

# Salma Boyd, Ed.D.

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## Introduction

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Dr. Salma Boyd takes great pride in her ability to aid in the growth of opportunities and the advancement for all learners. With an affinity for vulnerable and marginalized populations, her work is focused on helping others realize their potential and she remains committed to empowering others to define success for themselves.

Salma has worked in public education since 2010. She has served in different capacities including classroom teacher, Academic Interventions Coach, Title I Coordinator, and District State Assessment Coordinator. She has also served as Principal, Faculty Campus Administrator, and Chief Academic Officer at an urban middle school. In her role as Clinical Assistant Professor, Salma teaches both pre-service teachers and leaders. Her experience as an instructional leader and community advocate helps her to build lasting and trustful relationships with all stakeholders.

Throughout her career, Salma has earned several prestigious awards. These include *2018 HEB Excellence in Education Award Nominee*, *2016 KENS5/SACU/Credit Human ExCel “Outstanding Educator of the Year” Award Recipient*, *2015 Above and Beyond Award Recipient*, and *2014 KONO Literacy Award Recipient*.

Salma completed her Bachelor of Arts in Education and Master of Arts in Teaching degrees at University of the Incarnate Word in San Antonio, Texas. She also earned a doctorate degree in Organizational Leadership and Transformation at Northcentral University in San Diego, California. She holds active Teacher, Principal, and Superintendent certifications in the state of Texas.

A devoted lifelong learner, Salma positions herself in situations where she can learn and grow with others. She is part of several organizations including *Association of Texas Professional Educators*, *Texas Statewide Network of Assessment Professionals*, *Texas Alliance of Black School Educators*, and *National Society of Leadership and Success*. She also serves on the Board of Directors for a nonprofit organization focused on the revitalization and educational uplifting of communities.

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## **Education**

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Northcentral University • San Diego, California  
Doctor of Education: Organizational Leadership and Transformation

University of the Incarnate Word • San Antonio, Texas  
Master of Arts in Teaching, Elementary Education (K-6)

University of the Incarnate Word • San Antonio, Texas  
Bachelor of Arts, Early Childhood Education (EC-4)

## **Professional Credentials**

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*Texas State Board for Educator Certification*  
Superintendent, (EC-12)

*Texas State Board for Educator Certification*  
Principal, (EC-12)

*Texas State Board for Educator Certification*  
Classroom Teacher, (EC-6)

*Texas Teacher Evaluation and Support System (T-TESS)*  
Appraiser

*Love and Logic* ®  
Trainer

## **Awards and Recognitions**

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*2018 HEB Excellence in Education Award Nominee,*  
Lackland Independent School District

*2016 KENS5/SACU/Credit Human ExCel “Outstanding Educator of the Year” Award  
Recipient,*  
Lackland Independent School District

*2015 Above and Beyond Award Recipient,*  
Lackland Independent School District

*2014 KONO Literacy Award Recipient,*  
Lackland Independent School District

## Professional Work Experiences

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2022-Present **Texas A&M University – San Antonio** San Antonio, TX  
*Chief Academic Officer – Texas A&M San Antonio’s Institute for School and Community Partnerships*  
*Clinical Assistant Professor – Texas A&M San Antonio Department of Curriculum & Instruction*  
*Faculty in Residence – Gus Garcia University School, Powered by Texas A&M San Antonio*  
*Principal – Gus Garcia University School, Powered by Texas A&M San Antonio*

- Nurture a collaborative relationship with 1882 partner, Edgewood Independent School District, regarding success of district’s first university lab school
- Collaborate with multiple external partners: ASPIRE Network, Centers for Applied Science and Technology (CAST), Big Rock Educational Services (BRES), Accelerating Campus Excellence (ACE)
- Establish and nurture collaborative and mutually beneficial relationships with community agencies, corporations, small business owners, partners, and other stakeholders
- Increase community engagement
- Acquire funding for special projects or initiatives
- Certified Texas Principal Evaluation and Support System (T-PESS) Appraiser
- Certified Texas Teacher Evaluation and Support System (T-TESS) Appraiser
- Ensure campus compliance with Language Proficiency Assessment Committee (LPAC) requirements
- Monitor student engagement and academic progress
- Coordinate and supervise Professional Development, in-state and out-of-state
- Certified Love and Logic<sup>®</sup> Trainer
- Monitor implementation of a social emotional learning curriculum and supports for students and campus
- Supervise staff of 50 including teachers, counselors, instructional coaches, and paraprofessionals
- Generate and update systems and procedures to improve the quality of outcomes
- Align goals of multiple campus and district initiatives Literacy Based Deign (LBD), Social Emotional Learning (SEL), BRES, ACE
- Collaborate with district to host visits by distinguished guests including United States Secretary of Education
- Trained in Crisis Prevention/Intervention (CPI)
- Use data and classroom observations to prepare and deliver relevant Professional Development to staff monthly
- Make decisions regarding campus needs, safety, and goals
- Use data to coach and guide administrators, instructional coaches, and teachers in areas of instruction, behavior, and classroom management
- Guide the Response to Intervention (RTI)/Multi-Tiered Support System (MTSS) process on campus with teachers and district personnel
- Conduct home visits for students for various reasons, truancy, ineffective communication measures, teacher concerns, etc
- Provide clarity to staff members on campus procedures and expectations, providing coaching as needed
- Supervise extracurricular activities including athletic events, after school meetings with the community, and Saturday school as needed
- Remain a coach thought partner to principal and other administrators on campus and within the district to improve education equity for all EISD students

2021-2022 **Edgewood Independent School District** San Antonio, TX  
*Assistant Principal – Gus Garcia University School, Powered by Texas A&M San Antonio* 2021-2022

- Collaborate with multiple external partners: Texas A&M San Antonio (TAMUSA), National Institute for Excellence in Education (NIET), Big Rock Educational Services (BRES), Accelerating Campus Excellence (ACE)
- Work with The New Teacher Project (TNTP) to facilitate implementation of district literacy vision to close reading gaps and ensure instructional equity
- Monitor the distribution of one-to-one devices and facilitate student and parent trainings as needed
- Collaborative relationship with 1882 partner, TAMUSA, regarding success of district’s first university lab school
- Certified Texas Teacher Evaluation and Support System (T-TESS) Appraiser
- Ensure campus compliance with Language Proficiency Assessment Committee (LPAC) requirements
- Monitor student engagement and academic progress in remote, hybrid, and on-campus learning
- Admission, Review, and Dismissal (ARD) meetings Administrator
- Coordinate and supervise Professional Development, in-state and out-of-state

- Certified Love and Logic<sup>®</sup> Trainer
- Monitor implementation of a social emotional learning curriculum and supports for students and campus
- Supervise staff of 50 including teachers, counselors, instructional coaches, and paraprofessionals
- Ensure compliance met for special programs
- Generate and update systems and procedures to improve the quality of outcomes
- Work with TAMUSA Faculty in Residence to increase community engagement
- Align goals of multiple campus and district initiatives Literacy Based Deign (LBD), Social Emotional Learning (SEL), BRES, ACE
- Collaborate with district to host visits by distinguished guests including United States Secretary of Education
- Ensure campus compliance with attendance and truancy requirements
- Ensure campus compliance with 504 requirements
- Trained in Crisis Prevention/Intervention (CPI)
- Lead campus in the absence of principal
- Make decisions regarding campus needs, safety, and goals
- Use data to coach and guide teachers in areas of instruction, behavior, and classroom management
- Quality check PEIMS data to ensure accuracy
- Review discipline coding for campus to ensure accuracy of data for state submission
- Conduct and document a variety of drills for safety and compliance
- Guide the Response to Intervention (RTI)/Multi-Tiered Support System (MTSS) process on campus with teachers and district personnel
- Keep campus social media channels active to promote campus events and enhance community connections via positive messages
- Facilitate Positive Behavior Intervention System (PBIS)/ Positive School Culture and Community (PSCC) work on campus
- Write a weekly newsletter for all staff to communicate important dates and pertinent information
- Monitored weekly COVID-19 testing for mandatory students and staff as well as for volunteers
- Provided oversight of MAP testing for campus, a new assessment platform for Math and Reading
- Ensure safety of students, by making sure classrooms were properly supervised and staffed
- Monitored student dress code and followed up with parent contact and consequences for students with repeated violations
- Prepare documentation for District Alternative Education Placement (DAEP) hearings as required
- Disseminated information from district regarding Teacher Incentive Allotment (TIA)
- Conducted home visits for students for various reasons, truancy, ineffective communication measures, teacher concerns, etc
- Attended required meetings for Assistant Principals and other meetings for school administrators
- Provide clarity to staff members on campus procedures and expectations, providing coaching as needed
- Supervise extracurricular activities including athletic events, after school meetings with the community, and Saturday school as needed
- Remain a thought partner to principal and other administrators on campus and within the district to improve education equity for all EISD students

2010-2021

**Lackland Independent School District**

Lackland AFB, TX

*Academic Interventions Coach / Title I Coordinator*

2015-2021

- Provide classroom support to teachers for struggling students in areas of Math and Reading
- Disaggregate data to aid in targeted instruction
- Model effective instruction for peers
- Administrator on duty in absence of Principal, Assistant Principal, or both, Superintendent Intern
- Certified T-TESS Appraiser
- Ensure campus compliance with Title I requirements
- Restructured data collection and dissemination for students identified as At-Risk or Title I
- Admission, Review, and Dismissal (ARD) meetings Administrator
- Coordinate and supervise Professional Development, in-state and out-of-state
- Certified Love and Logic<sup>®</sup> Trainer
- After-school tutor with 100% pass rate on STAAR Math
- Certified in Safety Care Protocol
- Host “100%” celebrations each quarter for students with all required reading minutes
- KENS5/SACU/Credit Human’s ExCel “Outstanding Educator of the Year” Award Recipient

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- HEB Excellence in Education Nominee
- Completed Institute for Professional Excellence in Coaching (iPEC) Life Potentials Coach Training
- Host Title I Parent Night / Information Session
- Lead Parent-School Compact Committee
- Trained in Crisis Prevention/Intervention (CPI)
- Participated in Center of Educational Leadership's Advancing Professionally cohorts at Trinity University
- Recruiting member of District-wide Educational Improvement Committee (DEIC)
- Advocated for reintegration of Professional Learning Communities (PLCs) for professional staff
- Project-based learning (PBL) Coach
- Implemented Friends and Readers (FAR) Club to improve student leadership through in-reach community service and help struggling students attain reading assistance
- Career Day presenter in community
- Member of Lackland ISD Task Force for School Reopening amid COVID-19 pandemic

*District State Assessment Coordinator (Supplemental Duty)*

- Manage Texas Assessment Management System (TAMS) accounts for all test administrators
- Order materials for all state-required assessments for district
- Collaborate with special programs departments (SpEd, ESL, 504) to ensure correct participation counts
- Ensure PEIMS data/coding is reflected in TAMS
- Provide Test Security training to District-level staff
- Provide state assessment training and support to all Campus Testing Coordinators
- Receive and verify assessment materials from state vendors
- Review state assessment results reports with Superintendent and Assistant Superintendent
- Sort and disseminate state assessment materials to campuses
- Coordinate packaging and shipping of assessment materials
- Monitor custody of secure materials

*Classroom Teacher*

2010-2015

- Taught multiple grade levels
- Grade-level Chairperson / Team Leader
- Reading Curriculum Coordinator / Peer Lead
- KONO Literacy Award Recipient
- Earned "Exceeds Expectations" rating on all PDAS observations
- Scheduled and conducted Parent Conferences to encourage and maintain family engagement
- District Education Improvement Committee (DEIC) member
- Member of Lackland ISD's Transformation Action Committee
- "Above and Beyond" Award Recipient
- KENS5/SACU/Credit Human's ExCel "Outstanding Teacher of the Year" Award Recipient
- Secured grant from SAWS for grade level field trip to San Antonio Botanical Garden

## **Practicum Experiences**

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***Superintendent Practicum***

August 2020-December 2020

Lackland Independent School District

Lackland AFB, TX

***Principal Practicum***

August 2016-December 2016

Lackland Independent School District

Lackland AFB, TX

***Teacher Practicum***

August 2010-December 2010

Lackland Independent School District  
Lackland AFB, TX

## **Research Experiences**

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Boyd, S. (2020). Former Teenage Mothers' Definitions of Educational Success.

## **Presentations**

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***Lackland Elementary Annual Title I Program***  
*Lackland Independent School District Stakeholders*  
San Antonio, TX  
Fall 2015-2020

***Trinity University***  
*Professional Cohort of School Administrators*  
San Antonio, TX  
Fall 2017

***Nehemiah Projects of Acadiana, Inc.***  
*Pathways to Success Revamp*  
Fall 2021

***Texas A&M University-San Antonio***  
*Classroom Management for Secondary Teachers*  
Spring 2022, Fall 2022

***Louisiana Charter School***  
*Faculty and Board Members Address*  
Spring 2022

***Abbeville High School***  
*Pathways to Success Presentation*  
Spring 2022

***Texas Chapter of the National Association for Multicultural Education***  
*Region 5 Conference Presentation*  
Spring 2023

## **Professional Organizations**

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*Association of Texas Professional Educators*  
Member

*Texas Statewide Network of Assessment Professionals*  
Member

*Texas Alliance of Black School Educators*  
Member

*National Society of Leadership and Success*  
Member

*Nehemiah Projects of Acadiana, Inc.*  
Board of Directors

## **Professional Trainings**

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*Texas Teacher Evaluation and Support System (T-TESS)*  
2015-present

*Safety Care*  
2020 (most recent)

*Love and Logic ® (Certified Trainer)*  
2019

*Staff Development for Educators National Conference: Differentiation*  
2016, 2018

*Institute for Professional Excellence in Coaching: Life Potentials Training*  
2016

*Project Based Learning (Coach)*  
2016

*Professional Development and Appraisal System (PDAS)*  
2015

*Instructional Leadership Development (ILD)*  
2015

*Staff Development for Educators National Conference: Singapore Math*  
2015, 2017

*Crisis Prevention/Intervention*  
2015

*Meeting Educational Goals for All*  
2015

## **Courses Taught**

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**EDCI 3348: Managing the Learning Environment**  
*Texas A&M-San Antonio*  
San Antonio, TX  
Fall 2023, Spring 2024

**EDCI 3321: Educational Interventions**

Texas A&M-San Antonio  
San Antonio, TX  
Fall 2023, Spring 2024

## **Publications**

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Wandix-White, D., & Boyd, S. (2022). Black women empowering one another through mentorship. *Journal of African American Women and Girls in Education*, 2(3), 1-7.  
[https://doi.org/ 10.21423/jaawge-v2i3a136](https://doi.org/10.21423/jaawge-v2i3a136)



## References

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- Dr. Henrietta Munoz, *CEO*, Institute for School and Community Partnerships (210) 274-9353  
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- Ms. Jessica Husband, *Principal*, Gus Garcia University School (214) 458-0905  
email: jessica.husband@eisd.net work: (210) 898-4160
- Dr. Alysha Mendez, *Assistant Professor*, Texas A&M University San Antonio (512) 754-1054  
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- Dr. Kendahl Owoh, *Executive Director of Student Services*, Responsive Education Solutions (501) 908-6371  
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- Mr. Jorge Medrano, *Principal*, Perales Elementary School (210) 445-6760  
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- Dr. Burnie Roper, *Superintendent of Schools*, Lackland Independent School District (210) 365-7271  
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- Dr. Tonya Hyde, *Assistant Superintendent*, Lackland Independent School District (210) 573-8460  
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- Mrs. Teresa Leija, *Principal*, Lackland Elementary (210) 315-5386  
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- Mrs. Amber Greeness, *Assistant Principal*, Lackland Elementary (830) 534-1892  
email: greeness.a@lacklandisd.net work: (210) 357-5055

***Additionally, the following (4) references have also provided letters of recommendation:***

- Dr. Diana White, *Assistant Professor*, University of Houston Clear Lake (832) 444-7891  
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- Ms. Monica Fonseca, *Curriculum Coach*, Lackland Elementary (210) 373-7551  
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- Mrs. Miles Payne, *Curriculum Coach*, Lackland Elementary (210) 464-1926  
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- Mrs. Vickie Johnson, *Gifted and Talented Facilitator*, Lackland ISD (512) 663-1507  
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