



HARVARD
GRADUATE SCHOOL OF EDUCATION

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From an early age, I knew that my calling was to be an educator, and I have always believed in pursuing my goals to the fullest extent. Although there were moments I considered other fields, I ultimately found myself exactly where I was meant to be—in education. Achieving a doctoral degree in education represents both the pinnacle of academic accomplishment and a tangible way to honor the legacy of those who came before me, while paving the way for those who will come after. This degree isn't just academic; it's practical preparation for system-level change. For me, this pursuit is never just personal—it is a responsibility to set a high bar, inspire others, and serve as a model for excellence in education.

My journey in education has followed a traditional yet deeply meaningful path, from teaching in Baltimore City and later the Crown Heights neighborhood in Brooklyn, New York, to leading schools in Boston's Dorchester and Roxbury communities. These experiences have shaped my educational philosophy: to create empowering, identity-affirming, loving, and liberatory learning environments that cultivate leadership, critical thinking, and purpose in every student. I have been fortunate to witness the power of representation firsthand. Growing up, I attended schools where educators looked like me, so I always knew exactly what I could become because I saw it modeled every day. From pre-kindergarten through 12th grade, I saw Dr. Constance Clark-Snead, a Black woman superintendent, leading with care and conviction. Her presence inspired me to envision myself as a future superintendent, understanding that leadership grounded in belief in Black students' potential can transform lives—and that when the needs of the most marginalized students are met, all students benefit.

As a school leader, I have strived to embody that same representation and advocacy, particularly for Black girls. I have sat with students who doubted anyone would hear or believe them, and I could say, "I have your back—because before I was a Black woman, I was a Black girl, and I see you." These moments fuel my commitment to educational leadership: ensuring that Black students see themselves reflected in leadership while receiving the guidance and opportunities they deserve.

Pursuing a doctoral degree in Educational Leadership will allow me to deepen my impact as an educator, equipping me with the knowledge and skills to develop policies and systems that advance equity and opportunity for all students, particularly Black students. My career goals have remained steadfast: to become a superintendent, to serve as Secretary of Education, and to open an all-girls school that centers the needs of Black girls. NABSE's mission resonates profoundly with me because the greatest way to uplift Black learners is to nurture, support, and develop Black educators who lead with vision, integrity, and the unwavering belief that Black children are deserving of greatness and limitless possibility. Receiving this scholarship would not only support my educational journey but also affirm my commitment to paying it forward—continuing the work of representation, empowerment, and leadership in service of Black students and their communities.