

BETH LEAVITT

May 5, 2018

Jennifer Bove
Human Resources
82 Oakland Road
Reading, MA 01867

Re: Principal at Alice M. Barrows School

Dear Ms. Bove,

It is with great enthusiasm that I am submitting my qualifications for your consideration. Last year, I completed my administrative internship under the supervision of Patricia Barrett at the Sanborn School in Andover. Her mentorship has given me the confidence and competency to assist in leading the Barrows School and build upon its reputation for excellence and innovation. There is no more rewarding profession than education, and I am excited to apply my background to a new challenge in Reading, which has demonstrated a strong commitment to the highest quality experience for each of its children. I recently presented at the Blue Ribbon conference and was struck by the talented teachers and administrators in your district.

You will note that I have elementary experience in two distinct school districts, as well as related positions in other environments. Having worked under six different principals within the two school systems, I have been able to observe varying leadership styles and learn what makes a truly effective leader. For example, I have learned the importance of being a visible leader and present in the daily operation of the school to keep a pulse on all the activity.

I offer you substantial experience and current proficiency in classroom management and instruction, curriculum design, cooperative learning, technology, supervision and evaluation, and community involvement in an inclusion classroom. I have learned so much from talented professionals who gave their all to me, and am looking forward to implementing these new talents in a district that values initiative, creativity and strategic management.

I believe that over two decades as an elementary educator, coupled with the dynamic and inspiring leadership I can instill, makes me a strong candidate for this position. I would welcome a call to schedule an interview where we can discuss your needs and my strengths.

Sincerely,

Beth Leavitt

BETH LEAVITT

CAREER GOAL: Administrative Position

Seasoned elementary educator who has earned a principal/assistant principal license seeks to lead a school that imbues staff and students with a passion for excellence, love of learning, and respect for each individual's talents and contributions to the community.

CERTIFICATIONS

Massachusetts #304704: Principal/Assistant Principal, PreK-6, Early Childhood Students with and without Disabilities, Pre-K – 3, Moderate Special Needs, N-9

RELEVANT EXPERIENCE

SANBORN SCHOOL, Andover, MA 5/16-6/17

Principal/Assistant Principal Practicum

- Completed 500 hours of field-based experience under the supervision of principal Patricia Barrett, working full-time all summer and early mornings/evenings during the school year.
- Gained exposure to all facets of best practices school leadership in a structured environment, pursuing experiences in areas identified as critical for success as a school leader and engaging in reflective activities to enhance learning and improve skills.
- Areas addressed included Instructional Leadership, emphasizing effective teaching and learning; Management and Operations, with a focus on a safe and effective environment with optimum curriculum, staffing and scheduling; Family and Community Engagement, promoting effective partnerships with families, community organizations and other stakeholders; and Professional Culture, high expectations and continuous staff development.
- Participated in back-to-school preparation, executive meetings, strategic planning, personnel issues, teacher supervision and parent/student interactions.
- Recognized by the principal and superintendent for understanding of complex issues as well as meaningful contributions to the school's successful operation.

CAREER SUMMARY

LITTLE SCHOOL, North Reading, MA 9/05-

Grade 2 Teacher (2005-6, 2008-9, 2017-18)

Grade 1 Teacher (2006-8, 2010-17)

Created an inclusion classroom that encourages children to develop a love of learning by recognizing different learning styles, enhancing the curriculum through creative ideas and programs, and by welcoming parents as an integral part of their child's education. Utilize an RTI model for reading, Eureka for math, Foundations for phonics and FOSS for science.

- Looped from first to second grade with two classes.
- Elementary Curriculum Specialist for Math and Science (2006-09).
- Science/Technology Engineering Curriculum Specialist for entire school: Serve as a resource for all teachers, implement the budget, and provide training. (2010 to date).
- Special Programs: Initiated and implemented Family Fitness Night and an after-school enrichment program run by teachers.
- Supervise student teachers from Merrimack College and aspiring education majors from the local high school.
- Share classroom and school activities as well as photos via Twitter; send weekly curriculum updates to parents.

- District Elementary Mentor Coordinator: Train mentors and facilitate all mentor/mentee meetings (2011 to date).

MONTROSE AND DOLBEARE SCHOOLS, Wakefield, MA 1996-05

Grade One Teacher (2000-05)

Implemented curriculum in an inclusion classroom with consistent management, focusing on cooperative learning with an emphasis on a colorful environment with visual cues and learning centers. Communicated effectively via a website, newsletters and conferences. Utilized parent volunteers to enhance lessons, such as the writing workshop and use of technology. Used common planning for team building around lesson plans and sharing of curriculum ideas.

- Curriculum: *Everyday Mathematics*, Scholastics' *Literacy Place*, thematic approach for Science and Social Studies coordinated with State Frameworks, *Second Step*, *Shea Handwriting*, and *Time for Kids* to address current events as well as themes.
- Technology: Maintained a webpage with weekly updates, spelling words, author of the week, monthly changes to the calendar, backgrounds and graphics, links to sites of interest to parents and children, PowerPoint presentations for parent programs, and use of the Internet for research with the class on authors, themes and current events.
- Mentor: Cooperating Teacher for education students from local colleges; mentor both regular and special educators, providing training regarding report cards and parent conferences in addition to developing the mentor web page.
- Inclusion Model: Successfully included children with Asperger's, PDD, Dyspraxia, Down's Syndrome, language delays and learning disabilities.
- School Council: Served as co-chair, with responsibility to join principal in presentations about the School Improvement Plan to the School Committee.
- Consultant: Represented Everyday Math curriculum.

Integrated Preschool Teacher (1996-00)

Worked daily with two integrated classes of children focusing on a language-based program. Evaluated referrals, wrote and implemented IEPs, integrated therapies, planned the theme-based curriculum and communicated regularly with parents.

HARVARD LAW SCHOOL CHILD CARE CENTER, Cambridge, MA 1992-96

Acting Director (1996)

Responsible for increasing enrollment, payroll, program supplies, staffing and general administrative needs.

Preschool Teacher (1992-96)

Taught children ages three to five from diverse family backgrounds and languages. Helped children celebrate their diversity and share their culture with activities developed around their home life, customs, foods, language and holidays.

SHADY HILL SCHOOL, Cambridge, MA 1991-92

Associate Teacher/Combined Grades One and Two Classroom

Supervised reading groups and writing workshops, planned lessons, and assisted the lead teacher with numerous responsibilities to ensure successful classroom operation.

EDUCATION

FRAMINGHAM STATE COLLEGE M.Ed. Moderate Special Needs 1994

CONNECTICUT COLLEGE B.A. Child Development 1991

Hello,

With the enclosed resume, I would like to request consideration for the principal position with Woburn Public Schools. I have more than twelve year's experience as an instructional leader and teacher with proven supervisory, administrative and organizational skills. As an urban educator, I have gained a perspective and understanding of the challenges involved with delivering high quality educational opportunities in this age of change.

As you will see from my resume, I am currently serving as the assistant principal to 500 children in a school housing grades 3-5. I have coordinated district roll outs of new state frameworks, and developed School and district curriculum documents for ELA, math and science at grade K-8. In previous placements, I have served in a multitude of instructional leadership positions: science lead, coach and as a member of multiple Instructional Leadership Teams at the elementary and middle school levels. I have worked closely with school and district leaders, coaching teachers, developing and coordinating professional development, facilitating initiative roll-outs, managing department budgets and developing district wide assessments and test preparation courses for MCAS. I have acted as textbook coordinator and led district wide curriculum development and evaluation.

I have taught and developed curriculum at multiple grade levels, so I am familiar with the needs and concerns school faculty and staff as well as those of students and parents. My goals as a teacher and school leader have always been clearly defined: to provide a safe environment, a positive school climate with improved student achievement, increased expectations both of the staff and students and strong school-based management.

It is my mission to continue the process of school improvement where all have a voice and a responsibility to elevate our students so that they will be able to better compete in an increasingly global economy. I believe that when you expect success, you prepare for success. As educators we must do whatever it takes to help every student succeed.

I assure you, I have an excellent reputation as a hard-working and dedicated educator with a results-orientated approach to troubleshooting problems and developing solutions. I possess the personal character, people skills and potential for future change through empowering and enabling faculty, staff and students. As an administrator, I will build a relationship of trust and collaboration within the school and the community. My experience as a classroom teacher and instructional leader will bring perspective and credibility to the position. I look forward to meeting with you so we may discuss the contribution I can make to the school district. Please feel free to contact me at 781-413-5433.

Sincerely,
Dr. Kari-ann Murphy

Kari-ann Murphy Ed.D

16 Washington Street
Stoneham, MA 02180

(781) 413-5433
(781) 435-1937

E-mail: kariannmurphy@gmail.com

Education

Nova Southeastern University, Fort Lauderdale, FL	
<i>Ed.D in Educational Leadership</i>	Dec. 2016
Salem State University, Salem, MA	
<i>CAGS in Education Leadership</i>	Dec. 2013
Salem State University, Salem, MA	
<i>Master's in Education</i>	May 2011
Major: <i>Middle School Education</i>	
Salem State College, Salem, MA	May 2006
<i>Bachelor of Science</i>	
Majors: <i>Elementary Education, English</i>	
Bunker Hill Community College, Boston, MA	May 2003
<i>Associates Degree</i>	
Major: <i>Education</i>	

Licensure

- MA Certified Elementary Education (1-6)
- MA Certified Middle School General Science (6-8)
- Principal/Assistant Principal Pre-K-8
- English as a Second Language 5-8
- Supervisor/Director - Core (Science), (pending)

Professional Experience

Arthur T. Cummings Elementary School, Winthrop, MA

Assistant Principal

July 2016-Present

I am currently serving as assistant principal in a grades three to five elementary school of approximately 500 students. In this capacity I serve as a primary supervisor to teachers and support staff. I work with the building principal in the development of the schools improvement plan. I provide direction to staff in implementing the school's goals and objectives and work with staff to assist in their development. I collaborate with the school instructional leaders in the analysis of assessment data and in the adjustment of instruction to meet students' needs. I work with the building principal in the preparation and management of the budget as well as school fundraising events. I am primarily responsible for ensuring adherence to the school handbook and the dissemination of information about school disciplinary policies and procedures to parents, student, staff and the community. I work to maintain open communications and a positive school climate.

My position has afforded the opportunity to work at the district level to develop a K-8 curriculum scope and sequence for English Language Arts, Mathematics and Science, aligned to the state standards. I continue to work with building leaders across the district and through the 5-District partnership in the development of state-aligned, inquiry-based curriculum documents at all grade levels. I also provide professional development on interpreting the standards, curriculum design, assessment, Positive

Behavior Interventions and Supports (PBIS), social-emotional learning and trauma sensitive instruction.

Salem State Collaborative, Salem, MA

Professional Development Provider

July 2017-Present

I am currently serving as a professional development provider for the Salem State Collaborative. I provide workshop trainings and presentations on inquiry-based instruction, student discourse across the content and managing trauma in the classroom environment.

Chelsea Public Schools, Chelsea, MA

District Science Coach

August 2015-June 2016

In this placement I served as a district level science coach for three middle schools in Chelsea servicing grade five through eight. Chelsea is a member of the 5-district-partnership, which is a collaborative of urban districts on north shore of Massachusetts. One of my primary responsibilities was to plan and facilitate district and inter-district PD, and supervise a team of teachers as we work to implement new yearlong plans based on NGSS. My team and I are also responsible for the creation of pacing guides and corresponding UbD units. It is my responsibility to plan and facilitate weekly PLC meetings at the three middle schools as well as district curriculum and planning meetings. I organize district level science events, manage the department's budgets, and oversee district assessment administration. I am a member of each school's Instructional Leadership Team, which serves to plan, create and implement staff professional development opportunities. Each ILT is responsible for the school's improvement plan, coordination of instructional strategies and interventions, and the analysis of assessment data used to adjust instruction to meet students' needs. This year each of the three middle schools is functioning under accelerated improvement plans and my role is to develop teacher capacity to enact the interventions outlined in each plan.

Clark Avenue Middle School, Chelsea, Ma

Science Lead Teacher & 7th Grade Science

August 2008-2015

At the Clark, I taught six sections of fully integrated science classes as well as a reading intervention class each day. I served on Chelsea's Curriculum and Instruction Team to review data from MCAS & District benchmark exams in order to devise methods to improve instruction and promote student proficiency within the standards. This team was also responsible for the district's roll-out of the new MA frameworks with Common Core. I served as the districts group leader for science K-8. In this capacity I planned and facilitate district PD, supervise a team of teachers as we work to construct new year-long plans and pacing guides for the science department and corresponding UbD units. I served as Clark Avenue's science lead. In this capacity I planned and chair weekly PLC meetings, organize district level science events, coordinate materials, complete department requisitions, and attend all district curriculum and planning meetings. I was a member of the school's Instructional Leadership Team, ILT, which planned and implemented staff professional development. The ILT was responsible for the school's improvement plan, coordination of instructional strategies and interventions, and the analysis of assessment data used to adjust instruction to meet students' needs. I served on

the school's Instruction Student Support Team, which met to discuss and develop, appropriate instruction and instructional interventions for struggling learners.

Saint Raphael School, Medford, Ma

Teacher, Middle School Science

September 2006-June 2008

At St. Raphael's I taught six sections of fully integrated science classes, ranging in grades six through eight. I worked to develop a new Middle School Science curriculum with a focus on, project-based, multidimensional units and performance-based assessments with technology integration. I also worked on a team to correlate K-8 science curriculum to Massachusetts State Standards. I served as co-facilitator of student council and implemented a science showcase night to afford parents and the community the opportunity to see the curriculum at work.

Ferryway Elementary School, Malden, Ma

Teacher, Fifth grade

January 2006-June 2006

At the Ferryway I taught an economically diverse, fully integrated fifth grade class. Developed and implemented lesson plans and curriculum units designed to address multiple learning styles in all subject areas. I served on a Teacher-21 grant team for HP Technology. The focus of this grant was the integration of technology with current state standards and the development of technology use across the curriculum.

Related Experience

Professional Development

- I have completed professional development for developing inquiry-based curriculum, CPI, the Secondary Reading Grant seminar for Middle Schools, and the LTF institute on teaching Pre-AP General Science & Biology. I have also taken advantage of UMass Medical School's lab training for DNA analysis for educators.
- I also attended PD on working with disruptive and reluctant students. I have completed multiple trainings in Keys to Literacy, Universal Design for Learning, Pyramid Response to Intervention, PLC's, curriculum design, and SIOP Category I & II.
- I have completed the AFT Leadership Training program (Summer 2011) and NISL (2013-2014)
- I have taken post-graduate classes focusing on school restructuring, developing meaningful professional development, school finance, teacher supervision and evaluation, contemporary thinking and learning theory, and developing organizational culture and learning.
- My dissertation titled "Student Engagement and Academic stress" was designed to examine the relationship between student reported academic stress levels, the use of coping mechanisms and the impact these may have on students' overall academic achievement. The study highlighted research on adolescent neurological development along with the predominantly recognize influences of poverty, social-emotional development, and stress. Literature on the different types of engagement and recognized coping mechanisms were also discussed.

Kathleen M. Riordan, Ed.D.

May 2018

John F. Doherty, Ed.D.
Reading Public Schools Superintendent
82 Oakland Road
Reading, MA 01867

Dear Dr. Doherty,

I am writing to express my interest in your principal position at Alice M. Barrows Elementary School. It is an exciting opportunity, and I sincerely hope that as you review my credentials you will find I am an excellent candidate to serve the Reading community.

Currently I am the principal at Abbot-Downing School in Concord, NH, a kindergarten through grade five school of 395 children and 64 faculty and staff. During my time at Abbot-Downing, I have established a leadership team for the purpose of implementing a 3-tiered, RtI model. This Child Assistance Team (CHAT) operates within a PLC model known as critical friends groups, using protocols developed by the National School Reform. To support these efforts I have developed a six-day rotation schedule, providing two thirty-minute blocks of intervention and enrichment every day, for each student, at every grade level. With these in place, Abbot-Downing has experienced a decrease in special education referrals and has had academic performance growth in both Reading and Math. In addition, over the last four years, we have designed and implemented PBIS programming which includes a school-wide behavioral expectation matrix, implementation of the zones of regulation - including the 'Zen Zone', a calming space with strategies and tools available, depending on student needs. We have also implemented mindfulness in all the classrooms and have monthly 'peaceable' themed assemblies. Our Tier 2 PBIS team is also in full swing using interventions such as 10 X 2, CICO, Superflex Groups, and Morning Motor Groups. .

Prior to Abbot-Downing, I was the acting principal at Dr. Elmer S Bagnall Elementary in Groveland, Massachusetts, and before that, the assistant principal. As a member of the administrative team, I was responsible for professional development for 80+ faculty and staff, as well as observation and evaluation to ensuring that all students received the highest quality instruction possible. In support of our whole child approach, I directed the Student Success Team (SST) and facilitated PLC team meetings, with the purpose of continuous improvement of instruction and deep learning for students. At Bagnall, I led the initiative to foster a strong school – parent – community bond by creating a climate of positive behavior and expectations for our children (PBIS), acting as the liaison for our Parent/Teacher Association to facilitate financial support for cultural programming, and establishing partnerships in the broader community - an example of which is our Bagnall Community Garden Project offering children an opportunity to study hands-on as they grew produce for 'Tasting Tuesdays' and regional food pantries.

During the last eight years as a building administrator, I have served on curriculum committees for English Language Arts, mathematics, and science. I have also been a member of a competency-based report card committee. I have led professional development for universal design for learning (UDL), project-based learning (PBL), and personalized learning. I have also integrated standards and curricula

for multi-age instruction. At the state level, I serve on the NH Trauma-Sensitive Schools Taskforce.

Prior to my leadership position in West Newbury, I participated in a year-long internship, completing a comprehensive assessment data analysis project. Student data were examined and correlated with district benchmarks and then presented to teams to drive instruction. As a member of the district mathematics curriculum mapping and assessment team, a literacy leader/trainer and a new teacher mentor, I was recognized as a member of the New Hampshire Teacher Leadership Program. Teaching both third and fourth grades for a total of twelve years, I also piloted a team teaching, inclusionary, multiage model classroom which was acclaimed by the school board, and positively recognized by parents and students alike.

I recently received my Ed.D., which helped hone strong visionary leadership skills, ensuring implementation of best practices for instruction and a healthy school climate.

I look forward to hearing from you with regard to my candidacy.

Sincerely,

Kathleen M. Riordan

Kathleen M. Riordan, Ed.D.

PROFESSIONAL EXPERIENCE

Principal, 2014- present

Abbot-Downing School

Concord School District, Concord, NH

- Participated in the development and implementation of PACE (Performance Assessment of Competency Education)
- Member of the District Science Curriculum Committee for the implementation of NGSS (Next Generation Science Standards)
- Participated in the development of district-wide competency-based student report cards
- Developed a Leadership Team to examine best practices, including UDL (Universal Design for Learning), Project-Based Learning, STEM implementation, and Personalized Learning
- Supervise and Evaluate a 68 Member Staff to include professional, paraprofessional and building-based
- Initiated and Developed PBIS (Positive Behavior Interventions and Supports – for Tiers 1, 2 &3)
- Developed an RtI CHAT Team (Response to Intervention Child Assistance Team)
- Fostered the Tier 1 creation of 'Zen Zone', a supplement to Tier 1 implementation of Zones of Regulation©
- Refined and manage implementation of SSR (Student Support Room) philosophy
- Developed a master schedule which allows for a PD rotation block for teachers and an Intervention/Enrichment block every day for grades 1-5
- Established a committee to explore SE (social emotional) curricula and to develop an implementation plan
- Board member of CRTC Teacher Preparation Program which instituted an End 68 Hours of Hunger program
- Awarded the NH Partners in Education Blue Ribbon Award as recognition for our volunteerism and Friends Program

Acting Principal, (Interim 2013 - 2014)

Dr. Elmer S. Bagnall Elementary School

Pentucket Regional School District, West Newbury, MA

Working with the support of the superintendent within a regional district, I assumed responsibility for implementation of an RTI model and data monitoring of student achievement. During this period I launched the new Massachusetts DOE educator evaluation plan working collaboratively with the DOE. In addition, I am responsible for all daily building operations and the supervision of 72 professional and support staff.

Assistant Principal (2010 – 2013)

Dr. Elmer S. Bagnall Elementary School

Pentucket Regional School District, West Newbury, MA

- Directed and Supported District Curriculum Initiatives 21st Century, 'Habits of Learning'
- Directed and Advised RTI Model Implementation via Student Support Team (SST)
- Member of the District Strategic Plan Implementation Committee
- Led/Coached PLCs (Professional Learning Communities) under the National School Reform Faculty
- Developed Master Schedule including cross-classroom RTI blocks
- Supervised and Evaluated a 72 Member Staff
- Chaired 504 Eligibility & Accommodation Plans
- Developed and Implemented PBIS (School-wide Behavioral Expectations)
- Coordinated and Facilitated Team Leader, Staff and Professional Development Meetings
- Developed Teacher Classroom Management Strategies and Plans for Improved Instruction

Principal Intern (2009-2010)

East Derry Memorial Elementary School, Derry NH

Full-year Principal Internship in the Derry Cooperative School District and in collaboration with Rivier University

- Developed Budget and Managed Internal Accounts
- Established and Facilitated a School-Wide Curriculum Vertical Integration Team
- Proposed and Piloted a Supplemental Faculty Observation Protocol

Elementary Education Teacher (1998 – 2010)

Derry Cooperative School District, Derry NH

East Derry Memorial Elementary School

- District Mathematics Curriculum Mapping Committee
- District Literacy Team Leader
- In-service Trainer–Performance Plus
- District Team for NWEA Training and Data Analysis
- District Technology Leadership Committee
- District Representative for NH Leadership Teacher Program
- PBIS (Positive Behavioral Intervention & Supports) Coach
- New Teacher Mentor
- Safe Facilities Committee
- Building Level Scheduling Committee
- Building Level Data Team
- South Central School-to-Career Sponsor
- VP, NH Education Enrichment Collaborative
- 2003, “Teacher of the Year” Recipient

Other Professional Experience

Marketing Manger

Wonder Productions

Responsible for the operational budget, contract negotiations, and design/implementation of marketing programs.

International Product Manger

Nashua Corporation

Responsible for the launching of a new product line in the European market

Adjunct Instructor

New Hampshire College

Introduction to International Marketing

CERTIFICATIONS

Certifiable Superintendent/Curriculum, (0001/0009 & 0008), New Hampshire

Certifiable Assistant Superintendent/Superintendent, Massachusetts

Principal (0003), New Hampshire

Principal/Assistant Principal (PreK-6), Massachusetts

Experienced Elementary Educator (1811), New Hampshire

EDUCATION

Ed.D., Leadership and Learning

Rivier University, Nashua New Hampshire

M.Ed., Elementary Education

Rivier College, Nashua New Hampshire

Magna Cum Laude, Comprehensive Examination – Passed with Distinction

M.B.A., Business Administration

Rivier College, Nashua New Hampshire

Suma Cum Laude

B.A., Psychology/English (minor)

University of New Hampshire, Durham New Hampshire

Middle School Guidance Internship, Newmarket, NH

SAMPLING OF PROFESSIONAL DEVELOPMENT PRESENTATIONS

Hess’ Model of Instructional Rigor and Depth of Knowledge (DOK)

Positive Behavioral Approaches – A Way to Make a Difference

School-wide PBIS (Positive Behavior Interventions and Supports)

Autism – Inclusionary Methods for a Growing Population

The Impact of Stress on the Brain – Students & Staff

CONFERENCES & PUBLICATIONS

Autism: Teacher Knowledge, Attitude, and Efficacy, Rivier University, to be submitted to ProQuest Dissertations Publishing, May 2018

Social-Emotional Deficits of High-Functioning Students with Autism: A Review of the Literature, *Insight DCLL Special Edition*, 2014

Autism Spectrum Disorder – Social & Emotional Functioning and Interventions, DCCL, Doctoral Conference on Leadership & Learning, Nashua, NH, February 2013

A Review of the Literature on Social-Emotional Functioning and Interventions for Children with Autism Spectrum Disorders (ASD), TECBD, Teacher Educators for Children with Behavioral Disorders, Tempe, Arizona, October 2012

ASSOCIATIONS/AFFILIATIONS

Member of the New Hampshire Trauma-Sensitive Schools Taskforce

Member the National and NH Association for Supervision and Curriculum Development (ASCD & NHASCD))

Member of the National and NH Association for School Principals (NAESP & NHASP)

5/23/2018

Human Resources

82 Oakland Rd

Reading, Ma Massachusetts 01867

To Whom It May Concern,

Canadian author and teacher, Frederick Philip Grove, once said, "If the desire to get somewhere is strong enough in a person, his whole being, conscious and unconscious, is always at work, looking for and devising means to get to the goals." It is within the inspiration of these words that guide my academic career and my educational philosophy and preserve my dedication to the profession of education.

In applying for the position of Principal, at the Alice M. Barrows Elementary School, I believe my educational experience in an urban district has empowered me as a an instructional leader to instill this goal in myself, my staff and the students I encounter.

My experience as an Assistant Principal in the Chelsea Public School system and as the Principal of the Lynnhurst Elementary School, in the Saugus Public School System has enabled me to effectively work in progressive and diverse educational environments. My work within the Chelsea Public School system and the Saugus Public School system has provided me with the knowledge and opportunity to learn and implement effective structures where all students can learn and succeed. I have worked to provide a standards-based curriculum aligned to the Common Core Frameworks. I have experience in using interim assessments to drive and inform data cycles for improvement. I have experience in creating and facilitating Professional Learning Communities to involve teachers in the process of educational growth. I have evaluated and coached teachers using the new evaluation model. My experience as the Special Education Chairperson provides me with sound experience in Response to Intervention, the special education process and creating a culture around special education is a last resort.

I firmly believe, as an instructional leader, I possess the leadership capabilities to build the instructional capacity of the Alice M Barrows Elementary School through the creation of a collaborative school climate, a standards-based curriculum, an internal alignment of curriculum and assessment to district and state frameworks and a rigorous reflective teaching practice where all students can learn.

Thank you for your time and consideration. Please contact me to further discuss my qualifications or any questions you may have.

Sincerely,

Michael J. Mondello

Michael Mondello

Objective

As an instructional leader, to build the capacity of an elementary school by:

- Creating a collaborative school culture
- Employing a rigorous standards-based curriculum
- Ensuring an internal alignment of curriculum and assessment to the district and state frameworks
- Cultivating rigorous and reflective teaching practices where all students can learn.
- Promoting a strong home-school parental partnership

Experience

Principal, Lynnhurst Elementary School, Saugus MA 01906- 2014-Current

- Instructional leader of a K-5 Elementary school housing 280 students
- Provide effective instructional leadership by ensuring there is a laser like focus on the instructional core: Teaching/Learning/Content
- Supervise and evaluate twenty-two full time educators, four paraprofessionals, one clerk/two custodians
- Maintain a strong operational learning organization by valuing and considering all stakeholders
- Facilitate weekly grade Professional Learning Communities to plan and assess instructional practices
- Drive school wide vision and mission to create urgency and maintain accountability
- Facilitate and implement all state wide online assessments (MCAS 2.0)
- Coordinate and oversee school wide data collection
- Create and maintain a strong family/community engagement with a successful PTO and parental outreach
- Promote cultural proficiency by valuing school culture and community and demanding high expectations
- Plan and facilitate monthly staff meetings to build school wide coherence and the capacity of the my staff

Assistant Principal/Special Education Coordinator, Frank M. Sokolowski School, Chelsea, MA 01250- 2008-2014

- Assisted in all decision making concurrent with the school principal
- Supervised and evaluated twenty-two full time educators
- Facilitated special education and grade level Professional Learning Communities
- Special Education Chairperson in charge of compliance and eligibility

- 504 Chairperson in charge of compliance and eligibility

After School Director, Mary C. Burke Complex, Chelsea, MA 02150
2006-2008

Fourth Grade Classroom Teacher, William Berkowitz School, Chelsea, MA 01250

2006-2008

First Grade Classroom Teacher, Frank M. Sokolowski School, Chelsea, MA 01250
1997-2006

Education

National Institute for School Leaders (N.I.S.L.) Greater Boston Cohort
2010-2012

Boston University, Boston, MA, Educational Initiative for Principal Preparation/EIPP, Administrators
Initial Licensure Program 2005-2007

Cambridge College, Cambridge, MA, Master's Degree Elementary Education
2001-2002

Salem State College, Salem, MA, Provisional with Advanced Standing Teaching Certificate
1996-1997

SUNY Plattsburgh, Plattsburgh, NY, Bachelor of Arts, Sociology/Criminology
1990-1994

Licensure:

Massachusetts Professional Principal/Assistant Principal License: Pre K-6

Massachusetts Professional License: Elementary Teaching, 1-6

SEI-Administrator Endorsement

Skills:

X 2/ASPEN

Pearson Access Next: MCAS 2.0

Teach Point

Teacher Evaluation System

Crisis Prevention Intervention

Special Education/504 Chairperson

Instructional Support Team Chair

MCAS Alternate Assessment System

Achievements:

1992 Men's Ice hockey National Champion

Plattsburgh State Ice Hockey Hall of Fame Inductee 2017

7 Time Boston Marathon Finisher

Americorps Member 1998-2000

Hockey Coach: Boston Americans/North Shore Shamrocks

WYSA Ice Hockey Coach

WYB Little League Coach