



CEC 2025 BOARD OF DIRECTORS ELECTION Candidate Biography

Biographical Information:

Dr. Precios M. Armstrong, Ed.D. is a dedicated educator, advocate, and leader with over two decades of experience in public education. Currently serving as the Director of Special Education for East Lansing Public Schools, Dr. Armstrong oversees a wide range of student support services, including but not limited to special education and Section 504. She also serves as an adjunct professor at both Grand Valley State University and Central Michigan University, where she prepares the next generation of educators with a focus on inclusive practices and educational equity.

Dr. Armstrong's career reflects a deep commitment to equity, collaboration, and student success. Her research interests include culturally responsive pedagogy, family engagement, curriculum development, and behavior intervention. She is an active board member (Immediate Past President) of the Michigan Council for Exceptional Children (MCEC) and serves on the Professional Learning Committee for the Michigan Association of Administrators of Special Education (MAASE). Through these roles, she has contributed to enhancing professional development and supporting inclusive educational practices across Michigan.

Beyond her professional responsibilities, Dr. Armstrong is a proud wife, mother, and lifelong learner. She finds joy in nurturing relationships, building community, and mentoring future leaders in education. She is also a proud member of Sigma Gamma Rho Sorority, Inc., through which she continues her service and advocacy for marginalized communities.

Known for her warmth, clarity, and collaborative spirit, Dr. Armstrong brings a unique blend of leadership, heart, and vision to every role she assumes. Whether supporting students, coaching educators, or leading systems-level change, she is guided by a belief that every child deserves the opportunity to thrive—and that transformative education begins with inclusive, courageous leadership.

Precios M. Armstrong, Ed.D.



**Director of Special Education
East Lansing Public Schools
Lansing, MI USA**

Candidate Statements:

**What is the most important reason, or what motivated/inspired you, to apply for the Board of Directors?
(Limit 150 words)**

I was motivated to apply for the National Board of Directors with the Council for Exceptional Children (CEC) because of my lifelong commitment to advancing equity, inclusion, and excellence for students with exceptionalities. Over more than two decades as a teacher, administrator, and higher education instructor, I have worked to elevate student and family voices and support systems-level change. Serving

as President of the Michigan Council for Exceptional Children has deepened my belief in CEC's critical role in shaping policy, advancing research-based practices, and supporting the field of special education. I am eager to bring my experience in culturally responsive leadership, instructional reform, and community advocacy to the national level. I am passionate about contributing to CEC's ongoing efforts to promote innovation, equity, and inclusive practices, ensuring that all students and educators have access to the resources and support needed to thrive.

What makes CEC's mission meaningful to you? (Limit 150 words)

The mission of CEC holds profound personal and professional meaning for me. As an educator, leader, and scholar, I have spent my career working to ensure that students with dis/abilities are seen, supported, and empowered. CEC's unwavering commitment to advocacy, equity, and excellence mirrors my own belief that every child, regardless of their ability or background, deserves access to the kind of education that honors their full humanity.

This mission is more than words. It embodies why I champion inclusive practices and fight for systems that reflect compassion, cultural responsiveness, and high expectations.

As an active member of Michigan CEC, I've seen how this mission creates meaningful change in classrooms and the lives of students and families. I am honored to be part of this collective effort to create schools and a society where every learner can flourish.

There is such a great range of individual backgrounds and experiences that cannot be easily conveyed by answering simple demographic questions. Given [CEC's view of diversity](#), what facets of your life provide a context for the various experiences and perspectives you bring to discussions and your work? (Limit 150 words.)

My professional, philosophical, racial, and familial identities deeply inform the perspectives I bring to this work. As a Black woman, I understand the duality of pride and peril that accompanies membership in a historically marginalized group. This awareness fuels my commitment to dismantling systemic barriers and advancing equitable access and outcomes for all learners. I am also a mother and sister to individuals with dis/abilities, experiences that have sharpened my advocacy for inclusive and affirming educational spaces.

Professionally, I bring over two decades of experience across diverse school settings—parochial, charter, urban, and suburban public schools—serving as a general and special education teacher and now as a P-12 special education administrator. Philosophically, I believe every student deserves the opportunity to drive the bus toward their success. Our role as educational leaders is to provide the gas, the keys, and a map that values every learner's journey.

Provide three specific examples of how your leadership experiences, including professional and volunteer, have had an impact on fostering change or moving an organization/entity forward. (Limit 300 words)

Throughout my career, I have led initiatives that fostered meaningful change at the organizational and systems.

First, as Director of Special Education for East Lansing Public Schools and former LEA Director at Jackson County ISD, I spearheaded the redesign of our multi-tiered system of supports (MTSS) processes. This work improved the alignment between general and special education services, increased early

intervention referrals, and strengthened collaboration between teachers and support staff, ultimately improving outcomes for students with disabilities.

Second, in my role as Professional Development Chair and now President of the Michigan Council for Exceptional Children (MCEC), I have expanded our professional development offerings and strengthened fiscal management practices within the board. I led efforts to launch targeted virtual webinars as well as grow and improve our annual conference, while also refining budget practices to ensure greater transparency and sustainability. These efforts have increased membership engagement and contributed to MCEC's role as a statewide leader in equity-driven professional learning.

Third, while serving on the JCISD Equity Committee, I contributed to initiatives that revised curriculum resources, provided training on implicit bias and disability advocacy, and strengthened family engagement practices. This work helped deepen the county's commitment to diversity, equity, and inclusion, creating more responsive environments for students and staff.

Across these experiences, including my leadership within CEC, I have remained committed to driving innovation, elevating marginalized voices, and building sustainable systems that lead to real, lasting improvements for schools and communities.

Membership Information:

Years of CEC Membership: 12

Division Membership(s):

Council of Administrators of Special Education (CASE)
Division for Research (CEC-DR)
Division on Autism and Developmental Disabilities (DADD)
Division for Communication, Language, Deaf/Hard of Hearing (DCD)
Division on Career Development and Transition (DCDT)
Division for Early Childhood (DEC)
Division for Culturally & Linguistically Diverse Exceptional Learners (DDEL)
Division for Emotional and Behavioral Health (DEBH)
Division for Learning Disabilities (DLD)
Division on Visual Impairments and Deafblindness (DVIDB)

