

JOANNE E. KING

Offering 25 years of teaching, leadership and management experience

Dedicated, energetic, and experienced elementary principal with a proven ability to: improve student performance, create and foster a safe learning environment for all students and staff, promote shared leadership, and effectively collaborate with colleagues, students, families, and the school community to develop and implement high standards-based instructional practices.

Educational knowledge, leadership and core skills include:

- Curricula development and implementation
- Standards-based assessment and instruction
- Parental and community engagement
- Training and professional development
- Organizational theory and collaborative leadership
- Human resource systems (recruitment, hiring, induction, staff training, and development)
- Effective communication and collaboration with colleagues, staff, families, school community
- Inclusionary practices for all students
- Management skills include budget development, reporting, and schedule management

EDUCATION

AUGUST 2017

DOCTOR OF EDUCATION, NOVA SOUTHEASTERN UNIVERSITY

Major: Educational Leadership

GPA: 4.0

MAY 2011

CERTIFICATE IN SCHOOL LEADERSHIP, NATIONAL INSTITUTE OF SCHOOL LEADERSHIP, WASHINGTON, DC

Supervision and Leadership

MAY 2004

MASTER OF ELEMENTARY EDUCATION, LESLEY UNIVERSITY

Major: Elementary Education

GPA: 4.0

MAY 1984

BACHELOR OF ARTS, ASSUMPTION COLLEGE

Major: Biology

EXPERIENCE

JULY 2012 TO PRESENT

ELEMENTARY PRINCIPAL, WOOD END ELEMENTARY SCHOOL, READING, MA

- Responsible for overall building operations and administration.
- Provide instructional leadership to all staff including curriculum planning and implementation.
- Support and oversee professional development for teachers and paraeducators.
- Directly supervise and evaluate the performance of all teaching and support staff.
- Assume responsibility for education, supervision and discipline of all students.
- Establish systems and processes to ensure the safety and well-being of all students and staff.
- Administer the implementation of all 504s and IEPs for students with disabilities.
- Coordinate the development school improvement plan and vision for school.
- Create and implement a school based Leadership Team to develop core values and universal expectations for student and staff behavior.
- Oversee Professional Learning Communities to provide support and develop district-wide shared practice for instruction and curriculum implementation.
- Collaborate with other administrators to implement academic standards and instructional programs.
- Develop and manage the building-based operating budget.
- Coordinate with teacher leaders to develop the annual master schedule, staff assignments, and student placement.
- Assume responsibility for administration of state-mandated testing including MCAS and NAEP.
- Analyze school-wide data to implement systems and practices focused on improving student performance.
- Active participant as a member of PTO to coordinate school-wide events and promote shared collaboration with the wider school community.

AUGUST 2003 TO JUNE 2012

ELEMENTARY TEACHER, READING PUBLIC SCHOOLS (BIRCH MEADOW, JOSHUA EATON, AND WOOD END ELEMENTARY), READING, MA

Employed inquiry-based learning and responsive teaching practices to promote student learning and build community within the classroom. Designed lesson plans focused on age and level-appropriate material to promote social, emotional and behavioral growth of all students. Implemented Readers and Writers Workshop models to increase student literacy and improve student performance. Led community outreach programs with students to support Home Base Program, Soldier Care, and Reading Food Pantry. Built community partnerships and facilitated METCO host family program. Served as a member of the School Council, Teacher Liaison to PTO, and Teacher Mentor program.

OCTOBER 2011 TO JUNE 2013

INSTRUCTOR, NATIONAL INSTITUTE OF SCHOOL LEADERSHIP

Taught graduate-level program designed for school leaders to build skills and knowledge in strategic thinking, instructional systems and design, foundations of effective learning, leadership in literacy, math and science, ethical leadership, and drivers of change. This 18-month program is designed to prepare school leaders to meet the challenges in our current education systems, and consisted of 20 administrators and teacher-leaders from the Reading Public School District.

1994 TO 2000

REGIONAL TRAINING COORDINATOR, CVS/PHARMACY, INC.

Developed, implemented and coordinated regional training program for pharmacy staff in 50 stores throughout Massachusetts. Established district and regional training sites, and served as liaison with Massachusetts College of Pharmacy and Northeastern University to recruit and train interns. Liaison with Boston Public School's Fenway Project to design and promote leadership workshops and job skills training for inner-city youth. Member of task force charged with restructuring pharmacy operations at newly acquired sites in Michigan (Arbor Drug) and Tennessee (REVCO).

1986 TO 1994

OPERATIONS MANAGER, CVS/PHARMACY, INC.

Directed all store operations including sales, budget, payroll, inventory, revenue enhancement and loss prevention for store with \$8m in annual sales. Recruited, trained and evaluated all staff. Developed and implemented corporate Store Manager Training Program. Selected to operate the designated regional training facility for all managers.

CERTIFICATIONS

- Massachusetts Superintendent/Assistant Superintendent (All Levels)
- Principal/Assistant Principal (PreK-6)
- Elementary (1-6)
- Sheltered English Immersion, Administrator

OTHER PROFESSIONAL EXPERIENCE/AFFILIATIONS

Doctoral dissertation, *An Investigation of Classroom Trends Impacting Special Education Referrals in a Suburban Elementary School* (August 2017)

Member ASCD (2013 to present)

Member Massachusetts School Administrators Association (2017 to present)

Member Massachusetts Elementary School Principals Association (2013-2017)

Blue Ribbon Schools of Excellence Conference, Presenter, *Check-In Check-Out: How to Implement a Successful Tier 2 Intervention* (2017)

Blue Ribbon Schools of Excellence Conference, Presenter, *It's Not a Script: How to Make the Units of Study Your Own* (2016)

DESE Multi-Hazard Emergency Planning for Schools (2016)

International Institute for Restorative Practices (2016)

MASS Executive Institute, Presenter, *Moving from Compliance to Cultural Implementation of Social and Emotional Learning* (2016)

MASS Executive Institute, Presenter, *We Are in This Together: Supporting the Social, Emotional, and Behavioral Needs of Students in Elementary Schools* (2015)

Blue Ribbon Schools of Excellence Conference, Presenter, *Empowering Students and Influencing Behavior* (2015)

ELA Coach Mentor (2015)

K-12 Behavioral Health Task Force (2010-2013)

K-5 District Report Card Committee (2010-2011)

Blue Ribbon Schools of Excellence Conference, Facilitator, Screening of *The Race to Nowhere* (2011)

Blue Ribbon Schools of Excellence Conference, Presenter, *Filling in the Gaps: Elementary Physics and Engineering* (2010)

5-12 District Social Studies Committee (2009-2010)

Blue Ribbon Schools of Excellence Conference, Presenter *Engineering is Elementary* (2008)

Exploring Conflict and Consensus Among Peoples from the American Colonies, Graduate Course at Endicott College (2007)

Open Circle: Strategies to Developing Social Competency, Graduate Course at Framingham State College (2006)

Graduate Course at Simmons College, Differentiated Instruction (2006)

Club Invention, Inc., Director of Summer Camp (2006-2009)

Joanne E. King

March 3, 2018

Dr. John Doherty
Superintendent
Reading Public Schools
82 Oakland Road
Reading, MA 01867

Dear Dr. John Doherty:

It is with great enthusiasm that I submit my application for the position of Assistant Superintendent for Learning and Teaching with the Reading Public School District. My educational experience during the past fifteen years as a classroom teacher and elementary principal have provided me with the skills and knowledge necessary for this role. I am well prepared to continue to provide excellent leadership while shifting my approach to a more district-wide focus on clear, high standards and expectations for all members of the school community. As an educational leader who uses a research-based approach to align systems and practices, I will continue to support the social and emotional needs of all students within a safe and student-centered learning community.

In my role as principal, I have established a school based leadership team to develop core values and common expectations for students and staff to support teaching and learning for all students. Using a shared leadership model, our team has developed innovative interventions to support struggling students, align the referral practices for special education services, and promote opportunities for teachers to model and collaborate with other colleagues on instructional practices both within the school and the district. These practices have resulted in a decrease in students needing more intensive supports for social and emotional needs, a noticeable improvement in more accurate referrals for special education services, and a number of teachers taking on leadership roles within the district.

In addition to an emphasis on student support, I have been able to foster a positive school climate for teachers and families. I am a visible presence in the school community and have actively collaborated with the various stakeholders to understand their challenges and vision for our students and school. My organization and interpersonal skills, along with my commitment to excellence, have allowed me to meet the challenges faced by many schools today. It is my belief that building relationships with the school community while continuing to build the capacity of faculty and staff within the district will lead to success for all students. It is this vision to promote clear expectations across the district and the belief that each child can achieve for which I am passionate.

I have enjoyed my role as both teacher and principal however, I am ready to take the next step to expand my leadership skills within the district and engage the wider community to serve the students of Reading Public Schools. I look forward to the opportunity to meet with you, and am truly excited about the possibility of serving as the next Assistant Superintendent for Learning and Teaching.

Sincerely,

Joanne E. King