Eighth Grade Science Teacher

McDonough City Park Academy, New Orleans, LA

August 2012 - May 2014

RESEARCH AND SCHOLARLY ACTIVITY

Grants:

- 2024 Cormier, Dwayne R. (PI). BIR Phase II: Advancing R&D to Develop Culturally Responsive and DEI-Aware AI Assistants for Qualitative Data Analysis and Insights in Educational Research and Teacher Training. National Science Foundation: Small Business Innovation Research **Pending \$998,942.00**

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- 2023 Cormier, Dwayne R. (PI). SBIR Phase I: VSorts™: An AI-powered platform that uses evocative vignettes for evaluating and scoring educational organizations' cultural competence and DEI interventions. National Science Foundation: Small Business Innovation Research **Awarded \$ 274,880.00**
- 2021 Cormier, Dwayne R. (PI), Byers, Albert (Co-PI), McKnight, Kim (Co-PI), Gomez, Rachel (Co-PI), (Co-PI), Cuba, Melissa. (Co-PI). The Cultural Proficiency Continuum Dialogic Protocol (CPCDP). VCU Presidential Research Quest Fund. **Awarded \$43,355.00**
- 2020 Crowder, Anita (PI), Cormier, Dwayne R. (Co-PI), Chiu, Jennifer L. (Co-PI), Mosby, Sheila M. (Co-PI), Gay, Michelle (Co-PI). Computer Science for and by Teachers: An Integrative Toolkit for 3rd-5th Grade Classrooms. National Science Foundation: Computer Science for All. **Awarded \$999,985.00**
- 2020 Cormier, Dwayne R. (PI), Johnson, Kaprea (Co-PI), Serpell, Zewelangi N. (Co-PI), Jones, Jonathan (Co-PI), Apugo, Danielle (Co-PI). Exploring PreK-12 Public School Systems' Pandemic Preparedness During COVID-19 School Closures. VCU COVID-19 Rapid Research Funding. **Awarded \$20, 000.00**
- 2020 Gomez, Rachel (PI), Cormier, Dwayne R. (Co-PI), Castro, Andrene (Co-PI). Mitigating K-12 English Language Learners Academic and English Language Acquisition Regression During COVID-19: A Rapid Response Examination of a School-Community Partnership. VCU COVID-19 Rapid Research Funding. **Awarded \$20, 000.00**
- 2020 McNeil, Terrance (PI), Cormier, Dwayne R. (Co-PI), Castro, Andrene (Co-PI), Young, Clara (Co-PI). A Research Partnership for Developing Culturally Responsive Educators in the Nashville Metropolitan Area. Branch Alliance for Educator Diversity (BranchED). **Awarded \$12, 000.00**
- 2019 Byers, Albert (PI), Cormier, Dwayne R. (Co-PI), Wallace, Bryan (Co-PI), Dovi, Rebeca (Co-PI), Walker, Tracy (Co-PI), Dovi Chris (Co-PI), Bolling, Michael (Co-PI). Aces Over ACSE: A Winning Combination for Advancing Computer Science Education in Virginia (AOAVA). Commonwealth of Virginia: Department of Education. **Awarded \$374,766.00**

Publications:

Cormier, D. R., Mette, Ian M., & Oliveras-Ortiz, Yanira (2024). *Culturally Responsive Instructional Supervision*. Teachers College Press.

Mette, Ian M., Cormier, D. R., & Oliveras-Ortiz, Yanira (2024). *Making a Difference: Instructional Leadership That Drives Self-Reflection and Values the Expertise of*

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Teachers. Rowman & Littlefield.

Cormier, D. R., Mette, Ian M., & Oliveras-Ortiz, Yanira (2023). Culturally Responsive Instructional Supervision: (Re) envisioning feedback for equitable change. In *Actionable feedback for PK-12 teachers: Supervising within academic domains and programs*. Rowman & Littlefield.

Rudasill, Kathleen Moritz, McGinnis, Colin M., Cheng, Sheng-Lun, Cormier, Dwayne Ray, Koziol, Natalie (2023). White privilege and teacher perceptions of teacher-child relationship quality. *Journal of School Psychology*, 98, 224-239

Cormier, D. R. (2022). Prototyping the cultural proficiency continuum dialogic protocol with professional development school teacher interns. *Urban Education*.

Cormier, D. R. (2021). Assessing preservice teachers' cultural competence with the cultural proficiency continuum q-sort. *Educational Researcher*, 50(1), 17-29.

Cormier, D. R. (2021). The cultural proficiency continuum dialogic protocol: An emergent tool for assessing and codifying preservice teachers' cultural competence. *School—University Partnerships*, 14(1), 1-15.

Cormier, D. R., & Pandey, T. (2021). Semiotic analysis of a foundational textbook used widely across educational supervision. *Journal of Educational Supervision*, 4(2), 101-131.

Pandey, Toshna, Sutherland, Kevin S., Gibson, Donna, Cormier, Dwayne Ray (in press) Elementary teachers' attributions for racially minoritized students' classroom behaviors. *Urban Education*

Cormier, D. R. (in press). Educational sociocultural gaps. In M. T. Winn, & L. T. Winn, *The Bloomsbury Encyclopedia of Social Justice in Education*. Bloomsbury Publishing.

Presentations:

Cormier, D. R. & Mette, I. (2022). Internal and External Factor Impact on Student Outcomes. Presented at the 2022 Annual Meeting of the University Council for Educational Administration.

Cormier, D. R., Mette, I., & Oliveras-Ortiz, Y. (2022). Ongoing Development of Culturally Responsive Instructional Supervision: Pedagogy, Praxis, and Theory. Presented at the 2022 Annual Meeting of the University Council for Educational Administration.

Cormier, D. R. (2022). Transforming the cultural proficiency continuum dialogic protocol from low-tech to high-tech; a tool for assessing and codifying educators' cultural competence. Presented at the 2022 Annual Meeting of the Council of Professors of Instructional

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Supervision.

- Cormier, D. R., Mette, I., & Oliveras-Ortiz, Y. (2022). Culturally responsive instructional supervision. Presented at the 2022 Annual Meeting of the Council of Professors of Instructional Supervision.
- Cormier, D. R., Mette, I., & Oliveras-Ortiz, Y. (2022). A call to action: (Re)imagining the field of educational supervision. Presented at the 2022 Annual Meeting of the American Educational Research Association.
- Cormier, D. R., Mette, I., & Oliveras-Ortiz, Y. (2021). Supervision for guerilla pedagogists: Decentering whiteness and increasing representation within supervision. Presented at the 2021 Annual Meeting of the Council for Educational Administration.
- Cormier, D. R., Mette, I., & Oliveras-Ortiz, Y. (2021, October). Confronting a lack of critical perspectives within supervision. Presented at the 2021 Annual Meeting of the Council of Professors of Instructional Supervision.
- Gomez, R., Cormier, D. R., Castro, & Andrene, C. (2021, April). Whiteness Semiotics as Southern Heritage: An Analysis of Colonial Symbolism in PreK-12 Schools within the Home of the Confederacy. Presented at the 2021 Annual Meeting of the American Educational Research Association.
- Cormier, D. R. (2019, July). Using the cultural proficiency continuum dialogic protocol to explore educators' cultural competence. Presented at the 2019 Virginia is for Learners. Richmond, VA.
- Cormier, D. R. (2019, April). The cultural proficiency continuum dialogic protocol: An exploration of preservice teachers' sociocultural consciousness. Presented at the 2019 Annual Meeting of the American Educational Research Association. Toronto, Canada.
- Cormier, D. R. (2019, February). Examining the cultural proficiency continuum dialogic protocol's efficacy within an external/foreign professional development school. Presented at the 2019 Annual Meeting of the National Association for Professional Development Schools. Atlanta, GA.
- Cormier, D. R. (2018, November). Culturally responsive supervision: An appropriate epistemology for attending to the demographic transformation within us prek-12 public schools. Presented at the 2018 Annual Meeting of the Council of Professors of Instructional Supervision. Orono, ME.
- Cormier, D. R. (2018, November). Examining the cultural proficiency continuum dialogic protocol's efficacy in revealing teachers' subjectivities about majority minority students. Presented at the 2018 Annual Meeting of the Council of Professors of Instructional

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Supervision. Orono, ME.

Cormier, D. R. (2018, March). The cultural proficiency continuum dialogic protocol: Q-methodology, dialogue, and rubrics. Presented at the 2018 Annual Meeting of the National Association for Professional Development Schools. Jacksonville, FL.

Cormier, D. R. (2017, May). Critical race theory and design research: Using a job-embedded professional development on cultural proficiency to locate the counterstory. Presented at the 2017 Annual Meeting of the Critical Race Studies in Education Association. Indianapolis, IN.

Cormier, D. R. (2017, March). (Macro and micro) aggressions on the cultural proficiency continuum. Presented at the 2017 Diversity in Education Conference at The Pennsylvania State University. State College, PA.

Cormier, D. R. (2017, March). Using the complete cycle of design research to conceptualize, design, develop, and validate the cultural proficiency continuum q-sort: A pedagogic tool to increase preservice teachers' cultural awareness. Presented at the 2017 Annual Meeting of the American Association of Colleges for Teacher Education. Tampa, FL.

Cormier, D. R. (2016, October). Development of the cultural proficiency continuum q-sort (cpcq): A pathway to developing culturally competent educational practitioners. Presented at the 2016 Annual Meeting of the Council of Professors of Instructional Supervision. Tampa, FL.

TEACHING

Virginia Commonwealth University: Instructor of Record

EDUS 706 – Educational Theory and Praxis in Historical and Contemporary Contexts, Semester

2022 EDUS 673 – Educational Issues, Ethics, and Policy, Semester 2021

EDUS 703 – Foundations of Educational Research and Doctoral Scholarship II, Semester 2021

EDUS 673 – Educational Issues, Ethics, and Policy, Semester 2021

EDUS 706 – Educational Theory and Praxis in Historical and Contemporary Contexts, Semester

2020 EDUS 673 – Educational Issues, Ethics, and Policy, Semester 2020

The Pennsylvania State University: Instructor of Record

ENGR 297 – Section 201: Special Topics (Summer Bridge), Semester 2019

Instructor of Record

ENGR 297 – Section 201: Special Topics (Summer Bridge), Semester 2018

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Co-Instructor

ENGR 297 – Section 201: Special Topics (Summer Bridge), Semester 2017

Co-Instructor

ENGR 297 – Section 201: Special Topics (Summer Bridge), Semester 2016

Co-Instructor

ENGR 297 – Section 201: Special Topics (Summer Bridge), Semester 2015

Guest Lectures

Guest Lecturer (Virginia Commonwealths University)

Culturally Responsive Teaching and Supervision: Theory and Practice, Semester 2019

Guest Lecturer (The Pennsylvania State University)

Engaging with the Cultural Proficiency Continuum, Semester 2018

Guest Lecturer (The University of Maine)

Engaging with the Cultural Proficiency Continuum, Semester 2016

Professional Development and Invited Talks

- Panelist for ATE 2020 Online Summer *Conference Exploring Teacher Educator Cultural Competency alongside Candidate Experiences*, August 2020
- Panelist for National Center for School Mental Health *What Can Schools do to Address COVID-19, Racism, and Social Injustice*, August 2020
- Facilitator of professional development at the Virginia Department of Education (VDOE) *Engaging with the Cultural Proficiency Continuum Dialogic Protocol*, 2019 – present
- Keynote and facilitator of professional development at the Tennessee State University (TSU) *Engaging with the Cultural Proficiency Continuum Dialogic Protocol*, Semester 2020

SERVICE

- Council of Professors of Instructional Supervision (COPIS): Member, October 2022 – present
- American Educational Research Association (AERA): Palmer O. Johnson Memorial Award Committee, September 2022 – present
- Associate Editor for the Journal of Educational Supervision, July 2022 – present
- Chair for AACTE: HBCU Teacher Education Topical Action Group, February 2021 – present
- National Association for Professional Development Schools (NAPDS): Committee

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member: 9 Essentials in Action, September 2020 – present

- Guest-Editor for the Journal of Educational Supervision (Special Issue): Critical Issues in Educational Supervision and Instructional Leadership, March 2020 – June 2021
- Treasurer for American Association of Colleges for Teacher Education (AACTE): HBCU Teacher Education Topical Action Group, February 2018 – 2021