

Career Experiences:

Instructional Superintendent, Cluster VII, District of Columbia Public Schools *July, 2010-Present*

Responsible for supervision, management and leadership development for 13 Cluster VII DCPS Schools in a variety of diverse neighborhoods—Capitol Hill, Petworth, Anacostia, Upper Northwest. Cluster VII represents culturally and economically diverse communities ranging from high performing, affluent and politically powerful neighborhoods to inner city, high-crime and entrenched generational poverty communities.

Major emphasis of my work is leadership development for school improvement and reform to dramatically increase student achievement and eliminate achievement gaps. Cluster VII includes 2 pre-school campuses (1 Reggio Emilia-inspired), 3 elementary (two predominantly Hispanic--one dual language), 4 K-8 education campuses (three S.T.E.M. schools), 1 arts integration middle school, and 3 special education centers.

- Actively promote quality school leadership. Evaluate and manage principals and oversee 13 cluster schools leadership teams. Conduct routine instructional walkthroughs at each school with Principal and Academic Leadership Team. Provide specific feedback to principals and leadership teams to plan actions leading to individual and whole staff development plans, identification of intervention plans for lagging learners, and strategies to improve overall student achievement. Emphasize implementation of Common Core State Standards and instructional shifts for ELA and Math as well as positive school culture and climate initiatives.
Result: 11 of 13 schools demonstrated improvement in math and reading achievement over two years. Suspensions decreased by 42% over two years.
- Collaboratively develop and consistently monitor for quality school improvement plans. Collaborate and guide the development of cluster schools' Comprehensive School Improvement Plans based on school teams' deep analysis of all aspects of schools' data. Conduct regular data monitoring meetings with Academic Leadership Teams to ensure progress on rigorous school improvement goals.
Result: 100% of Cluster 7 Schools' Comprehensive School Improvement Plans are high quality and focused on specific strategies that are measurable and monitored quarterly.
- Conduct routine data analysis leadership team meetings at each school. Analyze results of formative CCSS-aligned unit assessments in math and reading. Closely monitor all school data including reading assessment data, math and reading intervention program fidelity data, attendance, suspensions, teacher evaluation data and all other available data to identify student-focused action steps that will increase student achievement.
Result: 100% of Cluster 7 schools have quality routine and rigorous progress monitoring and data cycle processes to ensure constant student growth and mastery of standards across the school year.
- Direct and delegate the work of eight Cluster VII support staff. Actively and intentionally provide Cluster VII School leaders with high quality, streamlined support in critical areas of school management and leadership. Delegate Cluster VII Support Staff to ensure efficient and effective fiscal and facility operations, special education processes, data and accountability systems, instructional coaching, community engagement, professional development, school climate and culture, fiscal management, and human resources management.
Result: Dramatically improved support structures and processes in all schools created efficient and effective school communities over two years. Significantly reduced truancy, suspensions and tardies at all schools, improved attendance monitoring processes, ensured maximum quality fiscal management, improved special education processes timeliness and quality.
- **Sample Accomplishments:**
 - Increased reading and math achievement in 10 of 13 schools over two years by 4% ELA and 7% math.
 - Recruited and hired three excellent principals for vacancies in the cluster.
 - Led training and implementation of leadership coaching for principals as a basis for their leadership work.
 - Increased by 70% total number minutes IEP students spend in inclusive settings versus self-contained.
 - Worked with communities at 4 schools to communicate and develop closure or consolidation processes.
 - Hear and successfully resolve teacher grievances (5-8 per year) and parent/community concerns and discipline appeals (approx. 10 per month) with quality outcomes and respectful resolution for all parties.

Principal, Oakridge Elementary School, Arlington, Virginia*2004-2010*

Leader of an ethnically and socioeconomically diverse school with no majority ethnic group and superior student performance in the Pentagon/Crystal City areas of Arlington, Virginia. Developed a vision and improvement plan which resulted in a widely recognized, award-winning international neighborhood school with students from over 60 countries and more than 40 languages.

- Awards include: Title I Distinguished School Award, 2007-08, and 2008-09; Governor's Competence to Excellence Award, 2006-2007 and 2007-2008; Governor's VIP Excellence Award, 2008-09
- Effectively led staff toward high achievement for students through job-embedded professional development, professional learning communities, data collection and analysis. Met all AMO's for AYP six consecutive years.
- Marketed school's quality and achievement gains to skeptical affluent community and parents leading to renewed confidence and pride in the school and an enrollment increase from 401 to 650 students.

Principal, Avery Elementary School, Webster Groves, Missouri*1994-2004*

Leader of quality school program K-5 with 430 students and highly engaged parent community. Title I targeted assistance school. Extremely high parent expectations and involvement. Missouri Gold Star School Award, 2004.

- Realized superior school-wide academic achievement increased dramatically during leadership tenure. Student performance at above 90%ile in Stanford 10 and state testing.
- Developed Innovative learning and instructional models based on Best Practices in Education: looping, multi-age classrooms, clustering gifted students, technology integration.

Assistant Principal, Fairmount Elementary School, Francis Howell School District, Missouri*1991-1994*

Supervised 5th and 6th grade students, staff and programs. Challenging school environment supporting 1725 students, K-6, in year-round school calendar with significant transiency and complex staffing needs.

- Led technology initiatives for the school including staff development, procurement of equipment, and selection of best software and educational technology tools to purchase.
- Managed the special education processes the school, referral through identification and program development to meet needs of students and ensure appropriate caseloads for staff.

Teacher: So. Dakota School for the Deaf, St. Louis County Special School District*1976-1984, 1986-1991*

- Taught all grade levels: elementary, pre-school, high school and middle school level at a residential school as well self-contained and mainstreamed public school programs for the deaf. Developed instructional approaches to meet and exceed students' IEP goals, promoted academic achievement and full inclusion for my students.

Director, Disabled Student Services, Florissant Valley Community College, St. Louis, MO*1984-1986*

- Counselor, advisor and administrator providing support services to college students with disabilities and training on special needs students for professors and staff.

Additional Professional Experiences:**Manuscript Reviewer and Blog contributor, Eye on Education Publications***2007-present*

Review and critique manuscripts under consideration for publication. Contribute commentary and perspective to a blog on various education leadership topics.

Sign Language Interpreter, Sioux Falls, SD and St. Louis, MO

Nationally certified, free-lance interpreter for hearing impaired clients in medical, legal, business, and education settings.

Adjunct Professor, Augustana College, So. Dakota State University and Concordia Seminary

Taught undergraduate level courses in special education instructional methods, sign language and deaf culture.

Education:

Doctor of Philosophy, Educational Administration, Saint Louis University, St. Louis, MO
Master of Education, Reading, Southern Illinois University, Edwardsville, IL
Bachelor of Arts, Elementary and Special Education, Augustana College, Sioux Falls, SD
Harvard Principals' Academy Graduate, "Leadership, An Evolving Vision", 2007
SUPES Academy, Philadelphia, 2012
Leadership Coach Training, Level I and II, 2009, 2011
Leadership Academy Year 1 and Year 2, Missouri, 1997 and 1998

Professional Licensure:

Administration and Supervision PreK-12, Superintendent and Principal, MO, VA

Elementary Education PreK-6, MO, VA

Hearing Impairment PreK-12, MO, VA

Mental Retardation K-12, MO, VA

Eligible for superintendent licensure in virtually every state