

ANGELA D. KIMBLE

LEADERSHIP EXPERIENCE:

1/09-present, North Street School, Tewksbury, MA

Principal of a 3-4 elementary school (grades K-4 pre-reconfiguration) with an enrollment of approximately 300 students. As Principal, I am responsible for the administration of the total academic program, the supervision of staff, the implementation of all school committee policies, and the development of administrative systems and procedures which maximize the effectiveness of our elementary program, including the development of the school budget and master schedule. Currently serving as a member of the District Administrative Council, and the District Math and ELA Subject Area Review Committees (SARC's). I work very closely with my School Improvement Council and Parent Advisory Council to develop goals and community based activities focused on school improvement. My initiatives at the North Street School include forming school-based Data and RtI Teams, implementing the Open Circle social emotional learning program, and piloting a community-based after school arts and enrichment program. From January 2010 to September 2010, I was involved in an extensive timeline of activities associated with school reconfiguration at the K -4 level. Additional leadership activities include serving on the Anti-Bullying Task Force, District Security Team, Technology Steering, participating in the writing of the District Literacy Plan, Five-Year Strategic Plan, and working with the superintendent and administrative team on strategies for closing the achievement gap in a Level 2 school district. North Street School accountability status improved from Level III to Level I during my tenure.

7/03-1/09, Peter Fitzpatrick Elementary School, Pepperell, MA

Assistant Principal/SPED Chairperson at a PreK-2 building with an enrollment of 580 students. Responsibilities included chairing special education team meetings for integrated preschool to grade two, teacher supervision and evaluation in all disciplines (beginning – veteran teachers), interviewing and hiring staff, working with at-risk teachers, student placement, scheduling, consulting with the building principal on budgetary issues and allocation of funds, chairing weekly child study team meetings (both Early Intervention and K-2), coordinating curriculum programs for grades kindergarten to two, leading the school's crisis response and restraint teams, planning and implementing a 220-member parent volunteer program, planning Singapore math nights for parents, and serving as a representative on the District Curriculum Council, School Improvement Council and PTO. Initiatives included collecting and analyzing DIBELS and Rigby student assessment data, piloting a new screening process for incoming kindergarten children, researching and developing a new teacher evaluation instrument.

8/01-7/03, Hawthorne Brook Middle School, Townsend, MA

Assistant Principal at a 6-8 building with an enrollment of 650 students. Responsibilities included directing overall operations management of school including student discipline, staff supervision and evaluation, scheduling, student placement, budget development, teacher attendance, substitute coverage, building usage as well as working with teachers and administrators to improve educational programs, planning initial implementation of the Singapore Math program for grades six, seven and eight. Other activities involved developing and facilitating a new teacher mentoring program, writing a substitute teacher manual, monitoring our remedial reading program, developing and implementing a school safety plan, and collaborating with Boston College to design and implement a child/adolescent teasing survey (CATS).

9/00-5/01, Parker Middle School, Chelmsford, MA

Principal Intern, working in conjunction with coursework at the University of Massachusetts Graduate School of Education, observing and assisting the Principal and Assistant Principal in their leadership, administrative, community relations, and other professional roles and responsibilities. Additional experience included working with Project Alliance to develop a school safety plan as well as building lockdown and evacuation protocols.

TEACHING EXPERIENCE:

9/98-6/01, Parker Middle School, Chelmsford, MA

Taught sixth grade mathematics as part of a five teacher departmentalized team. Utilized differentiating instruction strategies while teaching heterogeneously grouped students. Participated in writing and implementing the sixth grade mathematics curriculum. Assisted in aligning the State Frameworks with current curriculum timelines and portfolio tasks. Analyzed and evaluated MCAS tests and wrote rubrics for open-ended questions. Initiated and facilitated integrated curriculum projects.

9/96-9/98, Byam Elementary School, Chelmsford, MA

Taught third grade students as part of a five-teacher team. Additional responsibilities included serving on the District Instructional Council, Elementary Report Card Writing Committee, and the Mathematics Portfolio Committee.

11/95-6/96, McCarthy Middle School, Chelmsford, MA

Taught sixth grade students as part of a three-teacher team. Subjects included accelerated mathematics, literature enrichment, physical and life sciences, language arts, and health.

9/94-8/95, Hawaiian Avenue Elementary School, Wilmington, CA

Taught fourth and fifth grade students with a special emphasis on Math and Science, implementing the TEAMS Math and Galaxy Science programs. Additional responsibilities at the school site included teaching ESL to limited English proficient students, serving on the Math Adoption Committee, and chairing the Computer Technology Committee.

8/93-7/94, Valencia Elementary School, Pico Rivera, CA

Taught third grade students in a self-contained classroom. Piloted and implemented an after school enrichment program for gifted and talented students. Additional responsibilities included serving as a Leadership Team Member, Discipline Committee Chairperson, PQR Facilitator, and District Math Mentor.

8/92-7/93, Valencia Elementary School, Pico Rivera, CA

Taught third and fourth grade special education students in the Severe Disorders of Language program, wrote IEP goals, implemented individualized education plans, tested and evaluated academic performance areas.

9/91-5/92, Chamisa and Pinon Schools, Los Alamos, NM

Student teaching. Taught third grade Reading, Language Arts, Spelling, and fourth grade Math and Science, implemented cooperative learning, whole class, and individualized instructional strategies. Taught sixth grade Math activities through a hands-on approach, utilizing effective mathematical manipulatives such as Cuisenaire rods, Base-Ten blocks, geoboards, and Project AIMS.

EDUCATION:

Principal Internship Program, May 2001, University of Massachusetts, Lowell, MA. Coursework: The Principalship, K-12. Principal certification (5-9). Massachusetts State Teachers Test of Literacy and Communication taken and passed January 2001.

M.A. February 2000, Educational Administration, University of Massachusetts, Lowell, MA.

B.A. May 1992, Elementary Education with a specialty in integrated curriculum, The College of Santa Fe, Santa Fe, NM.

B.A. May 1991, History major, English minor, Texas A&M University, College Station, TX.

TEACHING/ADMINISTRATIVE CREDENTIALS:

Massachusetts Administrator's License for Principal (5-9) # 327806

Massachusetts Administrator's License for Principal (PreK-6) # 327806

Massachusetts Educator's License for Teaching (1-6) # 327806

Massachusetts Administrator's License – SEI Endorsement #327806

HONORS, ORGANIZATIONS, & ACTIVITIES:

Summa Cum Laude, UMASS Lowell, February 2000

State of New Mexico, Teacher of the Year Nominee, 1992

Magna Cum Laude, The College of Santa Fe 1992

Honor Roll, Texas A&M University, 1991

Hewlett Packard Academic Scholarship, 1985

Memberships in ASCD, MESPA, and the Principal's Center at Harvard

The Skillful Teacher I & II, Fitchburg State College, 1998–1999

Classroom Walk-Throughs Workshop, Teachers-21, October 2006

Crisis Prevention Institute (CPI), Restraint Team Certified, 2001-2017

Curriculum Mapping Workshop, Teachers-21, January 2007

Assistant Principal Cracker Barrel Seminar, MEC, 2006 – 2008

Response to Intervention, Presentation to Administrative Team, NMRSD, February 2007

Building Professional Learning Communities, ASCD, Boston, November 2007

Teacher Evaluations That Work, Bill Ribas & Associates, FSC, Fall Term 2008

Renzulli Training, NMRSD, September 2008

Principal Mentor Group, MEC, 2009

Open Circle Administrator Workshop, October, 2009

Women in Educational Leadership Conference, Merrimack College, April 2010

Open Circle Principals Panel Speaker, Wellesley College, 2011, 2013, and 2017

Harvard GSE Institute: *Closing the Achievement Gap: Excellence with Equity*, July 2012

Excel Training: *Visual Analytical Resources* SEEM Collaborative, Aug. – May 2012-2013

Implementing the MA Teacher Evaluation Regulations with Fidelity and Skill, MSSAA November 2012

Harvard Graduate School of Education: *Inner Strengths of Successful Leaders* December 2012

Rethinking Teacher Supervision and Evaluation, M.A.S.S. – Kim Marshall, January 2013

Elementary School Leadership Think Tank, Merrimack College, 2013-2014

Rethinking Equity and Teaching for English Language Learners (RETELL) – DESE, Fall 2014

Introduction to Doctoral Studies, Northeastern University, Spring 2015

Universally Designed Leadership (UDL), Dr. Kristan Rodriguez, GDRSD, Fall Term 2016

MESPA Regional Principals' Support Group, 2016-2017

ANGELA D. KIMBLE

March 6, 2017

Reading Public Schools
82 Oakland Road
Reading, MA 01867

Dear Search Committee:

I am pleased to submit my application packet in consideration for the position of Principal of the Joshua Eaton Elementary School. My resume briefly outlines my twenty-five years of experience in the education field, including eight years as an elementary principal and seven years as Assistant Principal at both the middle and elementary levels. My primary reason for seeking another position is wishing to work with a broader range of grade levels that start at the foundation years of learning. Please refer to the attached letter of recommendation from Dr. Christine McGrath, which gives further explanation.

I began my tenure as Principal of the North Street School in January of 2009 and faced many challenges as the third principal in my building during the 2008-2009 school year, followed by a year of school reconfiguration. Over the past eight school years, I have implemented several school initiatives, which include forming school-based data and RtI teams, launching and sustaining the Open Circle social emotional learning program (SEL), and building a culture of teacher collaboration that has led to the continuous improvement of student achievement. As a result of these efforts, my school was named 2015 Massachusetts Commendation School for Narrowing Proficiency Gaps and reached Level 1 accountability status for both the 2014-2015 and 2015-2016 school years.

As Assistant Principal of the Peter Fitzpatrick School from 2003 – 2009, I enjoyed the great responsibility of transitioning preschool and kindergarten children and their families as they entered our school system for the first time. I had the additional responsibility of serving as the special education chairperson, coordinating testing and placement for our Pre-K to grade two special needs population. Each day, I ensured that the children were welcomed into a safe and nurturing environment, which allowed them to learn and grow as individuals. My primary academic focus was on Reading and monitoring student progress through DIBELS and Rigby assessments.

During my two years as Assistant Principal at the Hawthorne Brook Middle School, I developed an understanding and appreciation of the middle school child, adolescent issues, and curriculum expectations. I was also placed in the unique position of facilitating a smooth transition of both fifth and sixth graders to the middle school during the 2001-2002 school year.

My diverse background and leadership experiences qualify me as a strong candidate for this position. My leadership style of choice is consensus building and shared decision-making. However, I understand there are difficult decisions that only the principal can make, and I have the confidence and the experience to make them.

I look forward to meeting with you to discuss how I can make a positive impact upon your school community and work collaboratively with your administrative team.

Sincerely,

Angela D. Kimble