

Terrence P. Carter

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SUMMARY: Highly motivated and passionate professional seeking a superintendent position in a setting that promotes creativity and innovation to achieve district success. Believe that learning is a vehicle for improving an organization's tangible and intangible assets; committed to upholding the highest educational standards for all within a district; and, dedicated to implementing ongoing professional development as a means of capitalizing on the individual talents and gifts of all within a community of learners.

PUBLIC EDUCATION LEADERSHIP EXPERIENCE

ACADEMY FOR URBAN SCHOOL LEADERSHIP (JULY 2010—PRESENT) (OPERATING WITHIN CHICAGO PUBLIC SCHOOLS—DISTRICT 299)

DIRECTOR + CHIEF ACADEMIC OFFICER— CURRICULUM, ASSESSMENT, AND INSTRUCTION

Responsible for the curriculum, instruction, assessment, and professional development of both principals and teachers in twenty-four (24) elementary schools and five (5) high schools within a Network of schools being turned around due to poor academic performance within the City of Chicago. The network of schools serves approximately 18,000+ children and has a 94% free or reduced lunch population count; managing a budget of \$50M+.

- **2011-12** is the sixth consecutive school year in which AUSL outpaced district growth; AUSL Turnaround Schools grew nearly three times the district average in meets/exceeds (2.5 percentage points vs. 0.9 percentage points); more than doubled the growth in meets/exceeds as compared to Charter schools (2.5 percentage points vs. 1.2 percentage points); grew 1.2 percentage points in exceeds scores where the district average gain was only 0.7 percent; Dulles School of Excellence saw the largest growth in meets/exceeds, increasing by 10.5 percentage points and is among the top 10 in growth district-wide; and Morton School of Excellence exceeded the district average (78.2% meets/exceeds vs. 74.2% meets/exceeds) – our first turnaround school to achieve this milestone.
- **2010-2011** achieved a +28% gain overall on the Illinois State Achievement Test (ISAT) overall at all the elementary schools within the Network on the ISAT which was the highest gains of any Chicago Public Schools and Charter Schools within the City of Chicago.
- Prepare and present Board Reports on all curriculum, instruction and assessment initiatives to both the AUSL Board of Directors and the Chicago Public Schools Board of Education.
- Update Board members on a bi-monthly basis on all instructional initiatives and new funding proposals related to professional development or programmatic efforts.
- Foster and promote a vision focused on student learning outcomes by providing leadership and coordinate learning and teaching services through an on-going process of collaboration, planning and strategic change; and drive the distribution of resources to create a coherent system designed to maximize student and staff growth and success.

- Provide instructional leadership direction and guidance to the chiefs of schools regarding both elementary and secondary education.
- Directly supervise and evaluate central office administrators responsible for curriculum, instruction, assessment, professional development, special education programs and services, categorical programs (including English Language Learners, Gifted Education, and Technology), and career and technical education.
- Provide leadership and direction to programs under the supervision of the directors, including athletics and activities, health and nursing services, counseling and other programs assigned by the Executive Director.
- Implemented professional development (Institutes and PLCs), coaching, and mentoring of teachers and principals to increase their effectiveness in pedagogical practices and instructional leadership in order to improve student achievement.
- Strategically allocate staff and budget to achieve performance goals and awarded grants totaling more than \$1M for Network-wide PD initiatives.
- Designed formative assessments in mathematics, reading, writing, and science that resulted in the Network's student achievement gains.
- Leading the Network's charge in transitioning to the Common Core States Standards (CCSS) 2010 through 2015.

CHICAGO PUBLIC SCHOOLS—DISTRICT #299

CLARA BARTON ELEMENTARY SCHOOL, CHICAGO, ILLINOIS (JULY 2005—JUNE 2010)

A large urban school (PreK—8) located on the southwest-side of the City with approximately 775 children of African American and Latino descent of which 98% receive free or reduced lunch. Managed an operational budget of more than \$700K.

PRINCIPAL

- Received the State's **Academic Improvement Award** for the past three years, which recognizes schools that have sustained an upward trend in test scores for at least three years and showed a 7.5 point increase this year or a 15 point increase in test scores over the past three years.
- 2008 Illinois State Assessment Test (ISAT) scores in Reading rose from 50.4% of students at or above proficiency to 60.7% at or above proficiency. Mathematics scores rose from 53.8% at or above proficiency to 58.8% at or above proficiency (<http://iirc.niu.edu/School.aspx?source=School%20Profile&schoolID=150162990252068&year=2008&level=S>).
- 2007 Illinois State Assessment Test (ISAT) scores in Reading rose from 48.5% of students at or above proficiency to 50.4% at or above proficiency. Mathematics scores rose from 40.9% at or above proficiency to 53.8% at or above proficiency (<http://iirc.niu.edu/School.aspx?source=School%20Profile&schoolID=150162990252068&year=2007&level=S>).
- 2006 Illinois State Assessment Test (ISAT) scores in Reading rose from 33.6% of students at or above proficiency to 48.5% at or above proficiency. Mathematics scores rose from 18.6% at or above proficiency to 40.9% at or above proficiency (<http://iirc.niu.edu/School.aspx?source=School%20Profile&schoolID=150162990252068&year=2007&level=S>).
- Recipient of over \$250K in grant funding thus far from various sources in response to National Requests for Proposals in Mathematics, Science, Library & Media Services, and innovative disciplinary practices.
- With prevention first and consequences second, created a Student Assistance Center that brought about a 70% reduction in suspensions and detentions.

- Created university partnerships with the University of Chicago, Lesley University, and Columbia University Teachers College in developing professional development programming to progress the school's faculty instructional practices to new levels in reading instruction, mathematics instruction, and classroom management in order to improve students' academic achievement.

NEW LEADERS FOR NEW SCHOOLS (NLNS), CHICAGO, ILLINOIS (JULY 2004—JUNE 2005)

NLNS is a school principal preparation program that trains and develops the next generation of outstanding leaders for our nation's urban public schools.

PRINCIPAL-IN-RESIDENCE, DODGE RENAISSANCE ACADEMY

- Increased 2004-2005 Illinois State Assessment Test (ISAT) scores more than 10% in an academic year.
- Developed and implemented intensive professional development workshops for teachers that delivered a 27% increase in children's reading scores as measured by standardized testing assessment instruments.
- With prevention first and consequences second, created a Student Assistance Center that brought about a 44% reduction in suspensions and detentions.
- Achieved grants totaling approximately \$180K.

CORPORATE ORGANIZATIONAL LEARNING LEADERSHIP EXPERIENCE

CHIEF LEARNING OFFICER—FLEXTRONICS INTERNATIONAL, SAN JOSE, CA (July 1999—Sept. 2002)

Provided worldwide leadership for all training and development functions for a \$14B, 80K+ employee organization with a global staff of 300 and an operating budget of \$1 billion.

- Developed organizational leadership model to establish platform for succession planning, rewards strategy, career path, recognition and rewards, selection, and learning curriculum plans and programs.
- Presented all major organizational learning initiatives to the Board of Directors to increase productivity, market share, and work-life improvements.
- Developed leadership profiles for all job functions as directed by executive management
- Worked with executive management to identify the top talent pool and to introduce an effective succession planning model.
- Established a training integration model for both direct and indirect labor employees
- Streamlined/documented the ETP (Employment Training Panel) data management and reporting process to retrieve reimbursement for approximately \$2 million from various states (for training direct labor employees).
- Developed 8 hour 'Manufacturing Essentials' curriculum to provide immediate ETP invoicing of eligible employees.
- Established Mergers and Acquisition processes and programs to actively participate in all M&A's for the company. Prepared M&A process documentation for the Board of Directors.
- Developed Corporate Due Diligence template for Board of Directors.

VICE PRESIDENT OF HUMAN RESOURCES—THE BAAN COMPANY, HERNDON, VA (June 1997—March 1999)

Led all training and development initiatives for this global software developer and consulting services company; and managed a global staff of 42 and an operating budget of \$54M.

- Built an entrepreneurial HR function driven by customer service.

- Implemented a complete Career Resiliency process to address performance management and career management. Implemented processes to attract key talent to Baan.
- Created a commitment to rapid growth and help build culture that support growth.
- Structured HR organizational and operating model to provide the autonomy needed for growth and the discipline needed to control costs.
- Advised executive leadership on the HR implications of entering new businesses.
- Redesigned and implemented an innovative Total Cash Compensation program that enabled the company to compete with both the Big 4 firms and high technology companies in attracting and retaining top-talent.

DIRECTOR, ORGANIZATIONAL DEVELOPMENT & LEARNING—PACIFIC GAS & ELECTRIC COMPANY, SAN FRANCISCO, CA (January 1991—March 1995)

Strategically led a national training and development function for the largest investor-owned gas and electric utility business in the world; with revenues in excess of \$40B and with over 40,000+ employees.

- Consolidated a professional work force of Technical Trainers, Learning Consultants, and Organizational Development Consultants to form a cohesive team.
- Directed major redesign of the company’s core-curriculum and employee success factors.
- Provided consultation to corporate officers in the development of their vision, mission, values and goals in order for them to lead the organization.
- Built an entrepreneurial HR function driven by customer service.

EDUCATION

DOCTOR OF PHILOSOPHY—LESLEY UNIVERSITY (SCHOOL OF EDUCATION)

- EDUCATIONAL STUDIES – SPECIALIZATION: ADULT LEARNING AND DEVELOPMENT
 - Dissertation: 360⁰ Feedback to Drive Change and Bring Value to Urban Schools

CERTIFICATE OF ADVANCE GRADUATE STUDIES (CAGS)—NATIONAL-LOUIS UNIVERSITY

- EDUCATIONAL ADMINISTRATION AND LEADERSHIP

MASTER OF SOCIAL WELFARE & MASTER OF PUBLIC HEALTH—UNIVERSITY OF CALIFORNIA AT BERKELEY (SCHOOL OF SOCIAL WELFARE AND SCHOOL OF PUBLIC HEALTH)

- M.P.H. Emphasis—HEALTH POLICY & ADMINISTRATION
- M.S.W. Emphasis—SOCIAL WELFARE AGENCY MANAGEMENT

BACHELOR OF ARTS—RUTGERS UNIVERSITY, NEW BRUNSWICK, NEW JERSEY

- Major Concentration—AFRICANA STUDIES WITH HONORS
- Minor Concentrations—ELEMENTARY EDUCATION AND SOCIAL WORK

CERTIFICATIONS

- Illinois School Administrator – Certificate 2182069 (75 Administrative)

PROFESSIONAL DEVELOPMENT

The SUPES Academy

- 2014-15 Academy (September 2014 to February 2015)

Harvard GSE Programs in Professional Education

- National Institute for Urban School Leaders (Summer 2013)
- Leadership Institute for Superintendents: Systemic Reform in School Districts and Schools (Spring 2012)
- Instructional Rounds (Fall 2010)

Columbia University Teachers College Reading & Writing Project (TCRWP)

- TCRWP District Leaders Institutes (Summer 2010, 2011, 2012, 2013)
- Coaching & Whole School Reform Institutes (Spring 2010, 2012, 2013)

PROFESSIONAL AFFILIATIONS

- American Society for Training & Development (ASTD)
- Association for Supervision & Curriculum Development (ASCD)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- Learning Forward (formerly National Staff Development Council)
- International Reading Association (IRA)
- National Council for Teachers of Mathematics (NCTM)
- National Middle School Association (NMSA)

BOARD AND COMMITTEE MEMBERSHIPS

- City of Chicago Mayor Rahm Emanuel's Early Childhood Education Task Force and Committee Chairperson
- Henry Booth House Board of Directors and Education Committee Chairperson
- Chicago Public Schools CCSS Instructional Resources Selection Committee Leader in Literacy and Mathematics