

## CURRICULUM VITA

Gregory D. Henderson, Ph.D., CRC, LCAS-A, LPC-A

524 Washington Avenue, Winston-Salem, NC  
336.437.4426 | [g.henderson40@yahoo.com](mailto:g.henderson40@yahoo.com)

### Education & Qualifications

#### **Master Counseling Chemical Addiction Certificate (2012)**

East Carolina University

#### **Master of Science, Rehabilitation Counseling**

Winston-Salem State University, Winston-Salem, NC (2011)

*Project Paper: Using Reality Therapy to Decrease Substance Addiction Use*

#### **Doctorate of Philosophy, Urban Education, (Education Leadership)**

Cleveland State University, Cleveland, OH (2008)

*Dissertation / Thesis: Leadership Practices of African American Male Principals*

#### **Master of Education, Educational Leadership**

Lamar University, Beaumont, TX (1997)

*Thesis: Using Effective Leadership to Guide Curriculum*

#### **Master of Human Resources, Learning and Development**

Barry University, Miami Shores, FL (1994)

*Thesis: Developing Motivational Mentoring Practices in Adult Students*

#### **Bachelor of Science, Health & Physical Education / Recreation**

Pembroke State University, Pembroke, NC (1987)

### Supporting Credentials

Licensed Substance Abuse Specialist (LSCA)

Licensed Professional Counselor (LPCA)

Certified Rehabilitation Counselor (CRC)

North Carolina Licensed Administrator, Health and Physical Education Teacher

### Professional Experience

#### **Assistant Professor**

Winston-Salem State University

2012-Present

- Teach multiple courses in the Rehabilitation Studies Department including: All Addiction classes, Case Management, Practical Communication in Rehabilitation Studies, Community Resources

### **Professional Consultant, Substance Abuse /Mental Health Therapist**

2011-present

- Provide substance abuse and mental health trainings, workshops and professional development to schools, mental health agencies, housing agencies and others; focus supports in, youth and adolescent growth and development, self-sufficiency training, group and individual mental health and drug counseling

### **Lead Therapist**

- Nature Relections/Sims Behavioral Health Consulting Services  
2012-present

Provide supervision, leadership and professional development to Community Support Team. Provide substance abuse and mental health counseling to consumers in four county catchment areas. Case load consistent of forty five (45) patients

### **Counselor (Internship)**

2010–2011

Winston-Salem State University, Winston-Salem, NC

- Developed an Identity growth model for male students that improves retention, decision making, self-efficacy, self-confidence etc,.
- Provide mental health, social academic, and career counseling to students.
- Provide university seminars of best educational practices for students.
- Assist students with developing and updating educational plan.
- Provide counseling services to targeted population to include student athletes and academically challenged students.
- Participate in faculty and staff development meetings and committee assignments.
- Perform other work-related duties as assigned.

### **Director of Special School Options**

2007–2008

Lorain City School District, Lorain, OH

- Developed, managed and Wrote proposal for student summer institute that provided substance abuse, mental health and identity development for 200 students
- Managed and supervised district digital learning academy,
- Hired, trained, supervised, and evaluated central office and school-based leadership personnel to include planning and implementing yearly objectives to ensure Academic Excellence Indicators were used effectively throughout the planning process by site-based decision-making team.
- Collaborated with staff to achieve a cohesive school improvement plan, recognizing, reviewing, and applying data to encourage school and student improvement.
- Enabled implementation and progress of performance objectives in relation to the Academic Excellence Indicator to be shown by providing appropriate information system and records.
- Spearheaded Instructional Management through assessing current curriculum and current modalities; monitoring of instructional and managerial programs that validated effectiveness of program outcomes; and ensuring that all educational programs met all academic reporting requirements and deadlines (e.g., state standardized test, college entrance exams, etc.).
- Instructed and guided staff members on performance requirements in relation to instructional strategies, classroom management, and communication with the public.

- Facilitated district and school-based professional development in key educational constructs (e.g., effectively communicating strategies, integrating curriculum, and integrating technology throughout the curriculum.
- Increased participation and completion of digital academy curriculum through the creation of a strategic monitoring system.
- Engaged community and stakeholders in strategies to increase student involvement in the educational process.
- Supervised a forty-member security team and developed a comprehensive plan that ensured efficient and effective response to district and school-based discipline matters.
- Served as executive hearing officer for all district and school-based discipline issues.
- Served as executive member of district leadership team.
- Managed multiple budgets with revenue exceeding over 2,000,000 annually.

**Director of School Support Systems (Interim)**

2006–2007

Washington, DC Public Schools, Washington, DC

- Developed and supervised virtual learning academy for special need, at-risk and dropout prevention students
- Provided professional development in the areas of student retention, effective teaching strategies, mentoring techniques, leadership techniques, leadership practices, behavior interventions, and professional strategies that improved student achievement and embedded best practices for setting student performance goals.
- Developed curriculum for special need students while establishing resources and materials to aid teaching staff in achieving instructional goals.
- Partnered with community and business leaders, eliciting their participation in decision-making processes and using effective communication practices with the superintendent/CEO, staff, students, parents, and the community.
- Handled the management of fiscal, administrative, and facilities functions and complied with all state and federal laws that apply to the No Child Left Behind Act of 2001.
- Ensured compliance with all required special education laws and policies.
- Served as lead district administrator for court proceedings involving district special need students.
- Assisted in the efforts to meet district accreditation.
- Developed strategic academic achievement plan for district special need population.
- Determined budget projection for district special need population.
- Supervised work of all outside companies.
- Worked with the director of technology to support technology in all buildings.
- Developed and updated job descriptions for all positions.
- Negotiated with local unions and other appropriate personnel.
- Encouraged members of the school community to work toward a clearly defined vision and mission.
- Mobilized instructional and human resources to improve student achievement and staff performance.
- Advanced staff and faculty personal and professional development.
- Directly responsible to the superintendent of schools.

- Principal** 2004–2006  
 Lorain High School Academy, Lorain City Schools, Lorain, OH  
 Managed, evaluated, and supervised effective and clear procedures for the operation and functioning of the school to ensure consistency with the philosophy, mission, values, and goals, which included instructional programs, Behavioral interventions, program evaluation, personnel management, and office procedures, among others. Developed computer based learning program for targeted students
- Principal** 2000–2004  
 Charles Orr High School, Cleveland Metropolitan School District, Cleveland, OH  
 As a takeover principal, developed and coordinated educational programs through meeting with staff review of teacher data and insurances of directives; conferred with teachers, students, and parents concerning educational and behavioral problems; established and maintained relationships with colleges, community support, and other schools in order to coordinate educational services; developed class schedule that helped ensure maximum proficiency in achievement; developed a daily walk-through process that helped to increase teacher and student performance; implemented technology based curriculum, improved learning climate that helped increase student academic performance and decreased student discipline
- Assistant Principal / Site Administrator** 1997–2000  
 High School and Middle School Learning Center, Durham Public Schools, Durham, NC  
 Scheduled student classes; ordered school supplies and books; coordinated with cafeteria and transportation staff and other support services; handled student problems related to attendance and discipline; organized social events and recreational programs; counseled students on educational or personal matters; helped in developing new curricula; evaluated teachers; handled school-community relations; completed other tasks of the principal when necessary.
- Lead Teacher / History Teacher** 1993–1996  
 Beaumont Alternative School, Beaumont Independent School District, Beaumont, TX  
 Provided mentoring and counseling to teachers overwhelmed by time pressure, challenging students, and difficulties adhering to multiple departmental requirements; provided constructive criticism and helpful solutions to teachers without alienating or discouraging them and used observational and analytical skills to help ensure that solutions to teacher concerns were fresh and innovative. Taught history high school students
- Health and Physical Education Teacher** 1990–1993  
 Tequesta Trace Middle School, Ft. Lauderdale, FL  
 Taught middle school students the principles of health and physical education.
- Senior Program Director** 1987-1990  
 Winston Lake YMCA, Winston-Salem, NC  
 Promoted and incorporated the YMCA’s four core values and character development model into all program activities; recruited, trained, and developed non-exempt and part-time program staff and volunteers; assisted in the marketing and distribution of program information; organized and scheduled program registrations; reviewed and processed program scholarship applications; compiled program statistics; monitored and evaluated the effectiveness of the participation in programs; developed and maintained collaborative relationships with other community organizations; developed and monitored program budget to meet fiscal

objectives; coordinated use of branch facilities for program activities and events; established new program activities and expanded program within the community in accordance with the association and branch strategic plans; assisted in branch fundraising activities and special events; responded to all member and community inquiries and complaints in timely manner; assisted with program committee meetings.

### **Executive Profile**

Accomplished professional with diversified expertise in the fields of substance abuse, mental health rehabilitation, leadership, education, student learning, counseling retention issues and practices. Demonstrated effective leadership in improving student achievement through identification of needs and risk assessments. Experienced in conducting program and curriculum assessments; developing and implementing logic model support programs and behavioral programs; Proven successful teaching and management experience; able to effectively provide direction and expert strategic-thinking while also nurturing and developing the learning and leadership capabilities of others, committed to the education of students of all levels, support plans for training and technical assistance to foster innovative approaches to learning, retention and student leading problems, including strategic planning, needs assessment, program design and implementation, and focused monitoring.

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### **Core Educational Philosophy**

My educational philosophy is to provide a lifelong learning community of academic advancement facilitated by critical thinking, reasoning, creativity, purposeful activities, innovation and independent and interdependent learning. This ensures all students are provided the best opportunity to receive a quality education while embracing the essential principles of democracy and equity.

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### **Research Interests**

How does Identity status, self-efficacy and self-motivation impact resilience in African American males who use and abuse alcohol and drugs at an HBCU? Retention paradigm

How does an Identity status, self-efficacy and self- motivation training module impact the resilience in African American males with alcohol and drugs use and abuse issues at an HBCU?

### **Membership/Affiliations**

The International Association of Addictions and Offender Counselors (IAAOC)

American Rehabilitation Counseling Association (ARCA)

American Counseling Association ▪ Society of Clinical Psychology

North Carolina Rehabilitation Association (NCRA) ▪ Omega Psi Phi, Fraternity, Inc.

## **P r e s e n t a t i o n s   &   A c c o m p l i s h m e n t s**

- **Presenter**, Retention Strategies for Upward Bound College Students, Winston-Salem State University, 2011
- **Presenter**, The Effective Practices of Highly Successful Treatment Facilities, Durham, NC, 2009
- **Presenter**, Multicultural Communication and Cultural Competence, Lorain, OH, March 2008
- **Presenter**, The Elements of Effective School Safety Practices, Lorain, OH, February 2008
- **Presenter and Facilitator**, The Reduction of Recidivism When Students Participate in Diversion Plans, Lorain, OH, April 2008
- **Keynote Speaker**, NAACP Annual Banquet, Lorain, OH, May 2007
- **Presenter**, Best Practices Strategies for Low-Achieving Students, DC Public Schools, 2006
- **Presenter and Facilitator**, Reconstruction of the Village Association for Supervision and Development (ASCD) National Conference, Chicago, IL, February 2006
- **Presenter and Facilitator**, Reconstruction of the Village National Alliance of Black School Educators (NABSE) National Conference, Detroit, MI, November, 2005
- **Selected Evaluator**, State of Ohio Alternative Programs, Columbus, OH, 2005 and 2008
- **Consultant and Presenter**, The Use of Positive Behavioral Support, International Conference of Children and Youth with Behavior Disorders, Dallas, TX, September 2005
- **Planner/Implementer**, School-Based Diversion Plan for At-Risk Youth, Lorain, OH, September–October 2005
- **Guest Presenter**, Matters Affecting Emotionally Disturbed Youth, Cleveland State University PhD Class Cohort XV-XVI, Cleveland, OH, April 2004
- **Presenter/Panelist**, The State of Youth in the Urban Setting, Nationally Televised Program, Atlanta, GA, March 2003
- **Presenter**, How to Develop an Effective Relationship between School Resource Officers and School Administrators, National School Resource Officer Convention, Greensboro, NC, 1997
- **Presenter**, Texas State Youth Leadership Conference, Port Arthur, TX, 1994–1997
- **Presenter**, Multicultural & Diversity Training, Jefferson County Drug & Rehabilitation Centers, Beaumont, TX, 1993–1995

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**R e f e r e n c e s   m a d e   a v a i l a b l e   u p o n   r e q u e s t**