



IT'S MAGIC MONDAY: JULY 5, 2021!

This month we honor a Woman of Mercy who is committed to spiritual growth, service to others, and justice in the world and who says, “As I strive to be my best self, I want to make significant contributions to my community. As an educator and child advocate, I pay close attention to what is happening in the country regarding education and policy. My goal is to ensure that students’ needs are being met through my professional work and service-oriented

passions.” Meet Tiphannie Scroggins, Ed.D. ’90, director of school performance and continuous improvement for the District of Columbia Public Schools.

Name: Tiphannie Scroggins, Ed.D. ’90

Post Mercy Education:

- B.S., Microbiology, Howard University, 1995
- M.Ed., Curriculum and Instruction, Trinity University, 2009
 - Capstone: A Comparative Look at Single-sex and Coeducational Programs as a Viable Solution to Improve Academic Achievement in the Urban School
- Ed.D., Education Leadership and Policy Studies, Howard University, 2015
 - Research Dissertation: Single-sex versus coeducational schools: A comparison of leadership practices that promote success for boys of color

Personal and Professional Achievements:

I have more than 25 years of experience in PK-12 education. With an extensive background in urban education (both charter and traditional public), I entered the field as a science teacher and served as a science department chair, academic dean, assistant principal, prevention specialist, director of data and research, and education policy and compliance specialist before assuming my current role as director of school performance and continuous improvement for the District of Columbia Public Schools.

I earned my Doctor of Education degree in Education Leadership and Policy Studies from Howard University. With experience at the school-, district-, and state-level of education, I used my knowledge of federal and state school reform provisions to thoughtfully apply to local and school-level practice. I developed an implementation plan and resources to help local education agencies understand the school improvement planning and monitoring requirements under the Elementary and Secondary Education Act (ESEA), later reauthorized to the Every Student Succeeds Act (ESSA). As a steward of school improvement, I partner with the state education agency, the district, and school leaders to move schools needing improvement and support toward a consistent standard of excellence. As an adjunct professor at American University, I teach a graduate course, School Improvement, Organization and Administration, to support future and current school leaders in their understanding of this work.

Service to my community has always been at the heart of who I am. As a member of Delta Sigma Theta Sorority, Incorporated, a public service sorority, I am committed to assisting those in need. I am a member of Twelve Days of Christmas, a national volunteer service organization that supports our communities’ most vulnerable families with gifts during the holidays and with supplies at the start of each school year. I volunteer with Kingdom Cares to distribute food to needy families in Prince George’s County, Md. I am also a board member of Henderson-Hopkins Partnership School, in East Baltimore. I currently live in Washington, D.C.

Were there any Mercy faculty members who especially impacted your life? Why?

Ms. Peg D'Agostino and **Ms. Consuella S. Wilder** (RIP) both were great teachers who always motivated me to be my best.

An excerpt from my dissertation (2015),

Lisa Delpit (2003) notes many educators have abated their responsibility as “seed people” who have pledged an unspoken oath to nurture and sow into their students. Seed people are “those who prepare the ground and plant the seeds of the future” (Delpit, 2003, p. 14). The school is the place where students, seeds, are cultivated and primed for the future as productive members of the community. The focus of the school context must be narrowed to the life and cares of the child as it inspires true growth and learning, while at the same time indulging the interest and instincts of the child (Dewey, 1915), rather than perpetuate inequality and criticism masked in reform and remediation.

Ms. Wilder was my “seed person” and as a fellow Howard University Bison (Class of 1949), she holds a very special place in my heart. She always maintained high expectations of me and my peers. She nurtured me. I loved poetry and **Ms. Wilder** took me to see my favorite poet, Maya Angelou, and she often invited me to her home for dinner. During college breaks, she arranged for me to speak to young ladies whom she mentored. When I became a teacher, I patterned myself after her and was a seed person for my students. She inspired me to be a supportive, yet challenging, educator.

Were there any classes you took at Mercy that stand out to you? Why?

All my science classes; each class incorporated both theory and practice (labs) into the learning.

What is your favorite Mercy memory?

I have so many fond memories at Mercy, from fun times laughing in the dining hall to Field Days to volunteering for the phone-a-thons, to being the Mercy Sharpshooter mascot, and to senior prom! All great times! I started Mercy with four friends from middle school and over the four years I met some great Mercy Girls who made my high school years memorable!