

Professional Testimony

“ [REDACTED] is someone who has extensive experience working directly with teachers to assist in growing their practices and competencies.”

[REDACTED] Director of Technology [REDACTED] School District

“ [REDACTED]’s strengths lie with his positive disposition, his dedication to and enthusiasm for learning, and his ability to connect and collaborate with others.”

[REDACTED]; Associate Principal [REDACTED] High School

EDUCATION

[REDACTED] College, [REDACTED] – May 2020

Masters of Arts in Educational Leadership and Innovation

Licensure and Certificates

- Principal license [REDACTED]
- Director of [REDACTED] 0
- Certificate [REDACTED] Coaching

University of [REDACTED] – December 2012

Bachelor of Science in Middle Childhood-Early Adolescence Education with Minors in Science and Social Studies

Licensures

- Middle Childhood-Early Adolescence 777 Regular Education
- Middle Childhood-Early Adolescence 734 Social Studies
- Middle Childhood-Early Adolescence 634 Science

EXPERIENCE

Associate Principal – June 2021-Present

[REDACTED] High School, [REDACTED] School District

- Supervise, coach, and evaluate science, social studies, technology, and art departments
- Oversee school safety and crisis teams
- Collaborated and supported the development and implementation of the school growth plan
- Developed interventions and check-in systems to monitor and support student achievement and attendance
- Member of the district curriculum team to assess district curriculum and alignment.
- Supported student behavior intervention to help decrease student referrals
- Implemented restorative practices with students and staff to help decrease student referrals and increase a sense of Student belonging
- Established relationships with all stakeholders, including parents, community members, and students
- Trained staff on Strong Start and Strong Finish and think participation ratio to support student learning
- Collaborated with staff to create Advisory, ACP, and SEL lessons for students
- Modified and built systems to assist in the effective running of the school building to ensure student success
- Link Crew Coordinator to support incoming 9th-grade students

Instructional Coach – June 2020-June 2021

[REDACTED] and [REDACTED] Middle Schools, [REDACTED] School District

- Planned and implemented professional development for teaching and learning staff
- Supported teachers to implement engagement strategies to increase student learning
- Collaborated with teachers to analyze and assess equity in their classrooms
- Coached teachers around culturally responsive practices to increase learning for all students
- Collaborated with teachers to personalize learning for students using the Grid Method
- Collaborated with school administration to address school equity and instructional needs
- Coached teachers using Cognitive Coaching by reflecting on practices to form new learning

- Developed and created a coaching cycle with teachers based on teachers' desired areas of growth
- Evaluate curriculum in multiple subjects to implement assessments aligned to scope and sequence

Summer School Principal – June 2018–August 2020

- Student growth average of 26% in math and 22% in English over the four weeks of summer school
- Trained, prepared, and coached teachers around curriculum, classroom management, procedures
- Planned and established a summer school vision statement and plan for school culture
- Managed \$2000 School budget
- Developed and implemented student behavioral plans
- Planned and implemented Professional Development around areas of growth for teachers
- Evaluated teachers at the beginning and end of summer to assess their professional growth

Technology Integrator and Design Thinking Teacher – 2017–2020

Middle High School, School District

- Created curriculum and class based on Google's 20% time and Technology Standards
- Awarded multiple grants to develop the middle school maker spaces amounting to \$75,000
- Worked with students to design and plan projects based on their interest
- Worked with students on goal setting and reflecting on learning
- Demonstrated and coached teachers on educational technology to be used in the classroom
- Co-taught with teachers to model how to use educational technology to engage students to create
- Used Student-Centered Coaching to work with other educators in the district to help meet district goals
- Ran district collaborative work team on innovative teaching practices
- Planned and Organized 8th Grade Washington DC trip
- Member of PBIS team to implement positive systems to improve student culture
- Participated In School Improvement Team to focus on equitable school practices

7th/8th Grade Social Studies/Science Teacher – 2013–2017

Middle High School, School District, and School District

- Created and implemented Social studies units using Gamification
- Used personalized learning strategies to help all students meet and exceed standards
- Implemented hands-on project-based learning for students to develop an understanding of the standards covered
- Increased student proficiency in social studies by 24% based on the Forward test
- Tied Social Studies content standards to CCSS in Language Arts to help meet goals of improving literacy
- Implemented and created units based on Next Generation Science Standards
- Implemented Instructional technology to foster creativity and critical thinking
- Used Instructional technology to help meet the needs of all students, including ELL and special education

Independent Professional Development – 2017–Present

National Presenter

- ISTE 2017 Gamification workshop
- SLATE Conference 2021 Design Thinking
- Summer Spark Design Thinking and Genius Hour, and Gamification 2019, 2018, 2017
- Future Ready Conference Design Thinking 2021
- Personalized Learning Institute Convening Design Thinking Workshop 2019
- Center for Urban Teaching Unite Conference Student Voice and Choice 2020
- EdSpaces Conference Design Thinking and Makerspaces 2019

PHONE [REDACTED] 4 • E-MAIL [REDACTED]@GMAIL.COM

EDUCATION

[REDACTED] University [REDACTED], [REDACTED]
Master of Arts in Education [REDACTED] May 2005

- [REDACTED] Instructional II certificate in Elementary (K-6) and Special Education (N-12)
- Recipient of the Graduate Academic Award in Education (2005)
- Initiated into Pi Lambda Theta (International Honor Society in Education)
- Graduate Assistant to [REDACTED], Ph.D. (2001-2005)

[REDACTED] University [REDACTED] C.
Bachelor of Arts in Psychology [REDACTED] May 1992

- Graduated cum laude
- Initiated into Pi Gamma Mu (International Honor Society in Social Sciences)
- Received Distinguished Senior Psychology Major award
- President of CUA Chapter of Psi Chi (National Honor Society in Psychology)
- Research Assistant to [REDACTED], Ph.D. and [REDACTED], Ph.D.

TEACHING EXPERIENCE

[REDACTED] School [REDACTED], [REDACTED]
Director of Teaching and Learning [REDACTED] August 2018 - Present

- Provide instructional leadership to high school academic faculty through classroom observation, instructional coaching, support of professional development, monitoring achievement and student growth, all toward improving the quality of teaching and learning.

[REDACTED]
Director of the Learning Center [REDACTED] August 2015 – Present

- Learning strategies instruction for new students and learning support interventions for students who are identified as being in need of supplemental services. Facilitate classroom teachers' effective work with all students through instructional coaching. Help develop new elements of the school curriculum. Administer annual standardized testing for all students and lead the school's meaningful analysis of the resulting data to inform curricular decisions.

██████████ Academy Charter School

Third/Fourth Grade Teacher

██████████, ██████████
August 2007 – June 2015

- Teach math, language arts, social studies, reading, and science to a class of 25-27 students. Participate in weekly team meetings and professional development sessions. Differentiate instruction to meet the needs of unique learners as well as assist IEP students in reaching their objectives. Assist students in creating and reaching trimesterly goals. Prepare students for ██████████ testing through monthly benchmark testing and analysis as well as intensive ██████████ prep sessions. Embed specialized lessons into daily instruction related to areas of weakness in student performance. Experience with *Everyday Math*, *Success for All* (reading).

Lead Teacher

August 2010 – June 2015

- Provide leadership to a team of fourteen 3rd/4th grade classroom teachers, reading teachers, and support staff through planning and directing professional development, monitoring achievement and student growth, improving the quality of teaching and learning amongst the staff, and acting as a liaison to administration.

Lead of Teaching and Learning Group

2014

- Provide leadership to a team of nine K-12 teachers formed to help guide the professional development of the school, and to serve as Instructional Coaches to the teaching staff. Set agenda and led team meetings, liaised with administration regarding growth and development of the group, presented to the Leadership Team at summer retreat, conducted periodic staff surveys to help determine needs.

The ██████████ School

Learning Specialist

██████████, ██████████
2002 – 2007

- Assist Upper School students (grades 9-12) in acquiring knowledge of their unique learning styles and developing strategies to enhance and direct their own learning. Collaborate with faculty in developing an understanding of learning styles and in creating teaching strategies for differentiated learning. Promoted from Beginner Teacher to Experienced Teacher. Advisor to ninth grade. Proctor of guitar club. Lower School enrichment program instructor (hockey). Elected group leader for character development initiative. Completed training in Decision Education, Orton-Gillingham Method.
- Coached Lower School Ice Hockey, Middle School Baseball and Cross Country, JV Soccer.

Civil Engineer Turned Educator

Compassionate and intentional teacher specializing in data-driven instruction, with a holistic approach to learning, is eager to combine technical, management and interpersonal skills with educational training to close the achievement gap for ALL STUDENTS.

Education & Credentials

[REDACTED] UNIVERSITY ([REDACTED]) December 2018

Master of Education in **Educational Leadership**

[REDACTED] STATE UNIVERSITY ([REDACTED]) December 2022

Master +30 in **Special Education**

ILL Administrator PreK-12 (ILL-B)

[REDACTED] ([REDACTED]) May 2002

B.S., Civil & Environmental Engineering (Tower Award Recipient)

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Core Competencies

- Data-Driven Instruction Intentionally Focused on Closing the Achievement Gap
- Use of technology to increase student engagement
- Creating positive schoolwide culture for students/staff
- Attention to detail; organization, coordination, and planning.
- Clear and timely written & verbal communication skills.
- Proven ability to encourage and develop staff.
- Transparency, enthusiasm, and approachability.
- **Effective Classroom Management & Student Motivation Skills**
- Differentiated Instructional Methods for Meeting the Needs of Diverse Learners – ELL and Inclusion Utilizing Manipulatives and Real-World Examples for Learning Application through STEM & Project-Based Learning
- Pedagogical and Content Knowledge
- Team Teaching and Professional Learning Communities
- **Common Core & AVID** Training Certification
- Data Analysis and interpretation

Professional Objective for the Year: Expand leadership skills to support the VISION, MISSION, and CORE VALUES of my school by implementing an intentional systematic approach that increases teacher efficacy by connecting purposeful PD to individual teacher's instruction observation data and feedback. Provide authentic and purposeful support to ensure teacher retainment. To encourage high expectations, growth mindset, creativity and higher-order thinking in a way that affects students holistically: academically, socially and emotionally.

Experience

[REDACTED] PUBLIC SCHOOLS, [REDACTED]

Middle School Educator, 8/2021 to Present

Grades 5-8 Interventionist/MTSS RTI² Co-Lead

- Collaborated and planned with subject area teams to create standards-based CFAs that ensure vertical and horizontal alignment for student success.
- Met with instructional leadership team to prepare rigorous task-based lessons that were culturally relevant, engaging and promoted conceptual understanding. Assessed students' abilities via CFUs and daily formative assessments. Adapted teaching strategies and instructional materials to meet students' individual developmental levels and interests. Provided one-on-one, large, and small group instruction.
- Used data from standardized testing to inform teaching practices and small group instruction. Used i-Ready, MAP and IXL data to track student progress, perform data chats and motivate student learning using a reward system: based on growth and meeting of "student-created" learning goals.
- Used research-based strategies to include the Standards for Mathematical Practice into daily lessons as a means for increasing students' conceptual understanding.
- Provided daily early morning tutoring for Tier I, Tier II, Tier III and students with IEPs. Provided differentiated skills-based interventions for Tier 3 students during daily PLT.
- Used MAP, IXL and AimsWeb data to create Individual Learning Plans for students- leading to 75% of students meeting or exceeding their MAP Goals for the year.

[REDACTED] PUBLIC SCHOOLS, [REDACTED]

Promising Scholars Floating Administrator, 6/1/2023 – 6/30/2023

- Collaborated with Lead administrator on facilities use and operations.
- Ensured availability of instructional resources as well as compliance with all federal, state and district policies and procedures.
- Engaged in constant communication and management over Promising Scholar school sites for issues, updates and urgent communication.
- Served as the site liaison with the transportation, EL, and EE department.
- Collaborated with Lead administrator to ensure all students have equitable access to the program.
- Ensured high quality daily programming by assisting the Lead administrator with Master Scheduling. Ensured students are accurately enrolled in the proper classes. Verified teacher and student rosters and assignments.
- Supported the Lead administrator with staff orientation prior to the start of the Promising Scholars Program.
- Oversee site specific family communication, including callouts, emails, and reminders.
- Implemented student device/materials deployment plan.
- Supported the Lead administrator with bi-weekly payroll to ensure it is completed.
- Applied the MNPS Code of Conduct and Promising Scholars behavior expectations to guide disciplinary actions for disruptive student behavior. Ensures all major offenses are fully documented. Monitored student attendance. Contacted parents to ensure a clear understanding of expectations and consequences of student behavior.

- Collaborated with Lead administrator to oversee the school opening process when Promising Scholars began and the school closing process when the program ended.

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██████████ COUNTY SCHOOLS DISTRICT, ██████████

Assistant Principal, 8/2020 to 06/2021

- Conducted formal and informal TEAM observations, walkthroughs and one-on-one coaching sessions.
- Distance Learning Administrator: Two-to-One Computer Program/Devices/Blended Learning.
- Student Registration Process & Document Distribution.
- Administrator over ESL, Science and Fine Arts Departments.
- Responsible for filling vacant teacher positions for assigned departments.
- Enrichment & Remediation (RTI) – organized, sent schedules, rosters, lists, reminders, etc.
- Responsible for ensuring PLC meetings were data driven and increasing student mastery of standards.
- Building-Level Testing Coordinator.
- Responsible for truancy, discipline, graduation rate, IEP & 504 meetings for students within my alphabet.
- TEAM Administrator Lead (create evaluation schedules, entered growth and achievement selections, professionalism, etc.).
- Teacher Appreciation Incentive Program & Culture/Morale Events Planner.
- Administrator Over Schoolwide Spirit Events (Pep Rallies, Senior Nights, Senior Week Activities, Homecoming, Coming Home, etc.), Student Incentives (planned, organized, coordinated).
- Responsible for analyzing department data and creating needs-based Professional Development.

██████████ PUBLIC SCHOOLS, ██████████

Numeracy Coach/Middle School Educator, 8/2012 to 08/2020

Integrated Math/Pre-Algebra – Grades 5-8 – RTI² Tier 2/3

- Collaborated, Planned, Co-Taught with subject area teams to ensure vertical and horizontal alignment for student success.
- Collaborated with Administration and leadership team to ensure school met AYP and SIP goals.
- Prepared and taught fun & engaging standards- and task-based lessons. Assessed students' abilities & adapted teaching strategies/instructional materials to meet students' individual developmental levels/interests; one-on-one, large, & small group.
- Used data from standardized testing to inform teaching practices and small group instruction. Used i-Ready, MAP and IXL data to track student progress, motivate student learning and as a reward system: based on growth and meeting of "student-created" learning goals.
- Used research-based strategies to include the Standards for Mathematical Practice.

Key Contributions

- **Significant student academic growth for Math and Intervention resulting in Level 5 exemplary educator performance rating for 5 consecutive years. Helped the school receive a Level 5 rating by the state for our entire math department.**
- **Led 8th grade team to consistent student MAP growth in Math and ELA resulting in recognition of student preparedness by receiving High School Principal.**
- Served as math co-chair and 8th grade team leader for 5 years.
- Secured SMART Technology for entire school. Budget cost savings of more than \$175,000.
- Created schoolwide Technology protocol that is now implemented throughout MNPS district.
- Created AVID planner now being used by several MNPS schools: resulting in significant cost savings.
- 21st Century Program Tutor, Student Mentor, Teacher Mentor, Promotion Coordinator.

Coaching for High Performance

- Guided teachers as they analyzed, disaggregated, and utilized data during PLC meetings to identify and implement proven strategies that were successful in student learning.
- Evaluated, monitored, and revised the School Improvement Plan collaboratively with the School Improvement Team to establish school goals for student achievement.
- Utilized the TN TEAM Educator Rubric to observe and provide informal feedback to improve classroom instruction.
- Developed a differentiated peer-coaching model (TLC-Teacher Learning Community) to improve teacher performance.

Focused Instructional Leadership

- Guided teachers in deconstructing TN Curriculum Standards to ensure alignment of instructional practices with target language of each standard.
- Created an **intentional collaborative planning structure** for grade-level teams to plan/analyze data via PLC process.
- Analyzed and evaluated student data with grade-level teams throughout the year to monitor student attainment of established learning goals and evidence of continuous progress.
- Increased MAP assessment scores by 2.9% in math and 4.2 % in reading among all 8th grade students using teamwide data analysis and sharing of effective teacher practices.
- Shared AVID teaching strategies with teachers to ensure ALL students are on a pathway to college and career readiness.
- Implemented grade-level instructional practices across content areas such as essential questions, project-based learning, Cornell notetaking and WICOR writing strategies.
- Continuously seeking out new instructional strategies to improve student learning and teacher efficacy (almost 400 hours of PD Learning/Training-Transcript available upon request).

Culture and Climate

- Co-sponsored mentoring program to teach life-skills curriculum on college prep and personal finance for at-risk male students.
- Conducted random checks of teacher classrooms to ensure SEL practices were implemented with fidelity every day.
- Intentionally developed relationships with students identified as "at-risk" students, as well as with their parents.
- Facilitated creation of shared vision and SMART goals at beginning of year to give teams an instructional focus and definitive targets for the year based on schoolwide data.

Collective Accountability for Student Results

- Conducted a teacher survey on growth mindset followed by a teacher support survey to help ensure that teachers have the tools they need to help ALL STUDENTS achieve learning goals.
- Conducted a student survey to get feedback on how students feel about their teachers and their learning environments.
- Created a restorative remediation protocol to ensure students are meeting academic expectations.
- Reduced 8th grade office referrals by 61% by implementing classroom management protocol, restorative remediation, and intentional high expectations for ALL STUDENTS.

Efficient and Effective Management Practices

- Implemented strategies and PD to build a strong professional learning community that supports a culture of high expectations for student learning and mastery of standards. Provided teacher supports to create a climate conducive to performance excellence.
- Implemented common formative assessment practices that allowed teachers to diagnose student-learning needs accurately and make instructional modifications as needed based on real-time data.

Additional Work Experience

Project Manager/Design Engineer ([REDACTED]) 2006 to 2012

- Developed and reviewed plans for multimillion-dollar traffic engineering projects.
- Managed scheduling, budget and timely delivery of construction projects.
- Established/built/maintained relations with staff, organizations (public & private) to ensure all stakeholders' needs and project deadlines were met.
- Trained entry-level engineers in signing, marking and signal design.

Project Engineer ([REDACTED]) 2005 to 2006

- Managed design and review of engineering projects related to repair and maintenance of County bridges and roadways.
- Supervised and directed non-engineering staff during on-site project operations.

Ms. [REDACTED] has nearly 15 years of experience in Special Education with successive advancements in leadership roles. She is proficient at fostering a positive and inclusive team climate to creatively develop and implement policies and innovative strategies to advance student academic, social, and emotional progress. She is a transformational leader passionate about progressive educational practices.

EXPERIENCE

[REDACTED] Charter School, [REDACTED]: Director Secondary Special Education 7/1/2023 to present

- Partner with the administrative team to advise and strategize for appropriate response, and compliance in areas such as MTSS, IDEA/Chapter 14 & 15, Manifestation Determinations, ODR complaints/facilitations, private school placement, and litigation
- Oversee and adjust systems and procedures of the special education department to align with state and federal regulations and optimize student success and potential
- Partner with PIMS coordinator and Compliance Manager for appropriate and compliant reporting.
- Developed a special education department Mission, Vision, and Values which drives our direction toward and commitment to a more Neurodiverse affirming school community and embracing a student strengths-based mindset
- Provide for the efficient and effective operation of special education student services, interventions, and programs. This year developed 2 new programs to completion/functionality and began the development of a transition program - soft skills and hard skills (CBI, and WBL)
- Collaborate, plan, and deliver professional development for both special and general education staff.
- Supervise, manage, and develop staff of special education teachers, case managers, paraprofessionals, and related service providers. This includes formal observations, walk-throughs, and coaching
- Create and manage compliant special education procedures, policies, and workflows including ongoing collaboration with building administration
- Serve on and contribute to multiple leadership teams such as DEI, Instructional Coaching, Curriculum Development, and MTSS
- Created a Social Emotional Behavioral Program (new to NFCS). This program provides support and interventions for students who exhibit executive functioning, social skill, and behavioral needs due to various diagnoses. This is a push-in model that utilizes the expertise of RBT's, a BCBA, paraprofessionals and special education teachers. Our team created a foundation of best practices of growth mindset, Castle, ABA (when appropriate), data collection and analysis, and behavior intervention plans. The team supported over 30 students who were successfully educated in the general education setting
- Provided staff training in TACTII to ensure knowledge and implementation of trauma -informed strategies and de-escalation techniques when supporting students exhibiting both externalizing and internalizing behaviors
- Plan and implement onboarding for new staff for special education programs

[REDACTED] School & Academy, [REDACTED]: Vice Principal 1/2022 to present

- Ensure delivery of therapeutic, behavioral, and academic approaches which meet the needs of students with high and low incidence Autism Spectrum Disorder and Emotional Disabilities including both externalizing and internalizing behaviors
- Instructional leader focused on growing staff capacity and engagement with accountability
- Instructional Observations, year-end evaluations and continuous cycle of shared feedback

- Daily operations for staffing, scheduling, attendance, compliance reports, data analysis
- Developed Grab-N-Go mini professional developments on topics such as ABA, differentiated instruction, Sensory Diets, Student Engagement Strategies, Social Dynamics, Executive Functioning.
- Identified and procured transition program for “soft skills” instruction
- Tackled culture/climate improvement strategies and approaches
- Led a team for the successful creation and implementation of the first multi-campus Olweus kick-off for anti-bullying
- Established a Speaker Series focused on advancing students’ Social-Emotional Learning through unique and varied deliveries on current and critical topics for students
- Lead a team to begin the development of an Executive Functioning Curriculum with a focus on Organization (routines/habits, technology, self-awareness), Motivation, Self-Esteem, Managing Frustration, and Advocacy
- Collaborate on the development of the annual School Improvement Plan
- Lead and facilitate crisis interventions and the creation of individual student crisis plans.
- Expanded and Improved sensory diet resources for students

██████████ School District, ██████████, ██████: Supervisor of Special Education 1/2021 - 12/2021

- Special Education Supervisor for K-12+ reporting to Superintendent
- Utilizing District data, developed short and long-term goals and objectives for Special Education program improvement
- Partnered with ██████████ to bring seminars, speakers, and social events to the District and develop accessible information streams - grew visibility of SEA
- District point person for all Due Process and complaints
- Addressing LRE corrective action, policies and procedures were initiated to improve effective inclusion and increase the number of students whose primary placement was in the general education setting from 61% to nearly 80%
- Increased the percentage of staff with active CPI certification from 74% to 98% - resulting in more effective, proactive behavioral practices and de-escalation strategies and reducing hands-on incidents
- Created and published ██████████ first Special Education Guidelines
- With team leaders, developed and delivered professional development series on co-teaching, accommodations/modifications, and differentiated instruction.
- Fine-tuned system/cycle of child-study, MTSS, and data analysis
- With transition coordinator, expanded transition services by defining curriculum for hard and soft employment skills and broadening CBI and WBL opportunities
- With Principals, Emotional Support teachers, therapists, service providers, and BCBA created a more dynamic and individualized approach to meet students’ varied needs
- Presented to the School Board on several topics
- Collaborated with building Principals on formal and walk-through observations
- Managed Early Intervention Transition and Child Find
- Collaborated with ████████ and ████████
- Partnered with Curriculum and Instruction Supervisor and Principals on reading & math literacy
- Successfully addressed any complaints or disputes from SVEA or parents using clear, correct communication delivered with empathy, humility, and understanding
- Ensured District, State, and Federal compliance for the Special Education Department

██████████ School District, ██████████, ██████ 8/2014 - 1/2021

Secondary ESY Site Supervisor

Literacy Specialist, Co-teaching Mentor, Special Education Teacher

- Organized and supervised the educational programming for approximately 150+ students with high and low-incidence disabilities and a staff of more than 60 teachers and teaching assistants.
- Oversaw the design, and implementation of projects and programs that met the specific needs of students with emotional disabilities, Autism, MDS, Intellectual Disabilities, and Learning Disabilities.

- With Reading Department Chair and Special Education Supervisor, evaluated the intervention needs and placement of transitioning 6th-grade students in appropriate Reading and English classes including strategic literacy intervention and the Wilson Reading System.
- Provided professional development and coaching for inclusive practices and differentiated instruction strategies in multiple content areas.
- Provided effective systematic and explicit instruction in the [REDACTED] Reading System.
- Collaboratively unpacked and analyzed standardized norm-referenced, criterion-referenced, and progress monitoring data to identify student strengths and needs and created instructional strategies.
- Maintained state and federal compliance for students with IEP's.

School District of [REDACTED] 2/11 - 8/2014

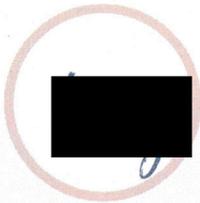
Special Education Department Chair, Secondary Teacher:

Special Education Liaison (Department Chair): Urban school – 100% Title I, K-8

- Ensured depth of instructional interventions and rigor in the RTII program focused on research-based reading and math strategies and progress monitoring and data collection.
- Created the beginning stages of the RTII program in collaboration with SDP Special Education Leaders.
- Evaluated programs /curricula aligned to the standards and unique needs of our students.
- Conducted staff training and Professional Development to propel teacher growth in Special Education trends, issues, and best practices.
- Oversaw District, State, and Federal compliance.
- In collaboration with the principal, provided school-wide mentoring and training on Behavioral Health strategies and techniques, including ABA.
- Responsible for timeline compliance of PTEs, Manifestation Determinations, ESY, and Specialized Services.
- Planned and implemented a co-teaching model resulting in an 85% inclusion rate.
- Successfully coordinated, supervised, and implemented all requirements and components of [REDACTED] Department of Special Education Cyclical Monitoring and Audit with exemplary results and no need for corrective action.

EDUCATION and CREDENTIALS

M.S. Educational Leadership N-12, M.Ed Special Education, Certified [REDACTED] Reading Specialist, B.A. Public Administration



PRINCIPAL / ADMINISTRATOR INSTRUCTIONAL LEADER

Profile

As an experienced school administrator I believe in fostering a supportive and inclusive learning environment where every student can thrive academically, socially, and emotionally. I am dedicated to empowering educators to excel in their roles while fostering a culture of continuous improvement. Striving to cultivate strong partnerships with families, community members, and stakeholders will ensure student success and school excellence.

SUMMARY OF QUALIFICATIONS

- 14 years in education at the Middle School level
- 2 years as an Assistant Principal
- 8 years as a Special Education Teacher
- 1 year as an Multilingual Learner Teacher

RELEVANT EXPERIENCES & ACCOMPLISHMENTS

- Thorough knowledge of special education law.
- Trained in the use of restorative practices
- Trained in the use of circles for relationship building as well as restorative conversations
- MTSS and RTI facilitator
- Differentiated instruction presenter
- Trained in the use of Universal Design for Learning strategies



[Redacted]



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[Redacted]

EDUCATION

MS EDUCATIONAL LEADERSHIP

[Redacted] University 2022

MS SPECIAL EDUCATION

[Redacted] University 2016

MA ENGLISH LANGUAGE LEARNER

[Redacted] University 2014

BS MIDDLE LEVEL MATH EDUCATION

[Redacted] University 2010

CERTIFICATIONS

Residency Administrator

Residency Teacher Certificate

Special Education

Middle Level Mathematics

Certificate Number [Redacted]

ORGANIZATIONS

- Association [Redacted]
- Association for Supervision and Curriculum Development

EXPERIENCE

ASSISTANT PRINCIPAL

██████████ District - ██████████ Middle School **2022-2024**

- Plan and facilitate staff development activities that resulted in the elimination of the disproportionality of discipline with students who receive special education services
- Collaborate in creating school master schedule
- Oversee and supervise all aspects of the attendance process including follow up
- Plan and organize all aspects of parent/teacher conferences
- Oversee and manage staff development calendar and track staff development attendance
- Member of the school Equity Committee
- Created and lead successful MTSS Committee resulting in creating targeted interventions for under performing students
- Collaborate in creating and maintaining building budgets
- Conduct feedback cycle for certified and classified staff evaluations
- Created and used restorative practices with students who are referred for disciplinary actions
- Testing coordinator for schoolwide district universal screener as well as state mandated SBA with over 96% completion rate
- Participate with staff in data-informed conversations regarding academic and behavior interventions
- Supervise special events, school sponsored activities, and athletic events
- Develop and implement a student recognition program related to the school's core values
- Implement and coach effective co-taught classrooms for students receiving special education services

ADMINISTRATOR INTERN/SUMMER SCHOOL PRINCIPAL

██████████ School District - ██████████ Middle School **2021-2022**

- Member of instructional leadership team
- Building instructional leader for technology
- Planned staff development as a member of the equity team
- Created and implemented MTSS team
- Oversaw budget and supply inventory as summer school principal
- Coordinated partnership with U of W Pathways to Promise Program
- Administrator intern at both elementary as well as secondary levels
- Directed special education department: Acted as LEA representative for all meetings, oversaw scheduling of students who received special education services, and created paraeducator schedules
- Coordinated student of the quarter celebration
- Participated in the evaluation process of certified as well as classified staff
- Initiated and coordinated schoolwide universal screener for math and reading
- Participated in data-informed conversations regarding academic and behavior interventions
- Investigated discipline referrals using restorative practices and communicated with staff and families
- Assisted with building master schedule and scheduling students
- Acting building union representative which created an indepth understanding of the CBA

SPECIAL EDUCATION TEACHER

█████ School District - █████ Middle School **2018 - 2022**

█████ School District - █████ Middle School **2014-2018**

█████ School District - █████ Middle School **2012-2013**

- Created specially designed instruction in mathematics
- Created specially designed instruction in social emotional
- Collaborated with staff and families to help develop effective IEPs for students receiving special education services
- Special Education department leader

HI-CAP/GENERAL EDUCATION MATH TEACHER

█████ School District - █████ Middle School **2013 - 2014**

- Taught hi-cap accelerated math class
- Utilized the flipped classroom to ensure all students access in the general education math class

MULTI LINGUAL EDUCATION/INTERVENTION TEACHER

█████ School District - █████ Middle School **2011-2012**

- Taught beginner and intermediate multilingual education classes
- Conducted multilingual learner testing per the state guidelines
- Taught reading and math intervention classes

WORKSHOPS AND CONFERENCES

- Building Peace Through Restorative Practices in School
- Right Response Advance Plus
- Becoming a Culturally Competent Leader
- Aspiring Leader Workshop
- Creating a Culture of Compassion, Achievement, and Hope
- CEL 5 D+/TPEP Instructional Framework and Teacher Evaluation Training
- Restorative Justice - Focus on the Repair

REFERENCES

[REDACTED] es

[REDACTED] School District
[REDACTED] Middle School - Principal
Work - [REDACTED]
Cell - [REDACTED]
[REDACTED]@ [REDACTED]

[REDACTED] nson

[REDACTED] School District
Executive Director of Learning Improvement
Work - [REDACTED]
Cell - [REDACTED]
[REDACTED] us

[REDACTED] s

[REDACTED] School District
[REDACTED] Middle School - Principal
Work - [REDACTED]
Cell - [REDACTED] 81
[REDACTED] schools.com

██████████@gmail.com • ██████████ St • ██████████ ██████████ ██████████ 8

Experienced high school leader seeking an assistant principal role in a diverse high school focused on access to equitable high-quality instruction for all students and closing achievement gaps.

EDUCATIONAL EXPERIENCE

██████████ **High School – Assistant Principal** **2020–Present**
 Building leader in a turnaround school with a student body of 93% minority enrollment, predominantly 89% Hispanic, and 76% qualifying for free and reduced lunch. Moreover, with 42% of our teaching staff within their first three years of teaching, I was charged to forge an instructional turnaround plan.

- Piloted and implemented PLC protocols and routines to improve rigorous, in curriculum, tier one instruction, with 96% of PLCs reporting in curriculum after initial training.
- Employed validated indicators of high-quality instructional practices through PLC lesson internalization of “biggest learning” videos and WAAG exemplars.
- Elevated the classroom walkthrough rubric score to a 3 from a 1 for “student demonstration of learning” and “cognitive load of lesson” through progress monitoring training and teacher modeling in fall of 2023.
- Created and enforced Student Chromebook Use Policy resulting in a 37% reduction in technology cost.
- Instrumented Work Flow Tardy and Attendance system as an early attendance intervention system to identify and provide targeted support for students at risk of disengaging with school, increasing average daily attendance by 14% and decreasing tardiness by 19% in spring of 2023.
- Increased parent engagement by 33% through the use of Google Classroom and Calendly for parent-teacher conferences and course progress checks.
- Devised CMAS test prep and attendance system increasing test attendance from 83% to 97% in 2023.

██████████ **High School – Instructional coach/Building Resource/Science Department Chair** **2013 – 2020**
 Trained teachers about technology and instructional methods. Teacher leader with 90% ESL students; 88% of my ESL students had 90% attendance. Polite spoken Spanish, pursuing fluency...semi-fluent in reading and writing Spanish.

- Instructional coach implemented, demonstrated, and facilitated practices in instruction to increase student engagement, improve student achievement, and build teacher capacity.
- Building resource teacher provided district and building education technology pedagogy, training, implementation, support and resources to all staff. Remote learning lead for district.
- Curriculum developer for core science standards, grade level rigor, and science scope and sequences.
- Instructional Leadership Team, District Professional Development Partner, UIP developer.
- Lead for 9th grade orientation and 9th grade academy – Classroom management czar.
- PBIS leader – Initiated positive reward system for “Eagle Way” student behavior.

██████████ **High School – Varsity Volleyball Coach** **2013-2020**
 ● Varsity head coach for program. Built a competitive program that challenged EMAC teams.

██████████ **University – Head Softball Coach** **2008 - 2013**
 Hand-picked to restart the Division I softball program and tasked with turning it into a competitor in the conference. Beginning with a recruiting-only budget in '08 and no additional coaching staff, I built every aspect

██████████@gmail.com • ██████████ St • ██████████; ██████████ • ██████████

of the program from ground up; recruiting, developing a roster, budgeting, scheduling, building a facility, hiring a coaching staff and fully developing the team (players and coaching staff) into a force in the conference.

- Numbers truly tell the tale. A program restart in 2008, to 10-38 record in 2013, to 37-19 in 2016 season
 - Assisted creation of softball division within Big Sky Conference in 2013 by presenting proposals
 - WSU won 2016 Big Sky Championship, that season being the senior year of my final recruiting class
- Success through the budget: re-starting a program presented challenges our opponents didn't have to face
 - Worked with AD each year through my detailed annual plan to squeeze success out of every dollar
 - Aggressively expanded resources...used fundraising, camps and gear sales to upgrade team training
- Built new softball facility: asked by AD to assist in all aspects, including planning, location, field design
- Hard work pays off...I faced and conquered each new program adversity as a personal challenge
 - Recruiting: I turned the traditional approach to DI recruiting on its head, and it worked!
 - Program recognition: I put in the hours and sweat with camps, clinics, talking with regional coaches
- Honors: 2nd in PCSC Conference in 2012; PCSC Player of the Year – 2012; 21 all conference players

██████████ College – Head Softball Coach/Game Management

2006 - 2008

Reinvigorated a lagging, independent softball program into a full Division III Southern Collegiate Athletic Conference member. Also served as Game Management supervisor for volleyball and soccer teams.

- Balance in coaching...learned strategies to succeed on/off the field with academically elite players
- Logistics build programs: supervised staff/facilities for successful volleyball/soccer program home games
- Coordinated, assigned and diagnosed all aspects of staff and facilities for NCAA men's soccer and women's volleyball games.

██████████ College – Head Softball Coach/Intramural Director/Instructor

2003 - 2006

Work ethic, determination and passion for my college were the only way to succeed in such a challenging environment – concurrently held three roles on campus and won three consecutive conference championships.

- Designed health curriculum, taught courses each semester; a requirement for Elem. Ed. majors
- Secret sauce to winning: re-imagining training, modeling hard work and instilling a sense of team purpose
- A lot from nothing: with zero (\$0) budget, was required to bid for every dollar given to softball program
- Elite: 16 All-Conference players, 2 Pitchers/Year, 2 Position Players/Year, 13 Academic All-Conference
- Directed all intramurals on campus...ran leagues and events in eight sports, managed over 50 staff

██████████ College – Head Softball Coach/ Asst. Volleyball Coach/P.E. Chair

1998 – 2003

Served as Chairman responsible for all aspects of running a collegiate level Physical Education department.

Rebuilt a softball program in complete disarray while assisting the volleyball program and teaching P.E. courses

- Led P.E. staff and served as mentor to all instructors, instructed courses, launched interactive media
- Designed curriculum: included crafting syllabi to go beyond PE, created courses in coaching and more
- Leadership...turned around a team winning only 1-3 games per season to a 12-25 record in 2003
- Volleyball program: assisted head coach develop varsity program while coaching junior varsity team

Interim Assistant Principal - ██████████ High School

(1993-1994) (1996-1997)

- Created master schedules with an activities and intervention period that enhanced the performance of under achieving desegregated and special need students by 11%
- Facilitated PD in biology increasing scores 16% above the state, district and regional averages.
- Devised and improved classroom discipline approaches for desegregated students by hosting a culture awareness training resulting in 24% decrease in classroom referrals.
- Implemented restorative justice program to reduce out-of-school suspensions, resulting in a 60% increase in peer mediation and a 33% decrease in the number of students receiving out-of-school suspension.

██████████@gmail.com • ██████████ St • ██████████ • ██████████

██████████ **High School - Science Teacher**

1990-1998

9-12 grade biology, ecology and general science teacher in ██████████, ██████████

- Devised unique teaching methods to ensure a “hands on” yet safe learning environment.
- Developed inquiry-based, student-centered lessons meeting state and national science standards.

██████████ **High School – Varsity Coach**

1990 – 1998

Varsity head coach for softball, lacrosse and boys’ volleyball in addition to JV basketball coach.

- ██████████ 4A State Champions in 1997...trained fundamentals, conditioned like pros, prepared mentally
- ██████████ State Softball Coach of the Year – 1997, three-time ██████████ ██████████ Coach/Year – 1995 - 1997

EDUCATION

Professional Principal License # ██████████	██████████ Department of Education	2019
Professional Teacher License # ██████████	██████████ Department of Education	2018
Master of Arts – Educational Administration	University of ██████████	1993
Bachelor of Science – Biological Sciences	██████████ E	1990

Computer Proficiency: Banner, Infinite Campus, MS Office, Xcel, Google Docs, Blackboard

PROFESSIONAL DEVELOPMENT & CERTIFICATIONS

*Professional Learning Communities

██████████
*██████████ District Technology Leadership Team

*PBL Works

*ConnectED (Academy/Pathways)

*Constructed Meaning (2018)

*AP Summer Institute (2018)

*Spanish classes – Adams 14 Adult Education Classes

*██████████ Employee Equity & Anti-Discrimination Committee, 2014-Present

*Beyond Diversity Training, January 2015

*ISOP certified

*CPR/First Aid

[redacted] gmail.com • [redacted] St • [redacted] • [redacted]

REFERENCES

[redacted]
Principal
[redacted] City High School
[redacted] a@ [redacted].org

Dr. [redacted]
Research Coordinator
[redacted]
University of [redacted]
72 [redacted]
[redacted]@gmail.com

[redacted]
Academic Support Services
[redacted] School District [redacted]
5 [redacted]
[redacted].org

[redacted] [redacted]
Assistant Principal
[redacted]
[redacted].org

[redacted] [redacted]
Secondary Lead Science Instructional Coach
[redacted]
[redacted] i [redacted]
[redacted]@ [redacted] school district)
(former Science Coordinator for [redacted] school district)

Educational Leadership Experience:

- Public School System; ,**
Instructional Coach, K-12 General Curriculum Programming

Timeframe:

Nov. 2021 to Present

Central Services: Special Education Services

In this role, I contribute to impacting district-wide student achievement in these key leadership areas:

Instructional:

1. Developed a student-centered problem-solving framework based on the three Universal Design for Learning principles.
2. Coached teachers to develop and utilize ongoing assessments when designing instruction that anticipates learner variability and provides learners options to represent and express learning.
3. Embedded Marzano's instructional design strategies (i.e., standards-aligned learning targets, performance scales, and assessment strategies) in district-wide teacher support to shape rigorous and accessible classroom instruction.

Professional Learning and Coaching:

1. Redesigned and delivered district-wide Co-Teaching Training based on the Universal Design for Learning principles to ensure teachers co-design instruction with ongoing formative assessments so that students receive responsive teaching strategies.
2. Partnered with Special Education Services' colleagues to coach administrators, teachers, and professional learning teams to shape high-quality, standards-driven, responsive teaching.
3. Spearheaded district-wide course to improve IEP teams' decision making when determining need for Extended School Year.

Strategy and Management:

1. Collaborated with Special Education Services' colleagues to partner with school teams in allocating school resources and developing master schedules to ensure specially designed instruction is provided along with access to core instruction.

- Public Schools; ,**
Inclusive Practices Specialist, K-5 General Curriculum Programming

Timeframe:

July 2018 to Nov. 2021

Central Services: Exceptional Children's Department

In this role, I contributed to impacting district-wide student achievement in these key leadership areas:

Instructional:

1. Partnered with district curriculum and instruction specialists to interpret district-wide instructional performance data and develop high-impact instructional design strategies for district-wide teacher coaching and support.
2. Identified high-impact instructional strategies to train school-based instructional leaders to shape responsive teaching practices within schools.
3. Demonstrated and coached school-based instructional leaders to implement professional coaching cycles with teachers to enhance responsive teaching practices.

Professional Learning and Coaching:

1. Designed and implemented district-wide Co-Teaching Training to ensure teachers co-design instruction with ongoing formative assessments to ensure students receive responsive teaching strategies.
2. Designed and implemented the district-wide professional learning overview of Exceptional Children's Programming to strengthen school teams' inclusion of students with disabilities.

Strategy and Management:

1. Collaborated with Exceptional Children's Department colleagues to partner with school teams in allocating school resources and developing master schedules to ensure specially designed instruction is provided along with access to core instruction.

- Exceptional Children's Program Facilitator**

Timeframe:

Aug. 2017 to June 2018

High School

In this role, I contributed to impacting this school's student achievement in these key leadership areas:

Instructional:

1. With the Dean of Students, implemented a Multi-Tiered System of Support (MTSS) problem-solving framework to ensure teachers provide responsive, student-centered, research-based Tier 2 and 3 interventions.
2. Developed and monitored Exceptional Children's teachers teaching schedules and student caseloads to ensure programmatic compliance with federal, state, and local policies.

Professional Learning and Coaching:

1. Facilitated ongoing coaching and professional learning to teachers in assessing and progress-monitoring research-based specially designed instruction and Tier 2 and 3 interventions.
2. Provided leadership and coaching to Exceptional Children's teachers in developing Individualized Education Programs (IEPs) and delivering high-quality specially designed instruction aligned to the Standard Course of Study.

Strategy and Management:

1. Collaborated with the Administration and Student Services Department in allocating school resources and developing the master schedule to ensure specially designed instruction is provided along with access to core instruction.

County Public School System; [Redacted], [Redacted]

Principal Internship (Full-Time)

Timeframe:

July 2016 to June 2017

[Redacted] High School and [Redacted] Middle School

In this role, I contributed to impacting these schools' student achievement in these key leadership areas:

Instructional:

- 1. Provided administrative supervision and guidance to all four 8th grade teams.
- 2. Partnered with the grade level school counselor to ensure student discipline practices were aligned with the district's student code of conduct.
- 3. Incorporated restorative justice practices to enforce student disciplinary procedures.

Professional Development and Coaching:

- 1. Ensured that grade level and departmental professional learning teams (PLTs) utilized formative and summative assessment data to inform responsive teaching practices.
- 2. Implemented classroom walk through processes to inform school-wide teaching and learning needs in terms of needed professional development and instructional coaching to teachers and PLTs.

Strategy and Management:

- 1. Analyzed school data with School Improvement Team (SIT) members to develop the School Improvement Plan (SIP) and manage SIP key processes.
- 2. Developed, in collaboration with Student Services and department chairs, the school's student handbook.
- 3. Enforced school-wide policies and procedures for Minor/Level I Offenses and In-School-Suspensions.

Teaching Experience:

Exceptional Children's Teacher (Autism and Behavior Support)

Timeframe:

Aug. 2012 to June 2016

[Redacted] High School; [Redacted] Public Schools

Exceptional Children's Teacher (Cross-Categorical Resource)

Timeframe:

Feb. 2012 to June 2012

[Redacted] Elementary School; [Redacted] Schools
Chapel Hill, NC

Special Education Teacher (Behavior Support)

Timeframe:

Aug. 2011 to Jan. 2012

[Redacted] Elementary School; [Redacted] County School Division

Special Education Teacher (Autism and Behavior Support)

Timeframe:

Aug. 2010 to June 2011

[Redacted] High School; [Redacted] [Redacted] [Redacted]

Special Education Teacher (Autism and Behavior Support)

Timeframe:

Aug. 2008 to June 2010

[Redacted] High School; [Redacted] [Redacted] Public Schools

Education:

The University of [Redacted]

May 2017

M.S.A. in School Supervision and Administration

[Redacted] University, [Redacted]

Dec. 2010

M.S.Ed. in Special Education

Emphasis in General Curriculum K-12 and Autism Spectrum Disorders

[Redacted] University, [Redacted]

May 2008

B.S. in Psychology

Certifications:

Professional Educator's License:

- Exceptional Children: General Curriculum K-12
- School Administrator: Principal

Autism Spectrum Disorders Graduate Certificate: [Redacted] Autism Council and the Autism Center for Excellence at [Redacted]

[Redacted] University



EDUCATIONAL LEADERSHIP

LEADERSHIP HIGHLIGHTS

ASSISTANT PRINCIPAL

[Redacted] Elementary, [Redacted] / 2022-2024

Under the direction of the principal, I developed our master schedule, discipline framework, and MTSS protocols. I assisted in the development of school improvement plans, PLC transformation, HQIM implementation, attendance improvement initiatives, and supervision of staff. I developed and maintained campus safety and security plans, including staff and student education. Serving as campus testing coordinator, I ensured our staff received robust training and that our students received a high quality testing experience. I developed and implemented a comprehensive family engagement initiative, including a site-based decision making committee. I spearheaded community engagement initiatives with projects such as Little Free Pantry, flower garden, teacher appreciation week, clothing closet, and volunteer tutors. I led our staff through a study of The Opportunity Myth, including strategies to address identified areas of need on our own campus. I organized campus consolidation needs such as Legacy Celebrations, packing and moving support, and family communication. My areas of expertise include: special education, MTSS, McKinney-Vento, scheduling, instructional leadership, bilingual education and language acquisition, attendance interventions, community and social supports, trauma-informed care, DFPS involvement, and positive behavior support plans.

RACIAL EQUITY COMMITTEE

Subcommittee Lead - 2020-22, Black History Textbook Adoption Committee, Districtwide Equity Council - 2019-2024

HOUSE BILL 3: SPECIAL EDUCATION ALLOTMENT ADVISORY COMMITTEE

Personnel subcommittee / 2019-20

TEACH PLUS

[Redacted] Leadership Fellow - 2021-22
[Redacted] Policy Fellow [Redacted] Working Group - 2019-20

TEACHING EXPERIENCE

RESOURCE SPECIAL EDUCATION

[Redacted] / 2006-2012, 2021-2022

District leadership: Instructional modeling of pull out and inclusion services, curriculum modifications. Campus leadership positions: Equity Liaison, PBIS Coordinator, Title 1 Parent/Family Engagement Specialist, and master schedule manager.

ELEMENTARY MUSIC SPECIALIST

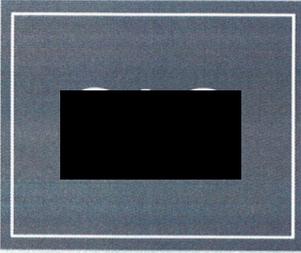
[Redacted] ISD / 2016-2021

Fujitsu Trailblazer semifinalist; [Redacted] Elementary Music staff member of the year, increased elementary choir participation by over 100%, district Covid curriculum committee, district culturally responsive teaching committee.

UPPER SCHOOL MATH, ELEMENTARY MUSIC, BAND, AND CHORUS

[Redacted] School / 2012-2016

Implemented flipped courses, provided professional development for remote learning, led ensemble performances at regional festivals, student audition coaching, coordinated and directed marching shows, mapped K-12 instrumental and vocal music curriculum.



in [Linkedin.com/in/\[Redacted\]](#)

EDUCATION

M.Ed. School Administration
[Redacted] University
[Redacted] 2010

[Redacted] Seminary
[Redacted] 2005

[Redacted] 2000

CERTIFICATIONS

[Redacted] EXPIRING 2030
Principal as Instructional Leader
Special Education EC-12
Music EC-12
ESL Supplemental
Core Subjects 4-8 with STR

CORE STRENGTHS

- Special Education
- Technology Integration
- Trauma-informed Instruction
- Student-Centered
- Community Engagement
- Fine Arts Instruction/Support
- Communications
- Advocacy
- Educational Policy

LEADER | EDUCATOR | COACH

CONTACT



[REDACTED]

[REDACTED]@hotmail.com



[REDACTED]



[REDACTED]

SUMMARY

Experienced, results-driven assistant principal with 7+ years of administrative expertise who believes in providing the highest quality education to every student. Effective communicator who prioritizes integrity and strategically plans school improvement to maximize outcomes.

SKILLS

- Instructional Leadership
- Teacher Development
- Convergent Thinking
- Operational Management
- Effective Communication
- Student & Parent Relations
- Conflict Resolution
- Data Analysis
- Cultural Responsive Practices
- Technology Specialist

EXPERIENCE

[REDACTED] ELEMENTARY - [REDACTED]
Assistant Principal 2019-Current

- Serve as School Testing Coordinator, Instructional Lead Administrator, Partners in Education Liaison, and ESOL, Multi Tier Support System, 504, and Discipline Administrator.
- Supervise and evaluate certified and classified staff using Teacher Keys.
- Collaborate with leadership team members to design teacher-led professional learning.
- Decreased student late check-ins by 36% by redesigning arrival procedures.
- Increased student seat time by 63% implementing Restorative Practices.
- Lead various meetings including faculty, leadership, professional learning, Collab-to-Classroom planning, and weekly Data Talks.
- Actively mentor new assistant principals in the Assistant Principal Induction Program (APIP).
- Model, promote, and coach teachers toward meaningful and effective communication with parents.
- Designed and implemented observational and feedback tool to support teachers, ensure performance achievement, and leverage leadership.
- Decreased concern call-in rates by 80% by developing a transportation communication system.
- Facilitated the implementation of a positive behavior management strategy.

[REDACTED] COUNTY [REDACTED] - [REDACTED], [REDACTED]
District Instructional Coach, 2016-2019

- Developed and led numerous professional developments in domains of Personalized Learning, High Impact Instructional Practices, and Instructional Technology Tools.
- Engaged teachers in the coaching cycle, insightfully developing and tracking goals directly aligned to shifts in teaching practices.
- Developed and implemented "Parent University" - a program offering training, knowledge, and resources to community stakeholders and parents.
- Co-created [REDACTED] Learner Profile Micro-credential.
- Excelled at [REDACTED]ing individuals to effectively utilize technology to increase productivity, and enhance learning.

EDUCATION

- University of ██████████
Educational Leadership Tier 1
- University of ██████████t, ██████
M.A. in Elementary Ed.
- ██████████ ██████████, ██████
B.A. in Sociology & Early
Childhood Ed.
- Gifted Endorsement
- Coaching Endorsement

PRESENTATIONS

- 2018 iNACOL-Redesigning Learning to Foster Student Agency Through Rigor & Relevance
- 2017 ██████████C- Personalizing on a Tight Budget
- 2017 iNACOL- Path + Pace = Power: Student Agency in a Personalized Learning Classroom
- 2017 iNACOL Webinar-How Teachers Can Spark Student Agency
- 2017 ██████████ ██████████ -Building Rigor in a Culturally Diverse Classroom
- 2016 ██████████ - Path + Pace = Power: Student Agency in a Personalized Learning Classroom

EXPERIENCE CONTINUED

██████████ ELEMNTARY - ██████████ E, ██████ Elementary Teacher, (3rd & 4th grade) 2013-2016

- Recognized as 2015-2016 ██████████ Elementary "Teacher of the Year".
- Provided high quality instruction to 3rd and 4th graders, adapting teaching methods to meet students' varying needs, and ensured each student learned at their full potential.
- Led various ongoing staff training and professional development.
- Facilitated student goal-setting cycle; including student-teacher conferencing, reflection and feedback loop.
- Organized student-led conferences to advance student agency.
- Spearheaded Responsive Classroom pilot, which included the development of teacher advisory lesson plans.

OTHER RELATED EXPERIENCES

- 2022 University of ██████████ Education Consultant
- 2023 ██████████ Leadership Enhancement and Development (L.E.A.D.) Graduate
- 2019 ██████████ ██████████ Coaching Endorsement Instructor
- 2018 ██████████ County Leadership Services A.S.P.I.R.E Graduate
- 2018 & 2019 iNACOL Program Committee Member
- 2019 Personalized Learning ██████████ Conference Committee Member

Cell: () , Email: @gmail.com

Certified Principal as an Instructional Leader / Instructional Coach / PD Trainer

OBJECTIVE:

I desire to leverage my business experience along with my instructional coach skills to grow teachers and staff. My passion is in growing career and technical education programs that connect academics to real-world projects and competition opportunities to engage students academically while developing their sense of agency. I have gained valuable experience serving as a Regional Advisor where I have planned large scale district events and competitions for 600 students across 20+ districts. My two years as a district Administrator expanded my influence through working with district staff, campus leadership, families, and outside partners overseeing the planning and implementation of the ADSY 2022 & 2023 Summer Learning Program.

EDUCATION:

University, ,
M. Ed. Educational Leadership – August 2020

National Board Cohort 2021-2025

B.S. Political Science

CERTIFICATIONS:

- * Principal as an Instructional Leader
- * Certified Appraiser 2022-2024
- * Business and Finance (6-12)
- * Technology Applications (EC-12)
- * 30-Hours Gifted & Talented Credits

General Lines Agent: Life, Accident, Health & HMO License No:

Software Knowledge – Microsoft Office Specialist, MS Project, MS Publisher, QuickBooks, Adobe Photoshop CS6, Eduphoria, Edugence, Skyward, NWEA Map, STAAR Cambium, TELPAS Writing Rater Calibration Grades 6-8

Training & Industry Certifications – Project Lead The Way (PLTW) Launch Classroom Teacher, TEA Reading Academy, BizInnovator Startup Teacher Certification in Entrepreneurship Education (developed by The University of Iowa), Capturing Kids’ Hearts Program, PBL, Kepner Tregoe Project Management Certification, Respecting Choices First Step Advance Care Planning Facilitator Certification

EDUCATION EXPERIENCE:

Preparatory, Campus, June 2022 – May 2024

District Administrator, Extracurricular Program Manager

- Region 10 National Board of Certified Teachers (NBCT) CTE Candidate Cohort 2021-2025
- ADSY Program Manager responsible for the planning and implementation of the district Summer Learning Program 2023/2024 in support of campus leadership overseeing Fine Arts, CTE, and after school programming.
- Provide leadership and technical expertise in conducting needs assessment to course selection offering for CTE along with grant writing (LASO 2.0, CLNA, Perkins V) and budget management.
- Transition Coordinator charged with overseeing the onboarding of Administrators, Teachers, and Staff at High School during a historic acquisition effective 07/21/23 – 09/30/2023.
- District CTE and CCMR subject-matter-expert.
- Conference presenter at the Career and Technical Association of Business Professionals of America (BPA) Fall Leadership, Texas Leadership, and National Leadership Conferences 2024.
- Participant in the Higher Education OnCourse Educator Work Group
- Proclamation 2024 Technology Applications State Review Panelist

Instructional Coach, Middle School (5th – 8th Grade)**July 2021 – May 2022**

██████████ ESC National Board Cohort for 2021-2025, with the goal of becoming a National Board-Certified teacher/administrator in the future.

- Collaborate with campus administrator to identify teachers in need of support and development.
- Conduct frequent, non-evaluative classroom observations to assess strengths and areas in need of improvement.
- Collaborate with teachers to develop instructional improvement plans through various means such as providing Resources, co-planning lessons, and model teaching. Evaluate NWEA MAP, CBAs, STAAR Interim data to provide teachers and stakeholders with feedback on student-centric strategies.

██████████ **School District,** ██████████

2013 - 2021**Career and Technical Education District Instructional Coach / Mentor****2020 – 2021**

- Provide leadership and support to first-year District of Innovation (DOI) CTE teachers through weekly coaching and mentorship.
- Develop monthly training delivered via Zoom to teachers on educational and instructional methodology related to classroom management, data-driven instruction, 504/SPED documentation, and the implementation of project-based curriculum, etc.

Assistant Principal Intern ██████████ Middle School**2019 – 2020**

- Utilize Effective Schools Framework / Texas Accountability Intervention System (TAIS) to Lead 6th Grade ELA PLC, Assist teachers with lesson plans and units for instruction.
- Leads Campus Initiatives – Process Champion, earned Capturing Kids' Hearts National Showcase School Distinction
- Conduct Pre-Conference, Observation, Post-Conference, and TTESS analysis to determine reinforcement and refinement areas to build teacher capacity.

Business and Finance Educator – CTE ██████████ Career High School 2013 - 2021

- **Junior Insurance Practicum Teacher** – Responsible for certifying students to obtain their Certified Insurance Service Representative (CISR) designation through the National Alliance for Insurance Education & Research.
- **Business Teacher** - Responsible for teaching Accounting I, Banking & Finance, Business Information Management, Business Law, and Money Matters to help students prepare for post-secondary education.
- **Business Professionals of America (BPA) ██████████ Regional Advisor and ██████████ BPA Advisor** Responsible for 350 members at school plus 600 competitors for the Region; coordinated all aspects of the ██████████ BPA Chapter activities including service projects and competition preparation at Regionals, State, and Nationals. **Recipient of the 2015 BPA Local Advisor Certification**
- **GPISD CTE Advisory Board Member** – Served as the Business Education / Marketing representative and served alongside CTE Counselors, CTE Coordinators, Executive Director of CTE to evaluate GPISD CTE program offerings; plan CTE Advisory Dinner Programs and Pathway Banquet.
- **██████████ School Store Advisor** – Facilitated student training at the store, inventory control, and assisted in the management of monies collected for all CTSO membership, local/state/national dues, and leadership events, field trips and club activities.
- **PTSA, Secretary** – Responsible for documenting monthly meeting minutes and assisted with service projects involving the partnership with the ██████████ Parent Involvement Center
- **Campus Improvement Committee Member** – The Campus Improvement Committee is responsible for overseeing the development, review, and oversight of the campus improvement plan to improve student performance and address campus staff development needs.
- **AVID Site Team Member** – Responsible for the collaboration with other site team members to carry out the objectives of the AVID Site Team Plan to achieve AVID Demonstration Site status in the next 1-2 years.
- **Handprints on Hearts Mentor Teacher** – Responsible for the guidance, coaching, and support for students who need mentorship.

PROFESSIONAL EXPERIENCE:

Owner – [REDACTED] Hospice, LLC [REDACTED], TX)

May 2012 – October 2016

Responsible for a start-up Hospice Agency. This consists of:

- Employ, recruit, and help manage and direct qualified medical personnel to carry out policies and procedures of the agency as well as conduct staff education and continuous evaluation.
- Oversee all decision making as part of the Board of Directors
- Assist in documentation of services provided is accurate and timely.
- Implemented budgeting & accounting systems to oversee all agency fiscal affairs.

Manager, Group Sales & Industry Relations – [REDACTED] (Remote Office) 2000 to 2012

Responsible for managing sales forecasts, establishing annual quotas, and developing business plans and sales productivity reports with the aim of ensuring optimal operational effectiveness of the [REDACTED] Sales – Domestic and International Group Divisions. This consisted of:

- Served in a leadership capacity to communicate goals and objectives in collaboration with Accounting, Brand Support teams, Finance, Human Resources, IT Payroll, Revenue Management, and third-party partners to accomplish department initiatives.
- Responsible for ensuring optimal allocation of resources to streamline processes and to share best practices to provide support for 198 FTE's.
- Managed 15 cost centers across 5 domestic offices and one international office totaling \$32 Million; performed YTD variance analysis impacting future spending and implemented corrective action to adhere to YE budget goals.
- Supervised & coached, disciplined, and established goals and conducted annual performance reviews for direct reports.

HONORS:

- [REDACTED]s Professionals of America (BPA) 2024 Distinguished Administrator Award.
- [REDACTED] CTE Mentor Teacher 2020-2021 (only 5 in the district) – Coached 8 NEW DOI Teachers and facilitate monthly professional development sessions for CTE Teaching & Learning hybrid-learning strategies.
- Honorary Guest Speaker at the National Junior Honor Society Membership Induction Ceremony at Young Women's Leadership Academy (YWLA) at [REDACTED].

REFERENCES:

[REDACTED] – Executive Director of CTE, [REDACTED]
email: [REDACTED]@[REDACTED].org cell phone: [REDACTED]

Dr. [REDACTED] – Executive Director of Student [REDACTED] Preparatory – [REDACTED]
email: [REDACTED]@[REDACTED].net cell phone : [REDACTED]

Dr. [REDACTED] – [REDACTED] University, College of Education [REDACTED] Mentor –
email: [REDACTED]@[REDACTED].edu cell phone : [REDACTED]