



MCPHERSON & JACOBSON, LLC

EXECUTIVE RECRUITMENT & DEVELOPMENT

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NEW LONDON PUBLIC SCHOOLS NEW LONDON, CONNECTICUT

APPLICANT SUMMARY

FOR

Terrence Carter

Current Position: ***Chief Academic Officer/Director-Curriculum,
Assessment and Instruction Academy for Urban
Leadership - Chicago, Illinois***

Work Background:

Position

Time in Position

Chief Academic Officer
Principal

4 years
6 years

Educational Background:

Highest Degree: **MPH/MSW**
Institution: **University of California at Berkeley**
**Receives his PH.D this spring in Adult Learning and
Leadership Lesley University-Cambridge MA.**

Date profile completed: March 2014

Terrence Carter

Summary of Reference Check Calls

- 15 years of leadership experience in education and corporate America
- Responsible for Innovate approaches to increase student outcomes:
 - Middle school students started school one hour later
 - Created a high school where students:
 - Focus on hardcore STEAM skills
 - Graduate after 6 years with an associate's degree and a confirmed \$40,000 a year job waiting for them through the corporate sponsor of the high school.
 - He had teachers' desks removed from the classrooms, to create more space and encourage more active instruction.
- Created a Student Assistance Center at Clara Barton School in Chicago Public Schools that brought about a 70% reduction in suspensions and detentions.
- When he became principal of one of Chicago's lowest performing Elementary Schools, located on the south-side of City with approximately 775 children of African American descent of which 98% receive free or reduced lunch, the school received the State's Academic Improvement Award each year and he established a culture of continuous improvement.
- Data based decision-making is firmly entrenched by him in all of his Chicago schools.
- Has served as an excellent mentor for many Chicago principals.
- Strong advocate for National Board testing for Chicago teachers
- Bilingual, bright and strongly task oriented.

Terrence P. Carter

Chicago, Illinois 60605-3175

Cell Phone: ()
Mailto: n

To Whom It May Concern,

Please accept this electronic letter of introduction for your Superintendent of Schools position. I bring an unbridled passion for educating children and adults, a track record of launching and directing critical educational programs, and exceptional leadership credentials. If you are looking for a dynamic educational leader who has continually succeeded in the classroom, in academic programs, in the central office, and in corporate America, then my credentials will be of great value to you, your students, and your community.

As a superintendent my focus will lie in several areas:

- I will take the necessary actions to turnaround low-performing schools and increase the capacity of schools that are or are on the cusp of performing at high academic levels.
- I will take great schools and have them to exceed expectations and current performance metrics.
- I will concentrate on providing superior learning tools, faculty, and programs for children to achieve at high academic levels;
- I will harness the power of technology to strengthen academic programs and strive for perfection;
- I will create a strong union between faculty, parents, advisory boards, and the community to strengthen the district's reputation and fulfill its obligation to the students; and,
- I will work hand-in-hand with my colleagues and the board to ensure the district becomes a shining academic star within the State, where the children are excited about learning.

I bring to your table 15+ years of leadership experience in education and corporate America. My experiences as an instructional leader and my training in, and leadership of, the professional learning communities process have helped my current employer the Academy for Urban School Leadership/Chicago Public Schools direct its attention to meeting the challenge of providing the highest quality learning opportunities for all students. I will leverage my previous successes in all my leadership roles to focus on the future needs of the district and its stakeholders. I will work tirelessly with faculty and support staff to embrace each student throughout the district and ensure she or he achieves educational success.

I am excited to speak with you about opportunities as your next Superintendent and I am confident that I bring a wealth of credentials that will be valuable to maintain the excellence you want to achieve for your students, faculty, and community.

Sincerely,

Terrence P. Carter

Terrence P. Carter

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Carter, Terrence - AppNo: 37

Date Submitted: 3/11/2014

Personal Data

Name: Mr. Terrence P Carter
(Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (Title) (First) (Middle Initial) (Last)

Email Address: [REDACTED]

Postal Address

Permanent Address

Number & Street: [REDACTED]
Apt. Number: [REDACTED]
City: Chicago
State/Province: IL
Zip/Postal Code: 60605
Country: United States of America
Daytime Phone: [REDACTED]
Home/Cell Phone: ()

Present Address

Number & Street: [REDACTED]
Apt. Number: [REDACTED]
City: Chicago
State/Province: IL
Zip/Postal Code: 60634
Country: United States of America
Phone Number: [REDACTED]

Employment Desired

Position Desired: Administration
1. Superintendent

Experience in Similar Positions: 4 years

JobID 137 Questions

Please submit your New London, CT personalized cover letter here.

- Letter of Introduction - Terrence Carter.pdf

Education

Please tell us about your educational background beginning with the most recent.

Colleges, Universities and Technical Schools Attended:

Education Continued

Name and location	Dates Attended: From - To	Major area of study	Degree	Date Conferred or Expected
Lesley University - Cambridge, MA	07/2010 05/2012	Adult Learning & Leadership	Ph.D	05/2014
National-Louis University - Chicago, IL	07/2004 05/2005	Ed Administration & Leadership	CAS	05/2005
University of California at Berkeley	07/1987 05/1990	Non-Profit Management	MPH/MSW	05/1990
Rutgers University - New Brunswick, NJ	09/1983 05/1987	Ethnic Studies	BA	05/1987

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Education Continued

	Undergraduate	Graduate
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
Ed.D/Ph.D/etc.	60	Adult Learning & Leadership

List honors, awards or distinctions you have earned:

Experience

Please list ALL relevant professional work experience beginning with the most recent.
(in reverse chronology)

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
Academy for Urban School Leadership Chief Academic Officer/Director - Curriculum, Assessment & Instruction		3400 N. Austin Avenue Chicago, IL 60634 [REDACTED]		Deb Lang [REDACTED]	
Date From - Date To:	07/2010 - 12/2014 (Total Yrs: 4)	Full or Part Time:	Full	Last Annual Salary:	150K
District Enrollment	17K+				
May we contact this employer?	Yes				
Reason for Leaving:	N/A...I am still employed with this employer.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Chicago Public Schools Principal		125 S. Clark Street Chicago, IL 60602 [REDACTED]		Dr. Jose Torres [REDACTED]	
Date From - Date To:	07/2004 - 06/2010 (Total Yrs: 6)	Full or Part Time:	Full	Last Annual Salary:	125K
District Enrollment	400K+				
May we contact this employer?	Yes				
Reason for Leaving:	Promoted to a District-Level position with AUSL				

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Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Paterson Public Schools Teacher		90 Delaware Avenue Paterson, NJ 07503 [REDACTED]		Principal Carte UNKNOWN UNKNOWN	
Date From - Date To:	09/2002 - 06/2004 (Total Yrs: 2)	Full or Part Time:	Full	Last Annual Salary:	75K
District Enrollment	30K+				
May we contact this employer?	Yes				
Reason for Leaving:	Joined CPS/New Leaders for New Schools to become a principal.				

Professional References

	Reference 1	Reference 2
Name:	Deb Lang	Dr. Jose Torres
School/Org:	AUSL	Elgin Unified School District
Current Position:	Managing Director	Superintendent
Home Phone:	[REDACTED]	[REDACTED]
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:	3125879281	8476084162
Mailing Address:	310 S. Michigan Avenue Unit 1708 Chicago, IL	355 E. Chicago Street Elgin, IL 60120-6543
Email:	[REDACTED]	[REDACTED]
Years Known:	8	6
	Reference 3	Reference 4
Name:	Angel Turner	Mitchell Brookins
School/Org:	AUSL/CPS	Marquett School Of Excellence
Current Position:	Director - Student Achievement	Assistant Principal
Home Phone:	[REDACTED]	[REDACTED]
Cell Phone:	[REDACTED]	[REDACTED]
Work Phone:	7735340129	[REDACTED]
Mailing Address:	3400 N. Austin Avenue Chicago, IL 60634	[REDACTED]
Email:	[REDACTED]	[REDACTED]
Years Known:	4	8

Disclosures

Contract Status

* Are you currently under contract? No

If Yes, which district?

If Yes, when does it expire?

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Disclosures continued

Professional Status

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment? No

If Yes, explain:

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New London, CT 2013-14

The New London Public Schools district leadership has identified the following qualities for the superintendent of schools.

The successful candidate will be someone who:

Section A

1. Has experience with high quality magnet and choice school programming and developing new schools; demonstrates the capacity to successfully implement the New London Public Schools Strategic Operating Plan with a focus on student achievement and a coherent approach to achieving performance targets for student and operational outcomes.
2. Provides evidence of a track record of closing the achievement gap for low-income and underserved children at the school or district level and is committed to supporting New London's implementation of a standards-based teacher evaluation system that includes student achievement as a factor.
3. Is knowledgeable and experienced in implementing curriculum aligned to the Common Core standards, and committed to student success as measured by Connecticut's Smarter Balanced Assessment system.
4. Has a strong financial background and is committed to student based budgeting, allocating resources according to students' needs and schools' instructional goals.

Section B

1. Has experience in a similarly urban area and is energetically committed to continuously improving themselves and the district as a means of accelerating progress toward the goals of the board and community. Embraces accountability and is able to articulate how s/he would implement a system of accountability for the district.
2. Dynamically engages stakeholders across the district, possesses excellent communication skills, is an active and respectful listener and:
 - a. Works collaboratively with unions and staff, the board, parents and community to build consensus and support around district improvement efforts
 - b. Is a team builder and leader, able to articulate a core pedagogical philosophy that addresses the whole child and to empower others in the development and implementation of strategic initiatives that ensure alignment and coherence of efforts across the district
 - c. Is transparent in decision making, provides timely information and is able to clearly articulate complex ideas to ensure the board and affected stakeholders' understanding of his/her rationale for recommendations and actions
 - d. Is good at marketing the district and his/her vision; is politically savvy and adept at advocating for the district at all levels
3. Demonstrates cultural sensitivity and the ability to unify multicultural elements of the community; understands the values and roles of multicultural families and communities as well as ELL students' assets and challenges. Multi-lingual is a plus.

1. Please describe your strengths and abilities as it relates to the above listed criteria.

Over the past four school years, my work with the AUSL network of twenty-nine schools with 17,000+ students residing in the City of Chicago has consecutively demonstrated increased student achievement data which has outpaced Chicago Public Schools (CPS) district growth. At times we've doubled and even tripled the CPS average in meets/exceeds and more than doubled the growth in meets/exceeds as compared to Charter schools within the district. In fact, two of my elementary schools have shown exemplary performance:

- * 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.

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1. Please describe your strengths and abilities as it relates to the above listed criteria.

Our success has been attributed to the strong academic model I designed and implemented for success of our network-wide professional learning communities and coaching that our teachers and administrators participate in on a monthly and weekly basis. All of these support initiatives were developed under my leadership. The key to this academic success was to stay the course and never waiver over the past four years.

My 15+ years of leadership experience in education and corporate America has greatly prepared me to be the next superintendent of New London Public Schools. These experiences as an instructional leader and my training in, and leadership of, the professional learning communities process have helped my current employer, Academy for Urban School Leadership, direct its attention to meeting the challenge of providing the highest quality learning opportunities for all students in the City of Chicago. I will leverage my previous successes in all my leadership roles and focus on the future needs of New London Public Schools and its stakeholders. I will work tirelessly with faculty and support staff to embrace each student throughout the district and ensure she or he achieves educational success as I have done within my current organization.

I pride myself on my relationships with the Chicago Public Schools' Board, AUSL's Board, the Fortune 500 company boards that I worked for, and my philanthropic work as a Henry Booth House (HBH) board member in order to bring these respective organizations' vision for success to fruition. My coalitions, collaborations, and motivation with these various groups have determined the efficacy of the academic outcomes and initiatives set forth under my leadership. To do this, I build trust, focus attention to process, and employ political savvy to ensure buy-in. I also consider it important to discern community values and expectations; and, establish early-on and consistently nurture my relationships with key stakeholders. I do this by involving key constituents in the goal setting process, share and publicize relevant school data, mobilize parents and community members, build local- and/or state-level coalitions, and communicate timely and relevant information to personnel.

As a leader for more than 15 years, I have learned that there are many ingredients for success but one stands out above the rest my great communication skills. You can have the most innovative change/reform plan around, but if you are not effective in communicating about that plan, it will fail. My communication skills are exceptional. Communication is a priority of mine, and I don't approach it as an add-on or afterthought. The old adage that "if you fail to plan, you plan to fail" rings true for me in every aspect of my current position. When I do it well, my communication skills make me more effective and my stakeholders more satisfied.

When it comes to school-community relations I have developed and implemented an extensive public relations program involving reports to the community, and school website development. I've visited community groups to speak about the schools in our Network and organized meetings of all community leaders to discuss the schools that we have in our portfolio and those slotted for possible transformation. I also meet quarterly with parent groups to discuss the Common Core State Standards and advocacy for their children.

Excellent communications starts with relationships - strong, trusting relationships. I create and nurture these relationships with my key stakeholder groups, both internal and external; because these relationships are truly the lifeblood for building the support that I have so often needed in creating the educational reforms or making changes that otherwise might cause significant upset. Doing the right thing for students isn't always the popular thing, and I know this better than a lot of educators given the significant changes that I have had to execute here in the City of Chicago (e.g., union unrest, school closings, turnaround of low performing schools, layoffs, budgetary woes, etc.). My having these healthy relationships built on trust has lessened the negative impact of those decisions that initially made some of my stakeholders unhappy. A cache of good will makes it possible to create buy in on difficult decisions and assuage those who might otherwise start a way of protest.

It takes a village to raise a child, and it takes money to educate one. While each school district faces unique challenges, all struggle with budgeting and finding the money that is necessary to providing high-quality education and a positive work environment for the dedicated teachers and staff. In order to accommodate the financial requirements, I implemented a number of creative approaches to budgeting within my organization's network of schools with the support of our Board and Executive Director:

The first was to requests donations from parents when children miss school for absences such as family vacations. During the 2012-2013 school year, our network received \$20,217 in donations. The money goes into the general fund. Because these elective absence penalties or donations are working, this may become a more widespread tool for our schools to increase revenues.

The second approach or initiative, and the one that I am most proud of to date, is when financial difficulties really hit our district in

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1. Please describe your strengths and abilities as it relates to the above listed criteria.

2011, I approached my executive director and our board about planning for the possibility of reduced budgets. In 2011, we hired a new part-time position to direct the Office of Advancement, which I developed and supervise. This office's mission is to:

- * Enhance the network's goal of financial independence;
- * Expand revenues to minimize the adverse effect of current fluctuating funding from local, state and federal sources for our schools;
- * Create new funding sources including an annual fund drive;
- * Establish effective coordination of volunteer groups and their efforts;
- * Expand efforts to seek competitive government grants as well as foundation support;
- * Increase public affairs activities;
- * Increase viable partnerships;
- * Foster a culture of philanthropy within/toward the network.

To date, the office has raised nearly \$2.5M in additional funding for my schools.

There are two of many creative approaches that I would like for the Board of New London Public School District to consider under tenure of my prospective superintendency:

I. The switch from elementary to middle school coincides with several major changes for young adolescents. Most are in the throes of puberty; they're becoming more self-aware and self-conscious, and their thinking is growing more critical and more complex. At the same time, adolescents are often "in a slump" when it comes to academic motivation and performance often referred to as the Middle School Malaise.

II. I find that there is a "developmental mismatch" between the environment and philosophy of middle schools and the children they attempt to teach. At a time when children's cognitive abilities are increasing, middle school offers children fewer opportunities for decision-making and lower levels of cognitive involvement, but a more complex social environment. At the same time, numerous teachers due to departmentalization of faculty have replaced the single self-contained classroom teacher and students often face larger classes and a new group of peers.

In a two year pilot study I conducted with three middle schools and one high school within my network of schools, we change these schools start times by one hour. Instead of beginning at 8:30 a.m. these schools' start time was 9:30 a.m. By doing this we saw an increase in standardized math and reading scores by 2 to 3 percentile points. The effects were more than twice as large for our students in the bottom third of test-scorers than for those in the top third, suggesting that a later start time may be an especially relevant policy change for us to consider in our strivings to close achievement gaps in our network. Our findings are consistent with the theory that hormonal changes in adolescence (typically beginning at 13 or 14) make it difficult for students to get enough sleep when school starts early, leading to sleep deficiencies that many studies have found to be associated with a decrease in cognitive performance.

In redefining what it means to be educated in the 21st century, I would like to create a high school, along with the financial and curriculum design assistance of a high-tech corporate sponsor, where children receive a hardcore focus on STEAM skills (that's science, technology, engineering, architectural design and math). They take six years to graduate instead of the traditional four; the extra two years means they walk away with an associate's degree on top of their high school diploma. Additionally, they will have a \$40,000+ job waiting for them by graduation with the contributing corporate sponsor. We are doing this now here in my network of schools and I'm investigating an additional corporate partnership for another high school with a focus on high tech manufacturing.

These types of innovative approaches to help our children to succeed in the 21st Century Knowledge-based Economy are the initiatives I would like for the New London Public School District to take up under my leadership if selected as the next superintendent. I strongly believe that these are just two of the many ways you increase student outcomes and prepare a strong citizenry for the future.

* Do you hold a Superintendent Certification for the state represented by the position to which you are applying?

No, but eligible for Superintendent Certification

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New London, CT 2013-14 continued

(If you have questions regarding the requirements to be a superintendent in the state, contact the Department of Education.)

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Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records.

* Are you eligible to work in the United States?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Equal Opportunity Employer

McPherson and Jacobson LLC and the client we represent are an Equal Opportunity Employer. McPherson and Jacobson LLC ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation or disability. McPherson and Jacobson LLC has a policy of active recruitment of qualified minority applicants. Any individual needing assistance in making application for any opening should contact McPherson and Jacobson LLC.

Applicant's Acknowledgment and Agreement

I certify that the information provided herein is true and complete to the best of my knowledge.

Applicant hereby waives his/her right to confidentiality with regard to his/her work record or criminal record and consents to and authorizes the release of information from current and former employers and/or law enforcement personnel upon inquiry under this application.

I, Terrence Carter, agree to all of the terms above.

I agree

Terrence P. Carter

1101 South State Street, Unit 1400
Chicago, Illinois 60605-3175

Cell Phone: [REDACTED] 9

mailto: [REDACTED] @pm

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 (20) 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.

- **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 located on the south-side of the City with approximately 775 children of African American descent of which 98% receive free or reduced lunch.

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)

- ADULT LEARNING AND INSTRUCTIONAL LEADERSHIP
 - Dissertation: Driving value within a changing network of schools through learning and development (expected completion Fall 2013)

CERTIFICATE OF ADVANCE STUDIES (CAS)—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 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
- Henry Booth House Board of Directors and Education Committee Chairperson
- Chicago Public Schools CCSS Instructional Resources Selection Committee Leader