

## John D. Hatch

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History Department  
Social Sciences Division  
Brookhaven College  
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## Education

### Master of Science—History

Texas A&M University—Commerce  
May 2001

### Bachelor of Arts—History / minor—Spanish

Texas A&M University  
August 1988

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## Teaching Experience

### Post-secondary level

#### Brookhaven College, Dallas County Community College District

Fall 2003—present  
Adjunct Instructor

Teaching responsibilities: HIST 1301 (U.S. History to 1877)  
HIST 1302 (U.S. History since 1877)

#### Northwest Campus—Tarrant County College

Fall 2001—Spring 2003  
Adjunct Instructor

Teaching responsibilities: HIST 1301 (U.S. History to 1877)  
HIST 1302 (U.S. History since 1877)

### Secondary level

#### Rowlett High School, Garland Independent School District

Fall 2006—present  
Department Chair (Social Studies) and Teacher

Teaching responsibilities: A.P. Government and Politics  
Dual Credit—U.S. History (1301 / 1302)  
U.S. Government and Politics  
U.S. History since Reconstruction

### **Jesuit College Preparatory School, Dallas, TX**

Fall 1999—Spring 2006

Teacher / Coach

Teaching responsibilities: U.S. History  
World History  
U.S. Government  
Economics

Coaching responsibility: tennis

### **Rowlett High School, Garland Independent School District**

Fall 1996—Spring 1999

Teacher

Teaching responsibilities: World History

### **Hudson Middle School, Garland Independent School District**

Fall 1993—Spring 1996

Teacher

Teaching responsibilities: U.S. History to Reconstruction  
Texas History  
Social Studies—6<sup>th</sup> Grade  
Spanish—7<sup>th</sup> Grade

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## **Professional Certifications**

1993—History, Texas Teaching Certificate

1993—Social Studies Composite, Texas Teaching Certificate

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## **Professional Affiliations**

Member— Texas Council for the Social Studies (TCSS)

National Council for the Social Studies (NCSS)

Association of Texas Professional Educators (ATPE)

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## **Committee Memberships**

2007-present **Department Chair Committee**, Rowlett High School  
This committee meets on a weekly basis and is comprised of the various department chairs at Rowlett High School and the principal of the school. The ongoing purpose of the committee is to provide a vital link between the faculty/staff and the administration.

- 2007-present **Social Studies Department Chair Cadre**, Garland Independent School District  
This meeting of the Social Studies Department Chairs from the various district high schools provides an opportunity for the district Social Studies Coordinator to communicate important information to all of the schools from the district. These meetings mostly center on testing data analysis that is intended to be shared with the Social Studies faculty at each campus.
- 2009-2010 **Grading Committee**, Rowlett High School  
Including teachers from all core academic departments, the purpose of this committee was to research and disseminate information on current scholarship regarding grading practices. As a result of this year-long effort, the committee concluded that traditional methods of assigning grades may not be supported by current scholarship on grading. We suggested that the evaluation of grading practices at Rowlett High School must be an ongoing process with the ultimate goal of student success through the mastery of state and content-specific standards.
- 2006-2007 **Professional Learning Communities (PLC) Committee**, Rowlett H. S.  
The purpose of the PLC Committee was to (1) attend a conference where the concept of Professional Learning Communities was introduced and developed, and (2) bring the information from the conference back to our campus and share with teachers campus-wide. The result of this committee was that our Professional Learning Communities were given a much better framework in which to operate that ultimately enabled them to concentrate on significant data analysis and high-yield teaching practices.
- 2002-2006 **Ignatian Identity Committee**, Jesuit College Preparatory School  
This standing committee comprised of a diverse group of teachers was charged with identifying and protecting the "Jesuit" identity of the school. As a member of this committee, I was assigned various duties including organizing faculty days of reflection, coordinating faculty retreat activities, and reinforcing the spiritual and educational ideals of the founder of the Jesuit Order, St. Ignatius of Loyola, among the faculty- at-large.
- 2000-2002 **Student Recognition Committee**, Jesuit College Preparatory School  
This group of teachers and administrators met regularly for a two-year period to discuss ways that the achievements and accomplishments of the students at Jesuit could be best recognized.
- 1998-1999 **Campus Improvement Team (CIT)**, Rowlett High School  
This committee is made up of members of the school community as well as member from the community-at-large. The purpose of the committee is to bring together various people to discuss ways to make the school a positive element in the community.
- 1996-1999 **World History Curriculum Writing Team**, Garland Independent School District  
Working with a team of teachers, and under the direction of the district Social Studies Coordinator, I helped to develop a new World History curriculum that was aligned with current state standards.
- 1996-1999 **Technology Master Trainer Team**, Rowlett High School  
As a member the technology master training team at Rowlett High School, it was my responsibility to train the faculty on the use of basic educational technology tools. It was during this time that all teachers at RHS were given computer access and consequently training tended to be focus on Internet usage, Word applications, ancillary materials, etc.

- 1994-1996 **U.S. History Curriculum Writing Team**, Garland Independent School District  
Working with a team of teachers from middle schools throughout the district, and under the direction of the district's Social Studies Coordinator, I helped to develop a new 8<sup>th</sup> Grade U.S. History curriculum that was aligned with current state standards.
- 1993-1996 **Student Recognition Committee**, Hudson Middle School  
The purpose of this campus-wide committee was to highlight in different ways the accomplishments of the HMS students. The focus tended to be on recognizing passing and/or high standardized tests results
- 1994-1996 **Campus Improvement Team (CIT)**, Hudson Middle School  
This committee is made up of members of the school community as well as member from the community-at-large. The purpose of the committee is to bring together various people to discuss ways to make the school a positive element in the community.
- 1993-1996 **Team Committee**, Hudson Middle School  
As a member of the Team Committee, I was charged with attending teaming conferences statewide and then, with the rest of the committee, sharing ideas about effective teaming practices with the faculty-at-large.

## Significant Training/Conference Experiences

- 2010 AP Government Summer Institute at Texas Christian University
- 2009 Bill of Rights Institute training
- 2009 Close-Up Foundation—Inauguration program
- 2009 AP Government Summer Institute at Texas Christian University
- 2009 Quality Matters training (online teaching standards), DCCCD
- 2009 Texas Council for the Social Studies Conference, Dallas, TX
- 2009 *Empowering Online Learning* with Curtis Bonk, DCCCD
- 2008 AP Government Summer Institute at Texas Christian University
- 2008 Bill of Rights Institute training
- 2008 National Council for the Social Studies Conference, Houston, TX
- 2008 *Love and Logic* conference, Plano, TX
- 2007 Bill of Rights Institute Training
- 2005-2006 Ignatian Leadership Seminar—Year 1, various locations nationwide
- 2003 National Council for the Social Studies Conference, Chicago, IL
- 2000 *A Man for All Seasons, Thomas More and Ethics*, University of Dallas
- 1996 Texas Middle School Conference, Corpus Christi, TX
- 1995 ATPE Summer Leadership Conference, Austin, TX
- 1995 Texas Middle School Conference, Austin, TX
- 1994 Texas Middle School Conference, Houston, TX (presenter)
- 1993 *The Quality School* with William Glasser, TAMU-C, Commerce, TX