CURRICULUM VITAE

**Kia R. Felder Williams**

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(301) 526-2911

**EDUCATION**

2021-2024 **PhD Student**, George Mason University, Fairfax, VA, USA

*Major*: Primary, Special Education; Secondary, Qualitative Research Methods

2017-2018 **Post-Master’s Certificate**, George Washington University, Washington, DC, USA

*Major*: Leadership and Administration

2015-2017 **M.A.**, Notre Dame of Maryland University, Baltimore, MD, USA

*Major*: Leadership in Teaching Students with Cognitive Disabilities

1997-2003 **M.A.**, Biblical Studies, Capital Bible Seminary, Lanham, MD, USA

*Major*: Theology

1991-1994 **B.S.**, The University of North Carolina at Greensboro, Greensboro, NC, USA

*Major*: Management and Marketing; Concentration: Marketing

1989-1990 North Carolina Central University, Durham, NC USA

*Major*:Accounting

**CERTIFICATION**

State of Maryland - Administrator I Certification

State of Maryland - Advanced Professional Certification(APC)*,* Special Education

State of Maryland - General Special Education, Infant-3/1-8/6-Adult

State of Maryland - TeachingLicense, Elementary Education 1-6

**CAREER EXPERIENCE**

2023 – present **Assistant Principal,** Title 1 School/Comprehensive School Improvement (CSI: Special Education), Prince George’s County Public Schools, Upper Marlboro, MD USA

2022 – 2023 **Pre-Employment Training (PET) Special Education Instructional Trainer,** Office of Professional Learning and Leadership (OPLL), Resident Teacher (Alternate Certification) Program, Prince George’s County Public Schools, Upper Marlboro, MD, USA

2021 – present **Graduate Research Assistant**, Division of Special Education and disability Research, College of Education and Human Development, George Mason University, Fairfax, VA, USA

2015 – 2023 **Special Education Chairperson**, Prince George’s County Public Schools, Upper Marlboro, MD, USA

* Oversee special education comprehensive and Autism program for K-5th grades.
* Case manages 100+ students individualized education programs.
* Supervise special educators.
* Mentor new and novice special educators.
* Liaison between MSDE and Prince George’s County Public Schools District, parents, and children with disabilities.

1996 – 2015 **Director of Operations**, Covenant Community Baptist Church, Silver Spring, MD, USA

* Managed daily operations, budget, and stakeholders of the ministry.
* Requisitioned and interfaced with all vendors.
* Trained and developed staff.
* Cultivated stakeholder relationships.
* Managed communications and public relations.

1998 – present **Owner and President**, The PETROS Group, LLC, Bowie, MD, USA

* Consult with churches and para-church ministries in organizational and wealth management consulting
* Design corporate identification and branding of collateral documents
* Curate and develop websites, marketing analyses, and consumer behavior studies.

**HONORS, AWARDS, AND RECOGNITIONS**

2021 – 2024 Selected as ***Project ASPIRE*** grant funding recipient by Dr. Peggy King-Sears and Dr. Anya Evmenova at George Mason University (Grant ID# H325D190010)

2019 Selected as ***Prince George’s Public Schools District S.T.A.R., Special Education Technical Assistant Rising Star***, Received Central Office commendation for facilitating professional learning, providing technical assistance to special education teachers, and facilitating mentoring relationships with teachers within the school building.

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**PUBLICATIONS (3)**

\* denotes **peer-reviewed** publications

King-Sears, M. E., Banks, J., Christy-Davila, A., **Felder Williams, K.**, Mergen, R. L., &

Sanborn Owens, L. S. (2022). Understanding experiences of BIPOC children and adults with

ADHD: Prevalence, perspectives, and access. Children and Adults with Attention-Deficit /

Hyperactivity Disorder (CHADD).

\***Williams, K. R.**, Weiss, M. P., & Baker, P. H. (2021). Using a culturally responsive lens in the

revision of a core preparation course. *Journal of Special Education Preparation*, *1*(2), 36-47.

https://doi.org/10.33043/JOSEP.1.2.36-47

\*Mergen, R., **Felder Williams, K. R.**, & King-Sears, M. (2021). Cultural humility and universal

design for learning as disrupters for disproportional placement of students of color in special

education. *Psychology and Behavioral Science International Journal, 18*(1), 1-3.

https://doi.org/10.19080/PBSIJ.2021.18.555977

**RESEARCH IN PROGRESS**

2022 – present Banks, J., **Felder Williams, K. R.,** Christy-Davilla, A., Mergen, R. L., Sanborn Owens, L., & King-Sears, M. E., *ADHD & BIPOC Families Systematic Review*. [Manuscript in progress.]

Mergen, R. L., **Felder Williams, K. R.,** & Banks, L. *Envisioning more: Implementing universal design for learning with an equity lens.* [Manuscript in progress]

**CONFERENCE PRESENTATIONS**

**NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS (6)**

**Felder Williams, K. R.** (2022, November). *Culturally responsive interventions for children with*

*emotional and behavioral disorders.* [Presentation]. Teacher Educators for Children with

Behavior Disorders (TECBD) Conference, Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ, Virtual

Mergen, R., Banks, J. **Felder Williams, K. R.**, & King-Sears, M. (2022, November). *Cultural*

*self-awareness and humility as disrupters of bias in identification of ADHD.* [Presentation].

Teacher Education Division (TED) Conference, Richmond, VA.

Banks, J., Christy-Davila, A., **Felder Williams, K. R.**, Mergen, R., & King-Sears, M. (2022,

October). *Students with LD and ADHD: Diversity, prevalence, and responsive instruction*.

[Roundtable Session]. CLD 44th International Conference of Learning Disabilities, Richmond,

VA.

**Felder, Williams, K. R.**, Mergen, R. L., & Banks, J. (2022, July). *Empowering learner voice*

*through DisCrit pedagogy and UDL*. [Interactive Session]. 8th Annual CAST UDL Symposium:

Learner Voice 2022, Virtual.

Mergen, R. L., & **Felder Williams, K. R.** (2022, March). *Putting the “u” in UDL! Integrating a*

*critical lens into the implementation of universal design for learning.* [Asynchronous Poster

Session]. 9th Annual Universal Design for Learning-International Research Network (UDL-

IRN) Summit, Virtual.

**Williams, K.** (2021, November). *Culturally responsive strategies to support young children with challenging behavior.* [Presentation]. Teacher Educators of Children with Behavioral Disorders

(TECBD) Conference, Tempe, AZ, Virtual.

**REGIONAL/STATE/LOCAL CONCERENCES (2)**

Mergen, R., **Felder Williams, K. R.**, King-Sears, M. (2022, May). *UDL intertwined with*

*cultural responsiveness for students with LD.* [Presentation]. Virginia Council for Learning

Disabilities (VCLD) Spring Symposium, Virginia Beach, VA.

**Felder Williams, K. R.** (2021, November). *8-steps to deconstruct I.M.P.L.I.C.I.T. bias.* [Poster

Session]. Virginia Association of Colleges for Teacher Education (VACTE), Virtual.

**GUEST SPEAKER PRESENTATIONS IN HIGHER EDUCATION COURSES (3)**

**Felder Williams, K. R.** (2022, September). *Teaching Students with Autism Accessing the*

*General Education Curriculum.* Speaker for exploratory undergraduate field experience in

specialeducation course [EDSE 381: : Exploratory Field Experience in Special Education

], George Mason University, Fairfax, VA [invited]

**Felder Williams, K. R.** (2022, April). *Unlocking the General Education Curriculum for*

*Students with Autism Spectrum Disorder (ASD).* Speaker for undergraduate level Characteristics

ofStudents with Disabilities course [EDSE 241], George Mason University, Fairfax, VA

[invited]

**Felder Williams, K. R.** (2021, September). *A.C.E.: Advocate, Collaborate, Educate. Teaching*

*Students with Autism Accessing the General Education Curriculum.* Speaker for exploratory

undergraduate field experience in special education course [EDSE 381], George Mason

University, Fairfax, VA [invited]

**RESEARCH CERTIFICATIONS**

2022 *WWC Group Design Standards Online Training* (2022, February). Certificate of Completion. What Works Clearinghouse, Retrieved from https://ies.ed.gov/ncee/wwc/onlinetraining [Virtual]

2022 *WWC Single Case Design Standards Training Modules 1-3* (2022, February). Certificate of Completion. What Works Clearinghouse, Retrieved from https://ies.ed.gov/ncee/wwc/single-casetraining [Virtual]

**SERVICE**

2022 - 2023 President Elect, PhD in Education Student Organization (PESO), GMU

2021 - 2022 Member, PhD in Education Student Organization (PESO), GMU

1993 - present Member, Delta Sigma Theta Sorority, Inc.

**MEMBERSHIP IN PROFESSIONAL SOCIETIES**

2022 – present Member, American Educational Research Association (AERA)

2022 – present Member, Council for Exceptional Children

* Division for Culturally & Linguistically Diverse Exceptional Learners (DDEL)
* Division for Research
* Teacher Educator Division (TED)

2021 – present Member, Council for Learning Disabilities (CLD)

2017 – present Member, National Alliance of Black School Educators

2017 – present Member, Kappa Delta Pi International Honor Society