

**Agenda Item VI.E, Board Action on findings and recommendations of
Investigative Committee (a permitted interaction group pursuant to Hawaii
Revised Statutes, Section 92-2.5(b)(1)) investigating the Superintendent search**

General Business Meeting

May 2, 2017

At its April 26, 2017 general business meeting, the Board of Education ("Board") received a report from the investigative committee that the Board tasked with conducting a search for a new Superintendent ("Search Committee"). The Search Committee's report is attached as **Exhibit 1**. In accordance with Section 92-2.5(b)(1)(C), Hawaii Revised Statutes ("HRS"),¹ entitled "Permitted interactions of members," the Board did not take action on any of the Search Committee's recommendations.

Action on the Search Committee's recommendations has been placed on a subsequent Board meeting agenda, the May 2, 2017 general business meeting agenda.

¹ Section 92.25(b)(1), HRS provides, in pertinent part:

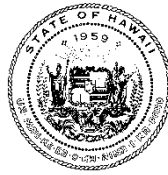
"(b) Two or more members of a board, but less than the number of members which would constitute a quorum for the board, may be assigned to:

- (1) Investigate a matter relating to the official business of their board; provided that:
 - (A) The scope of the investigation and the scope of each member's authority are defined at a meeting of the board;
 - (B) All resulting findings and recommendations are presented to the board at a meeting of the board; and
 - (C) Deliberation and decision making on the matter investigated, if any, occurs only at a duly noticed meeting of the board held subsequent to the meeting at which the findings and recommendations of the investigation were presented to the board;"

(Emphasis added).

Exhibit 1

Search Committee Report (dated April 26, 2017)



**STATE OF HAWAII
BOARD OF EDUCATION**

P.O. BOX 2360
HONOLULU, HAWAII 96804

April 26, 2017

TO: Board of Education

FROM: Lance A. Mizumoto
Chairperson, Superintendent Search Investigative Committee

AGENDA ITEM: Investigative Committee (a permitted interaction group pursuant to Hawaii Revised Statutes, Section 92-2.5(b)(1)) investigating the Superintendent search: findings and recommendations

I. BACKGROUND

At its December 6, 2016 general business meeting, the Board of Education ("Board") was presented with the report of the investigative committee that was tasked with, among other things, investigating issues relating to a search for a Superintendent ("Search Process Committee"). At its December 20, 2016 general business meeting, the Board adopted the findings and recommendations in the Search Process Committee's report, including the general search process and timeline and the establishment of an investigative committee to conduct the search ("Search Committee"). The Board appointed me and Board Members Pat Bergin and Kenneth Uemura as members of the Search Committee, with myself serving as chair.

The process proposed by the Search Process Committee and adopted by the Board includes an advisory group made up of individuals representing a number of stakeholder groups intended to advise the Search Committee regarding its recommendation of final candidates to the Board. The same proposed process also includes contracting a search firm funded by a grant from donors. The search firm, under contract and direction from the Board through the Search Committee, conducts a local and national search for candidates for the position of Superintendent and provides other supports in the search process.

II. SEARCH PROCESS

At the Board's January 10, 2017 general business meeting, the Search Committee reported that it submitted a grant application to the Harold K.L. Castle Foundation ("Castle Foundation") to hire a search firm. Subsequently, the Castle Foundation awarded the Board a grant to hire Ray & Associates, a firm specializing in educational executive searches.

At the Board's January 10, 2017 meeting, the Search Committee also reported that it confirmed that the following individuals would represent the corresponding stakeholder groups on the advisory group:

- Parents: Elizabeth "Liz" Sager, Hawaii State PTSA Vice President of Leadership
- Teachers: Sung Man Park, Washington Middle School teacher;
- School administrators: Bruce Naguwa, Kapolei Middle School principal;
- Community and nonprofits: Cheri Nakamura, Hui for Excellence in Education director;
- Hawaiian education: Cheryl Ka'uhane Lupenui, the leader project founder;
- Charter education: Dr. Meahilahila Kelling, Ke Kula 'o Samuel M. Kamakau LPCS director;
- Early education: Dr. Robert "Bob" Peters, Early Learning Advisory Board Chair;
- Higher education: Dr. David Lassner, University of Hawaii President;
- Military: Dr. Kathleen Berg (Brigadier General, retired), Interstate Compact on Educational Opportunity for Military Children Hawaii State Council State Commissioner;
- Business: Barry Taniguchi, KTA Super Stores Chairman and CEO;
- English Learners: Dr. Patricia Halagao, University of Hawaii College of Education; and
- Special education: Susan Rocco, Special Education Advisory Council of Hawaii.

The advisory group provided the Search Committee with valuable perspectives regarding the process throughout the search and feedback on the first round of candidates that helped narrow the field to the final candidates discussed later in this report. The Search Committee also assembled a group of student representatives from two student groups—the Hawaii State Student Council and the Center for Tomorrow's Leaders—to also provide feedback on the first round of candidates.

On February 6, 2017, the Board released a survey to gather feedback from the public on the most important characteristics for a Superintendent. The survey closed on February 27, 2017 with over 1,500 responses. Between February 20 and 22, 2017, the search firm interviewed Board members (individually) and the advisory group (as a whole) regarding the Superintendent characteristics and job description. Based on the survey data and interviews, the search firm developed recommendations to the Board on the characteristics and job description. At its March 7, 2017 general business meeting, the Board adopted the job description (attached as **Exhibit A**) and characteristics (attached as **Exhibit B**).

Due to unexpected issues, the information on how to apply for the Superintendent position was posted on March 14, 2017, a few days later than the original planned posting date of March 10, 2017. The search firm posted the Superintendent position opening and application on its website and advertised in various local and national publications. The deadline for the submittal of all application material was April 6, 2017. The search firm received 92 completed applications.

After the application deadline passed, the search firm screened applicants using the characteristics and job description and provided the Search Committee with a recommended list of candidates to interview. The Search Committee reviewed the search firm's recommendations and the full list of applicants and, in consultation with the search firm, selected eight candidates to interview.

The Search Committee conducted interviews of candidates. These interviews were recorded and provided to the advisory group and student representatives. The advisory group and student representatives were also provided with candidate resumes and application material and used these together with the recordings to evaluate the candidates. Almost all of the advisory group members and student representatives provided written feedback. The Search Committee also met with available members of the advisory group to get feedback and comments on the candidates in person. The Search Committee carefully considered the feedback from the advisory group and students on each candidate in developing the recommendation below. There was a strong consensus between the Search Committee and advisory group as to the top candidates. Candidates that were ranked highly by student representatives were reflected in the final candidates selected.

The Search Committee considered the entire package presented by the candidates—qualifications, experience, presentation during the interview, references, and other application material—and used the characteristics and job description to guide its decisions. Selecting candidates to interview from the field of 92 applicants was difficult. Selecting final candidates from the eight interviewed was even more challenging and really required the weighting of factors and considerations since each candidate brings unique strengths and weaknesses.

Final candidates went through a background check, including civil, criminal, financial, and education verifications. References were contacted and searches were done of social media and other online sites. Any issues discovered were further followed up on to verify whether there was any truth to claims and allegations made. The Search Committee is satisfied with the background searches and is comfortable with recommending the final candidates below.

III. RECOMMENDATION

The Search Committee unanimously agreed and recommends that the Board consider the following individuals as final candidates for the position of Superintendent and interview each of them on May 11, 2017 (candidates are listed alphabetically by last name):

- Linda Chen. Dr. Linda Chen is currently the founder and managing director of Ikigai Educational Consulting, LLC, which provides educational consulting services to K-12 institutions and partners to impact all students through system-wide instructional leadership development and strategic curricular reform. She has served in a number of educational leadership roles in several large and diverse school districts, including the Chief Academic Officer of Baltimore City Public Schools, Deputy Chief Academic Officer/Chief Curriculum and Instruction Officer for Boston Public Schools, and Assistant Superintendent and Deputy Chief of Teaching and Learning for the Philadelphia School District. Dr. Chen has a history of working for equity for all students, particularly in the areas of English learners and special education. She earned a Doctor of Education from the Urban Education Leaders Program, a Master of Education in Educational Leadership, and a Master of Arts in Curriculum and Teaching – Reading and Writing, all from Columbia University Teachers College. She also has a Bachelor of Science degree in Psychology from University of Washington. She has served as a teacher and a principal in Seattle and New York City public schools. Dr. Chen's cover letter and resume are attached as **Exhibit C**.
- Christina Kishimoto. Dr. Christina Kishimoto is currently the Superintendent and Chief Executive Officer for Gilbert Public Schools in Gilbert, Arizona, a district with an enrollment of 36,500 students and an annual budget of \$305 million. She has served in a number of educational leadership roles, including the Superintendent and as Assistant Superintendent of School Design of Harford Public Schools, Founder and Director of The Center for School Improvement & Leadership Development at Area Cooperative Education Services, and Assistant Dean of Student Services for Wesleyan University. Dr. Kishimoto has demonstrated experience with closing the achievement gap and developing substantial partnerships between public education and private business. She earned a Doctor of Education in Education Administration from Columbia University Teachers College, a Master of Public Administration in Public Affairs and Policy from the University of Connecticut, and a Bachelor of Arts in English from Barnard College. Dr. Kishimoto's cover letter and resume are attached as **Exhibit D**.

This report completes the work the Board tasked to the Search Committee.

The Search Committee would like to express its sincere appreciation for the time and effort the advisory group and student representatives put into this process and for their willingness to provide the frank and honest feedback that has proved to be invaluable throughout this process.

Exhibit A

Superintendent Job Description

State of Hawaii Department of Education
POSITION DESCRIPTION - SUPERINTENDENT

Position Summary

The Superintendent of the State of Hawaii's Department of Education ("Department") serves as the chief executive officer of the statewide public school system, with responsibility for both the State Education Agency ("SEA") and Local Education Agency ("LEA") roles for 256 schools (15 complex areas) on six islands, over 175,000 students, approximately 22,300 permanent employees, and approximately 13,500 casual hires and substitute employees, and an annual operating budget in excess of \$1.9 billion. Reporting to the State Board of Education ("Board"), the Superintendent is accountable for achieving the Department's goals as set out in the Department and Board's joint strategic plan.

Position Qualifications and Competencies

Education. Master's degree from an accredited college or university in education, business, or public administration, or a closely related field. Alternatives to these education qualifications may be allowed as the Board may find appropriate and acceptable.

Experience. Minimum of 5 years in progressively increasing leadership roles in public or business administration working with multi-year strategic planning and budgeting. At least five years shall have been in an executive capacity leading a diverse senior team in a large multi-geographic organization, and at least three shall have been in an educational environment.

Competencies.

- Demonstrated success in collaboratively building, nurturing, and sustaining an organizational culture which supports a school system that serves all students and educational equity, develops a climate that fosters innovative continuous improvement, and promotes collaboration, trust, and high expectations.
- Understanding of complex organizations and how to produce successful change management efforts and educational reform.
- Deep understanding of Hawaii's culture and values and demonstrated ability to incorporate them into leadership decisions, actions, and style.
- Ability to effectively communicate to diverse audiences to achieve desired results and practices strong two-way communication skills.
- Demonstrated ability to advocate for and effectively represent the Department's position on legislative initiatives and work effectively with state and federal political leaders and public officials.
- Understands and responds appropriately to news media.

Primary Responsibilities

- Works with the governor, Board, and key stakeholders to ensure the efforts of the Department are aligned with the goals of the joint strategic plan.
- Formulates, prioritizes, and deploys appropriate strategies, change efforts, action plans, and key performance indicators to achieve the goals of the joint strategic plan; regularly

communicates and reports on the progress of the goals of the joint strategic plan to the Board and other key stakeholders.

- Attracts, leads, builds, and retains a strong leadership team which drives achievement of the goals of the joint strategic plan.
- Defines the State accountability system and selects and administers statewide assessments aligned with State standards. Ensures data systems for the inputs and outputs of the education system support a focus on achievement, equity, and progress, and are broadly available.
- Champions the importance and execution of a diverse, equitable, and inclusive environment in schools.
- Oversees the administration of state and federal funds and programs; ensures allocation of funds, programs and resources align with joint strategic plan and direction from the Board. Ensures the preparation, transparency, and fiscal management of the Department's budget and advocates funding to achieve the vision and goals of the joint strategic plan.
- Promotes standards and statewide programs that continuously incent and improve teacher quality.
- Develops and maintains working relationships with key stakeholder groups, related state agencies (such as the Department of Health and Department of Human Services), federal agencies, state and federal political leaders and other public officials, and serves as the primary contact for such individuals and agencies.
- Cultivates and maintains learning relationships with national education leaders, evaluates new strategies and innovations, and implements best practices and necessary system changes.
- Ensures the Department has processes and systems in place for the internal organization, operation, and management of the public school system, including a proactive 2-way communication plan and process, which address both internal and external stakeholders, as well as safety, disaster recovery, and business continuity plans to effectively respond to emergency situations.
- Ensures compliance with all applicable state and federal laws, including those that recognize both of Hawaii's official languages, and any Board, state, and federal policy and regulations governing education.
- Serves as Department's Chief Procurement Officer and ensures appropriate financial controls are in place.
- Approves the appointment of all Educational Officers, hires and seeks Board approval for all Department executives, makes final decisions on actions where serious disciplinary action is contemplated for an employee, and engages in labor negotiations.
- Exercises administrative oversight of attached agencies.

Exhibit B

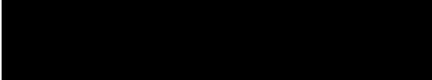
Superintendent Characteristics

Hawaii Department of Education Seeks A Superintendent Who...

- Inspires teamwork (building trust and empowering others to achieve a common purpose).
- Encourages innovation and visionary risk-taking to develop new educational opportunities and uses and encourages creative problem solving to overcome challenges.
- Understands and can effectively implement change management in large, complex organizations and has the ability to foster a culture that generates genuine enthusiasm for positive and meaningful change.
- Is a transformational leader with a record of motivating employees to exceed expectations.
- Understands or demonstrates the ability to become familiar with Hawaii's people, culture, history, environment, geography, and politics.
- Is able to attract, identify, build, and retain a strong leadership team that is capable of advancing the Board and Department's educational vision.
- Has knowledge of research and best practice in the area of educational data and accountability systems, including knowledge of how such systems can support student achievement and equity.
- Embraces and demonstrates a strong commitment to make all decisions based on what is best for our students.
- Is able to develop, improve, and communicate strategic goals, objectives, and a vision of high quality public education.
- Is able to demonstrate openness and transparency and communicate effectively with diverse audiences to achieve desired results.
- Demonstrates a deep commitment to helping all students maximize their potential.

Exhibit C

Linda Chen's Cover Letter and Resume



April 5, 2017

Superintendent Search Committee
Hawai'i State Department of Education
1390 Miller St.
Honolulu, HI 96813

Dear Superintendent Search Committee:

I am enthusiastically writing to express my candidacy for supporting the children and youth of Hawai'i through the role of superintendent. My experiences as a former chief academic officer, assistant superintendent, principal, and teacher in several large, diverse districts prepare me well to serve in the role of lead learner in Hawai'i. However, it is my personal interest in further connecting with the land, culture, and especially the people of Hawai'i that prompts me to apply for this particular role. I have long-time family and friends who are from and live in Hawai'i and, in the course of visits over the years, I have come to feel a unique sense of comfort and belonging in a welcoming and familiar environment, different from parts of the mainland where I have called home. I am captivated by the sense of aloha that has time and again warmly embraced me as a visitor and I am eager to have the opportunity to meaningfully reciprocate.

My educational career is marked by relentlessly pursuing equity with excellence for all students by working with communities to strategically build upon strengths while mitigating systemic barriers to every student's right to learn and thrive. I believe that Hawai'i's unique values and strong sense of community serve as global examples of what is possible in striving for excellence. I am drawn to the opportunity to work closely with community members to set a trajectory in which all members of the community see public schools as a premier option for *all* parents and families and that prepares all children and youth to be thoughtful contributors to the community and the world.

Having engaged in strategic planning processes, I have an appreciation for the process in which a wide range of diverse stakeholders came together to articulate common aspirations of student success. The heart of Nā Hopena A'o, deeply resonates with me and my experiences engaging systems of support position me well to work with members of the community to lead the implementation of the strategic plan, building from a strong foundation of previous efforts. This work takes the collective ownership in which everyone embraces their roles – department staff from principals and teachers to custodial and cafeteria staff, and partners from cultural and faith based communities to labor organizations, elected officials, business and philanthropy. It also takes working with legislative partners to ensure policies and resources are aligned to educational goals. In my previous district leadership roles, I have worked with school communities to use data and

local experiences to identify needs and devise strategies based on the prioritization of those needs. I also worked with board members to analyze trends across the district, to allocate resources based on agreed upon priorities, and to create policies and build legislative agendas to advocate for all students and align resources that directly impact every classroom and school. The attention to this alignment is key, particularly in maximizing limited resources.

As a mainlander, I have great respect for the values embedded in the Hawai'ian culture, and am honored that I would even be considered to be your next superintendent. I welcome the opportunity to discuss how my qualifications, commitment to high ethical standards, and especially my desire to learn and work with all community members can be leveraged to ensure *all* keiki have high quality public education opportunities that prepare them for college, career, community and life.

Sincerely,

A handwritten signature in dark ink, appearing to read "Linda Chen", with a stylized, flowing script.

Linda Chen, Ed.D.

Linda Chen

E-Mail: [REDACTED]

Experience

Ikigai Educational Consulting, LLC

2016-present

■ Founder and Managing Director

- Provide educational consulting services to urban K-12 institutions and partners to impact all students through system-wide instructional leadership development and strategic curricular reform

Baltimore City Public Schools

2014-2016

■ Chief Academic Officer

- Responsible for the academic achievement of 84,000 students across 188 schools (including charter schools) through strategic and collaborative efforts under the direction of the CEO and in close collaboration with fellow chief officers
- Responsible for the supervision and professional development of principal supervisors, principals, teacher leaders, teachers and all instructional staff
- Attained and served as project director of the Wallace Foundation Principal Supervisor Initiative (PSI) grant, responsible for the development and implementation of support systems and accountability for principal supervisors and principals; co-created a leadership tracking system focused on strategic succession planning and capacity-building
- Supervised district-wide functions of curriculum and instruction; special education; English language learners; teacher and leader professional development
- Supervised college and career readiness, early college and dual enrollment programs, CTE educational pathways; alternative education through comprehensive re-engagement of over-age under-credited, and adjudicated youth
- Responsible for school improvement and turnaround efforts; extended learning and summer school, student internships,
- Responsible for coordinating state and federal grants with the state education department (Title I, II, III, SIG, transition to ESSA); liaise with unions, philanthropic and community partners to advance the district instructional leadership strategy
- Supervised enrollment, choice and transfer; attendance, discipline, climate, safety

Boston Public Schools

2011-2014

■ Deputy Chief Academic Officer/Chief Curriculum and Instruction Officer (2011-2014)

- Supervised district-wide implementation of the Common Core State Standards and its integration with the teacher performance evaluation system; district-wide teacher and principal professional development; comprehensive online curricular and instructional resource development
- Supervised curriculum and instruction; educator effectiveness; professional development; and, early childhood offices
- Supervised content development of curriculum-embedded performance assessments and periodic assessments, aligned to the Common Core State Standards
- Supported Network Superintendents in the instructional supervision of schools: conducted instructional audits, walkthroughs; coordinated professional development

- Led coordination of federal Race to the Top grant; liaised with state education department; partnered with city, community-based organizations and foundations in large scale early literacy, turnaround and college ready initiatives

School District of Philadelphia

2008-2011

■ Assistant Superintendent (2011)

- Supervised principals of 38 elementary and middle schools with 29,000 students in one academic division; coordinated supports for schools in all areas (special education, English language learners, curriculum and instruction, intervention and enrichment, parent engagement, discipline and truancy, staffing, labor relations, budget and procurement)
- Provided professional learning support to principals: monthly principal conferences, school walkthroughs, development of school improvement plans, school instructional leadership team planning, principal advisories, mentoring
- Coordinated district-wide transition to Common Core State Standards

■ Deputy Chief, Teaching and Learning (2008-2011)

- Supervised K-12 curriculum and instruction (core subjects, arts, physical education, libraries), programs for English language learners
- Provided district-wide professional development for teachers and principals in content instruction and the implementation of the Common Core State Standards
- Negotiated teachers union contract, responsible for the teacher capacity aspects- designed and implemented district professional growth system including teaching standards, aligned professional development, formal observation tools, Peer Assistance and Review program

New York City Department of Education

2003-2008

■ Principal, P.S. 165 (2004-2008)

■ Regional Instructional Supervisor, Literacy (2003-2004)

Heinemann Publishing Company

2006

■ Author, *Balanced Literacy for English Language Learners, K-2*

Education

Columbia University Teachers College

■ Doctor of Education, Urban Education Leaders Program

- Dissertation: *Starting Strong to Transform Learning, Teaching, and Leading: An Entry Guide for Assistant Superintendents of Curriculum and Instruction in Urban School Districts*

■ Master of Education, Educational Leadership

■ Master of Arts, Curriculum and Teaching- Reading and Writing

University of Washington

■ Teacher Education Certification Program

■ Bachelor of Science, Psychology

Related Experiences

Teachers College Columbia University	2017
■ Guest Speaker, Doctoral Research Seminar	
Howard University and AASA	2015
■ Guest Lecturer, Urban Superintendent's Academy	
University of Southern California	2010-2011
■ Adjunct Assistant Professor, Online Masters in Teaching Program	
○ Taught <i>Instruction for Limited English Proficient Students</i> course	
Columbia University Teachers College Reading and Writing Project	2000-2003
■ Literacy Staff Developer	
○ Developed and implemented literacy curriculum and comprehensive systems of professional development within schools and districts through modeling instruction, coaching teachers and principals, and establishing systems for capacity-building and leadership	
○ Provided keynote addresses and led workshops in national and district-based institutes	
○ Supported schools in New York City Department of Education, Burlington (VT) School District, Los Angeles Unified School District, Miami-Dade County Public Schools, and China	
New York City Board of Education	1997-2000
■ Teacher, P.S. 163	
Seattle Public Schools	1993-1997
■ Teacher, Hawthorne Elementary	

Accreditations

- Maryland State Administrator License
- Commonwealth of Massachusetts License: Superintendent/ Assistant Superintendent
- Commonwealth of Pennsylvania Professional Certificate: Superintendent
- New York State Permanent Certificate: School District Administrator
- New York State Permanent Certificate: School Administrator/Supervisor
- New York State Permanent Certificate: Public School Teacher, N-6
- Washington State Continuing Teacher Certificate: Elem. Education, K-8

Exhibit D

Christina Kishimoto's Cover Letter and Resume

March 20, 2017

Superintendent Search Committee:

I am a passionate leader committed to the preparation of purpose-driven young people. The opportunity to serve as Superintendent of Schools – Hawaii Department of Education is very attractive to me because the district has established a vision to be a progressive leader in education, ready to embrace new models of engagement that are student-centered and teacher empowered. I believe deeply in the power of public education when delivered with a laser focus on equitable access and quality. The work that lies ahead in Hawaii is dependent on establishing the mindset that schools are not static, but rather education can be delivered through responsive designs around student interests, community assets and values, and innovation principles that prepare our young people for success in a global society.

As an experienced Superintendent I bring deep knowledge with validated experiences in leadership and governance, policy development, school design, student-centered learning strategies, financial management, talent management and strategic planning. I have served in strategic leadership positions over the past twenty plus years in PK-12 and higher education. Because of my deep passion for public education I am highly involved in local, state, regional and national education policy and leadership development work. Over the past three years, I have been serving as the Superintendent of Gilbert Public Schools leading a major strategic reform plan based on a significant redesign of the district governance structure, instructional technology integration approach, and district brand, while re-norming through a change process guided by a managed performance empowerment theory of action.

The Hawaii Department of Education will find in me a ready leader who values community driven initiatives supported by progressive policy, leadership and design structures. I believe that a district the size of Hawaii's school system has the unique opportunity to take on an empowerment approach to school design, providing student-centered school options whose capacity is expanded through community partnerships such as higher education, businesses, non-profits, and government. I will focus on our students as scholars and innovators. My record of success in both Hartford Public Schools and in Gilbert Public Schools shows that I understand the importance of local context in strategic planning and that I believe in site-based empowerment built upon consistent high expectations of learning for all students.

I look forward to discussing with you the passion, vision and leadership that I will bring to the Hawaii Department of Education.

Respectfully,

A handwritten signature in dark ink, appearing to read 'Christina M. Kishimoto', with a long horizontal flourish extending to the right.

Dr. Christina M. Kishimoto

Dr. Christina M. Kishimoto

Cell [REDACTED]

Twitter: [REDACTED]

GILBERT UNIFIED SCHOOL DISTRICT #41

Gilbert, Arizona

Superintendent/CEO

(July 2014 to Present)

Chief Executive Officer for the Gilbert Public Schools, a Phoenix East Valley school district of 38,000 students, PK-12. Proposed and successfully engaged Governing Board adoption of the district's three-year Strategic Operating Plan (SOP) focused on three high leverage approaches: Scholarship, Innovation and Technology. The SOP includes a ten-year Facilities Plan, a Technology Plan, a Communications Plan and a Curriculum Plan. Work with Board on governance, policy and fiduciary goals.

Accomplishments:

- Successfully engaged the community in passing a bond election of \$98 million and a maintenance and operation override at 10% or approximately \$18 million per year for five years;
- Successfully manage a \$305 million budget, 40 schools with 38,000 students, 5 million square feet of building space and 4600 employees;
- Successfully manage a \$4M employee health benefits self-insured Trust fund
- Developed a board-adopted 3-year strategic operating plan with a new Theory of Action (TOA);
- Rebranded the district: Scholarship, Innovation and Technology
- Engaged Board in new governance model including the adoption of Core Beliefs, restructured Board meetings, created a Policy Committee of the Whole format, instituted a three-year review process of the district's policy manual, designed a new Superintendent evaluation process, facilitated adoption of annual board goals, Board data retreats, and developed a district data dashboard;
- Reconfigured the financial structure of the district, including transitioning to Infinite Vision – our new finance and staffing system;
- Established a new Priority-Based budget approach for the district;
- Developing a Digital Curriculum Platform with both a teacher and a parent portal;
- Developed and implemented a digital learning approach grades 7-12 including one-to-one Chromebooks, and a training institute for teachers using a teachers teaching teachers model (SETI);
- Engaged district in Enrollment Management Planning process to address competitiveness in Choice state;
- Established a monthly Superintendent's Business Leaders Breakfast, which has resulted in strengthened relationships with business and industry as significant partners;
- Established the first district-level Student Senate to engage student voice;
- Established a Superintendent's Teacher Advisory Committee and a Superintendent's Parent Advisory Committee with representation from all 40 schools;
- Established the first annual: School Bus Tour for business and civic leaders, an annual Academic Convocation, an annual State of the Schools, an annual School and

Technology Expo, an annual Employee Health Fair, and an annual Summer Technology Institute for teachers;

- Transitioned Human Resource Department into a Talent Management Office with a focus on retention, recruitment and preparation of top talent;
- Established a new structure for program reviews which in 2014-15 helped to identify \$5million in cost savings while putting in place program enhancements in Special Education Services, Gifted and Talented programming, and English Language Learner Services;
- Overhauled the district website and communications approach; and
- Established a new annual district and school climate survey for staff, parents and students.

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

Superintendent

(July 2011 to June 2014)

Chief Executive Officer for the Hartford Public Schools, Connecticut's State Capital district of 25,000 students. Designer and implementer of the district's portfolio reform plan including district and school governance structure, common core and theme-based curriculum, school design, family and community engagement, talent management, and school quality review process. Work with Board on policy and fiduciary goals.

Accomplishments:

- Closed the achievement gap by one-third
- Successfully manage a \$400 million budget, 50 schools, 41 school buildings and 2700 employees
- Developed a board-adopted 5-year strategic operating plan and new district vision statement
- Created the *Hartford Promise* Program, with a year one fundraising goal met at \$4.1 million for college scholarships and supports in partnership with corporate and foundation partners; First scholarships awarded in 2016
- Awarded \$5 million Bill and Melinda Gates Foundation Charter Compact Grant in 2012
- Awarded \$450,000 Nellie Mae Education Foundation Urban Initiative Grant in 2012/13 for a blended learning approach within our student-centered learning initiative
- Raised \$25 million in 2012/13 from corporate, foundation and new competitive grants aligned with strategic operating plan priorities
- Maintained pace of reform with fifth consecutive year of student achievement gains based on high stakes state assessments and overall school index matrix (featured in Dr. Paul Hill's book *Strife and Progress*, 2013)
- Maintained pace of reform with fifth consecutive year of high school graduation rate increases (cohort graduation rate of 34% in 2007 raised to cohort graduation rate of 64.8% in 2012)
- Redesigned central office to align with Portfolio Management design including an Office of Talent Management; a Communications and Innovation Team; an Institutional Advancement Office; a Portfolio Management Office and a Research and Assessment Office.
- Developed a School Quality Review process
- Partnered with College Board for school-day district-wide administration of PSAT and

- SAT; 92% student participation rate in year one of implementation
- Created a language acquisition approach for ELLs in partnership with Middlebury Interactive
- Established a Parent Engagement Taskforce and delivered a strategic multi-year plan
- Created first district-wide Student Senate; created board-adopted policy for student Board reps
- Created district communications plan, including delivering on new district website, new district branding platform, and intranet site
- Community Schools Award received for partnership work between the Hartford Public Schools, the United Way, the Hartford Foundation for Public Giving and the City of Hartford, Spring 2013
- In 2013, a redesign school received the federal and state Green Schools Award; another redesign school received Blue Ribbon status
- Created Early Reading Lab School, a PK-3 turnaround school design that took a school from the bottom five to the goal range
- Serve as lead negotiator representing the City of Hartford and the Hartford Public Schools in the Sheff v. O'Neill desegregation Sheff II settlement extension/Sheff III settlement negotiations
- Developed and implemented new teacher evaluation plan using Danielson Teacher Quality Rubric and Teachescape platform
- Selected as 2014 Magnet School of America Conference site

Assistant Superintendent of School Design

(October 2005 to June 2011)

Supervise, evaluate and support a portfolio of 25 schools which includes 6 elementary schools, 2 middle schools, 15 high schools, 1 alternative high school and 1 adult education program.

Oversee the implementation of the district's reform plan in regards to school choice, school turnaround, and district portfolio development. Develop, oversee and implement school closure and redesign with a focus on closing the achievement gap between Hartford students and their peers across the State. Develop and implement design-specific curriculum for each new school. As a member of the Superintendent's Cabinet, participate in joint senior leadership and Board *Reform Governance in Action* (RGA) training by the Eli Broad Foundation.

Accountability:

- Manage Office of Secondary Schools and School Design staff of 12 with an office budget of over \$17 million which includes general budget, grants and entitlement funds
- Manage three federal grants including the High School Initiatives grant, the Small Learning Communities grant and the Perkins grant totaling funds in excess of \$14 million
- Provide professional development to team of 25 Principals and 8 Assistant Principals
- Create, manage and evaluate high school advising and college readiness system
- Create, manage and evaluate a secondary school structure for data teams, learning walks, tiered interventions and data-based decision-making
- Manage district NEASC accreditation process

- Close and redesign low performing schools based on school performance matrix
- Create new school design models using a *diverse provider* approach (neighborhood, magnet, charter, and shared governance)
- Develop core curriculum, theme-based curriculum, intervention, professional development, enrichment programming and the school governance structure for each new school
- Hire and supervise new school principals; ensure fidelity in new school implementation
- Define annual preferences to set algorithm for School Choice placements
- Set priorities for Ingenuity Fund distributions
- Work in partnership with Construction Management Company to develop construction project plans and educational specifications for state approval and funding; \$30 to \$65 million each project

Accomplishments:

- In 2008, rolled out first all-choice school system in the State of Connecticut, resulting in over 90% placement of students in one of their first three choices
- Awarded federal High School Initiatives grant at \$13.4 million over five years, Fall 2010
- Designed and supervised new school models that led the district's performance growth on the Connecticut Mastery Test and the CAPT test
- Created the district's first Course of Study featuring Hartford's high school models
- Created a year-long professional development program for secondary school Principals that includes follow-up learning walks based on the school's School Accountability Plans
- Partnered with HPOC (Parent Council) to create a Choice Advisory Committee
- Delivered School Accountability Plan and Principal Hire trainings to new School Governance Councils across the city
- Ensured the re-accreditation of Hartford Public High School after more than a decade of substandard evaluations from NEASC
- Wrote 3Rs (rigor, relevance, relationships) of reform document to guide new school design work
- Designed 22 new schools using the 3Rs reform framework and small theme/career based academy design, including 5 school closings and replacements – adopted by the Board of Education
- Developed board-adopted School Redesign policy and contributed to new High School graduation policy
- Recruited and established higher education and corporate partnerships for each new school design to ensure a 21st Century approach, industry vetted curriculum and innovation in design
- Created school partnerships with national and local organizations such as the National Academy Foundation (NAF), Project Lead the Way, the World Affairs Council, Asia Society, International Baccalaureate of America, CT Broadcasting Network, America's Choice, Achievement First, Core Knowledge, the Connecticut Insurance and Finance Cluster and the Connecticut Business and Industry Association (CBIA)
- Instituted city-wide choice fairs for students and families to learn about school options (featured in Laura Pappano's book: Inside School Turnaround, 2010)
- Led multiple community based parent engagement forums annually over the past five years related to school design, school choice, and school closures
- Developed ten year facilities plan in support of the district's all-choice school design

AREA COOPERATIVE EDUCATIONAL SERVICES**Hamden, Connecticut****Director, The Center for School Improvement
& Leadership Development****(July 2004 to Sept 2005)**

Founded and developed a new research, development and training Center at ACES focused on providing high quality services for school leaders at the school and central office level in South-Central Connecticut. Coordinated and trained a team to provide direct and school-based technical assistance to districts and schools on school improvement planning, action research, data analysis, leadership development, conferencing protocols, community building, teacher data teams and school leadership teams, school leader evaluation, and teacher evaluation. Instituted a regional *Principals Policy Network*. Acted as Grant Director for the Wachovia funded (\$183,000) leadership development program for school leaders in Bridgeport, Hartford, and New Haven. Founder and Chair of *The Center* Think Tank and Advisory Committee which included education policy decision-makers from institutions of higher education, the Department of Higher Education, the Department of Education, and school districts. Awarded \$225,000 State Department of Education, State Action for Educational Leadership Competitive Grant for 2004-2007 to run pilot distributive leadership policy labs to inform state leadership policy development.

CONNECTICUT STATE DEPARTMENT OF EDUCATION**Hartford, Connecticut****Education Consultant
School Improvement Planning****(Nov 2000 to July 2004)**

In response to NCLB legislation concerning schools identified as "In Need of Improvement" and in "Corrective Action," developed a comprehensive school improvement process and conceptual framework entitled, *Capacity Building for School Improvement*. Process was piloted with the 2003 NCLB identified schools in Bridgeport, Hartford, New Haven, and the State Vocational Technical Schools. The *Capacity Building for School Improvement* process was adopted by many districts throughout Connecticut. Statewide presentations made to audiences of up to 500 people on behalf of the CSDE.

Co-Authored the following processes and documents including:

- School Improvement standards and indicators based on the CT Standards for School Leaders, "*Capacity Building for School Improvement*,"
- A comprehensive standards-based needs assessment process,
- Group process techniques for engaging the school community in planning.
- A facilitator's guide along with School improvement planning form and Data analysis forms,
- A four-step professional development program, and A Site Visit Protocol.

Staff Evaluation and Leadership Development

Develop and implement standards, guidelines and policies, and resource materials on teacher

evaluation, school leader evaluation, professional development, and school leadership. Provide technical assistance to districts. Developed comprehensive CSDE resource website for districts. Managed Federal Transition to Teaching Grant in support of Alternate Route to Certification (ARC). Developed training modules based on guidelines and standards. Authored state documents including:

- Guidelines for School Leader Evaluation and Professional Development;
- The Common Core of Teaching Performance Table;
- Indicators for a Quality School Leader Evaluation/Professional Development Plan;
- Indicators for a Quality Teacher Evaluation and Professional Development Plan;
- Supporting Beginning Teachers Through the Evaluation Process; and
- Accountable Discourse.

WESLEYAN UNIVERSITY

Middletown, Connecticut

Assistant Dean of Student Services

(Sept 1996 to Oct 2000)

Co-manage all aspects of student services - the administration and policy development of the Office of Residential Life; the Student Campus Center; the University Chaplains; Health Center; Health Education; the Office of Community Services; the Office of Student Activities and Leadership Development. Serve as Director of New Student Orientation.

UNIVERSITY OF CONNECTICUT, Office of the President

Storrs, Connecticut

Staff Assistant to the President

(Sept 1992 to Aug 1996)

Advance person for the University President; represent the President to internal and external constituencies; prepare President's speeches and speaking points; assist in annual budget preparation; act as a liaison to the Board of Trustees' Academic and Research Affairs Committee; staff the President's Advisory Committee on Affirmative Action, the President's Commission on the Status of Women, and the Board of Trustees' Honorary Degree Committee; serve on Executive Searches; carry out research and write reports and articles for the President's Office; serve on Commencement Committee for undergraduate, graduate, and professional degree programs on eight campuses.

WILLIAM M. MERCER, INC.

New York, New York

International Benefits Consulting Firm
Assistant Analyst, Asset Planning Practice Group

(May 1989 - Sept 1992)

Compute rates of return for asset performance evaluation reports; maintain monthly investment transactions; utilize Investment Analysis System software; reconcile monthly financial statements; input data for mutual fund searches, manager searches and full service 401(k) searches. Train junior analysts.

EDUCATION

- Ed.D Education Administration 2002, Teachers College, Columbia University, NY
- Master of Public Affairs, May 1994, University of Connecticut, CT
- Bachelor of Arts, May 1992, Barnard College, Columbia University, NY

STATE CERTIFICATIONS

Superintendent of Schools Certificate, CT 093
Intermediate Supervisor Certificate, CT 092

BOARD LEADERSHIP

Inducted, Chiefs for Change, Oct 2016 - Present
Board President, National Assoc. of Latino Administrators & Superintendents, Oct 2015-Present; Treasurer, Oct 2014 through October 2015
Board Member, Gilbert Parks and Recreation Foundation, February 2016 - Present
Board Member, Gilbert Education Foundation, July 2014 through present
Board Member, Nellie Mae Education Foundation, 2011 - 2014
Board of Visitors, Education, Nursing and Public Health, Univ. of Hartford, 2010-2013

PROFESSIONAL AFFILIATIONS, AWARDS & SERVICE

Recipient of the Chamber of Commerce Leon Uhlhorn Chairman's Award, AZ, Nov 2016
National Expert, Guilford County Schools, School Choice, Equity & Excellence Committee, NC 2016-2017
Liaison, Gilbert Chamber of Commerce, July 2014 - Present
Member, Arizona Association of School Superintendents, 2014 - Present
AZ Congressman Salmon's Education Advisory Committee, Jan 2015 - Dec 2016
Recipient of Collin Bennett-Marcus Garvey Service to Community Award, Hartford, CT 2013
Portfolio Network, Center on Reinventing Public Education, Univ of Washington 2009 - 2014
City of Hartford School Building Committee, 2011 - 2014
CT State Department of Education, Connecticut Administrator Test Scorer, 2005 - 2014
Connecticut Center for School Change, Superintendents' Network, 2011-2013
CT State Board of Education, CT Educator Preparation Program Review Committee, 2008-2011
Recipient of the Maria C. Sanchez Education Leadership Award, Hartford, CT 2009
Education Policy Fellow (EPFP), 2004

RECENT PRESENTATIONS

- *Conditions for Innovation, Google Arizona Symposium, Keynote, February, 2017*
- *Equity and Access Through Strategic Budgeting, Superintendents Leadership Academy, Phoenix, January 2017*
- *Effective Board Governance, ASBA, Phoenix, Dec 2016*
- *Emcee: ALAS National Conference, Philadelphia, Oct 2016*
- *Panel Moderator: The Role of Technology in Education Today, ALAS, Philadelphia, Oct 2016*
- *Advancing Teacher Learning, ALAS Conference Session, Philadelphia, Oct 2016*
- *Keynote: Education Leadership, NAPA Valley Education Exchange, CA, March 2016*
- *Keynote: Preparing Today's Students as Digital Scholars, RTM Education Congress, Los Angeles, CA, Feb 2016*

- *Strategic District Budgeting, Superintendents Leadership Academy, Phoenix, Feb 2016*
- *Superintendents Panel, BEES Institute, Aspirant Leaders Program, Pendergast, AZ, January 2016*
- *Keynote: The Digital Learner, Assoc. of Latino Admn & Superintendents, Oct 2015*
- *Effective District Budgeting, ALAS Summit, New Mexico, Oct 2015*
- *State of the Schools: Scholarship, Innovation and Technology, Gilbert, AZ, Feb. 2014, October 2015, and October 2016*
- *School Autonomy/Principal Empowerment, ALAS Summit, Oct 2013*
- *Policy Issues in Reform, PIE Network Summit, Sept 2013*
- *Leadership for District Improvement, University of Connecticut NEAG School of Education, July 2013*
- *School/Principal Autonomy, CRPE Conference, Seattle, WA, July 2013*
- *Secretary Arne Duncan & Governor Malloy School Gun Violence Forum, Moderator, May 2013*
- *Teacher Evaluation & Talent Management, CSDE Superintendents Conference, CT May 2013*
- *School Gun Violence, Panel Presenter, Congressional Field Hearing, April 2013*
- *School and State Education Reform Policies, CT Association of Public School Superintendents, Education Transformation Committee, April 2013*

BILINGUAL

English and Spanish