

JOSEPH KENNY VERMEILLE, PhD

K-12 Substitute Teacher · Instructional Designer · Educational Technologist · AI-Literacy Author & Researcher

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DoctorVermeille.com · DoctorVermeilleBooks.com · DoctorVermeilleAcademy.com · DoctorV.AI

PROFESSIONAL SUMMARY

K-12 substitute teacher through ESS with a PhD in Instructional Design and more than 30 years in technology, seeking a part-time K-12 role in classroom instruction, curriculum, or educational technology. Founder of Doctor Vermeille Global EdTech & Research LLC and author of four published books in English and French, including AI and Me: My Smart Helper™ for K–3 learners. Designs multilingual (English, French, Haitian Creole) AI-literacy and digital-literacy programs that work in high-tech, low-tech, and no-tech settings. Brings Haitian-diaspora community experience to every program.

TEACHING EXPERIENCE

Substitute Teacher, K-12

[Month Year] – Present

ESS · [District(s) / school(s)] · [Grade bands and subjects covered]

- Deliver lesson plans across [grade bands] in [number] assignments, maintaining classroom routines and supporting student learning.
- [Add one concrete outcome, e.g., feedback from a teacher, a student-engagement practice, or a technology tool used in class.]

Computer Instructor

[Dates]

Suffolk Community College · Selden, NY

- Taught computer literacy and application software to adult learners.

Computer Instructor

[Dates]

Indiana Vocational Technical College · Evansville, IN

Part-Time Instructor, Programming & Application Software

[Dates]

The Career Center Inc. · New York, NY

Computer Labs Manager & Tutor

[Dates]

SUNY College at Old Westbury · Old Westbury, NY

Clergy Technology Seminar on Computer Literacy

1992 – 1996

Episcopal Church of Haiti · Port-au-Prince, Haiti

PROFESSIONAL EXPERIENCE

Founder & Chief Executive Officer

2025 – Present

Doctor Vermeille Global EdTech & Research LLC · Fort Lauderdale, FL

- Designed the four-level AI Literacy Program (Intro to IT, AI Beginners, AI Intermediate, AI Advanced) and the NI + AI Certified pathway, aligned with ISTE, UDL, and the UNESCO AI Competency Framework.
- Authored the NI + AI™ Framework (Version 2.0, U.S. Copyright Office deposit) and the DoctorVermeille Foundational Framework for Teaching, Learning, Training, and Writing (2026).
- Deliver institutional AI-literacy workshops, IT and EdTech consulting, and publishing services.
- Built an intellectual property portfolio: six USPTO trademark applications and a 100-ISBN publishing block.

Programmer Analyst / Application Systems Developer

Dec 1996 – Apr 2019

Columbia University · New York, NY

- Led software conversions from FoxPro to Visual FoxPro and from Visual FoxPro to Java with minimal downtime; upgraded time-entry payroll software during the university's ERP migration.
- Designed and developed client-server and web-based financial systems in Java, JSP, Sybase SQL, XML, HTML, and JavaScript.
- Provided user support to management and staff, improving departmental efficiency.

Information Technology Consultant (concurrent)

Mar 1997 – Dec 2010

Tad Exterminating Co. · Greenlawn, NY

- Designed and implemented CEMIS, a customer management, billing, and reporting system; trained users and maintained it for more than 13 years.

COMMUNITY SERVICE

Program & Curriculum Partner (Volunteer)

2026 – Present

Build a Better Tomorrow, 501(c)(3) · North Miami Beach, FL

- Deliver free multilingual (EN · FR · HT) AI and IT literacy to families, Haitian students and youth (including career and job-skills development), and small businesses, churches, and nonprofits.
- Co-developing grant strategy and an MOU to sustain the program; all sessions are high-, low-, or no-tech.

EDUCATION & CREDENTIALS

PhD, Instructional Design / Educational & Instructional Technology

2024

National University

Education Specialist (EdS), Educational Technology

[Year]

Walden University · Research on teachers' technology training, technology competency, and student achievement

MS, Technology Management

2008

Columbia University · New York, NY

BS, Computer Science

1989

SUNY College at Old Westbury · Old Westbury, NY

Teaching credential: [State certificate or substitute authorization, number, and expiration date]

Certifications: Google AI Essentials (Google) · Generative AI Program (Microsoft, 2025, e-portfolio) · Introduction to Project Management Principles and Practices (Specialization)

CORE COMPETENCIES

Instructional design (UDL, TPACK, SAMR) · Curriculum & program development · Assessment design · Teacher training & adult education · AI literacy & ethics · Digital citizenship · Qualitative & quantitative research · NVivo · Qualtrics · Data collection & analysis · Technology management · Systems analysis & software development

AI and digital tools: ChatGPT, Claude, Gemini, Copilot, Perplexity, HeyGen, RapidMiner · Technical: Java, JSP, SQL, HTML, CSS, JavaScript, XML, WordPress

Languages: English (native) · French (full professional) · Haitian Creole / Kreyòl Ayisyen (native) · Spanish (elementary)

PUBLISHED BOOKS

- English and French editions, available on Amazon, Kindle, Google Books, Lulu, Kobo, and IngramSpark.
- AI and Me: My Smart Helper™ (AI for K–3 learners, featuring Maya and her AI helper, Spark; English, French forthcoming)
- AI: A Blessing or a Curse for Humanity? / L'IA : une bénédiction ou une malédiction pour l'humanité ?
- The 21st Century Classroom: A Framework for Closing the Global Digital Divide in K–12 Education
- Emergency Preparedness for K–12 Online Teaching: Lessons from COVID-19

In preparation: My AI-GPS for Everyday Living (EN/FR); Haitian History and Culture for Children (heritage curriculum)

SCHOLARLY WORK

- NI + AI™ Framework: Natural and artificial intelligence in the age of autonomous systems, Version 2.0 (2025–2026). U.S. Copyright Office deposit.
- Vermeille, J. K. (2026). A unified pedagogical framework for equity-centered, technology-enabled education. [Status: under review / unpublished]
- Vermeille, J. K. (2026, May). La fracture numérique prend la parole: audit of 45 AI language tools for Haitian Creole and Lingala. [Status]
- Qualitative study in progress: how K–12 teachers experience just-in-time preparation for generative-AI integration.