

Statewide Council for the Coordination of the Regional Professional Development Programs

Proposal for the Use of Administrative Training Funds

Presented by: Nevada Association of School Administrators (NASA)
Dr. Jeff Geihs, Executive Director
Dr. Marjorie Conner, Deputy Executive Director

Organization Overview

NASA is Nevada's only professional organization that represents school administrators throughout the state. Its primary function is to:

1. Promote legislation that improves education within the state.
2. Provide leadership that facilitates communication among administrators, component groups, and other organizations within the state.
3. Provide for professional collaboration by sponsoring and or facilitating relevant professional conferences, publications, and workshops.
4. Serve as a unifying voice for school administrators in matters affecting education.
5. Provide direction and service for its members.
6. Promote a positive image of education to the public.

Beliefs

- "Leadership and learning are indispensable to each other." **-John F. Kennedy**
- Strong leaders provide teachers with pathways to success.
- Leaders are teachers and teachers are leaders.
- Learning is life's work.
- "The single biggest way to impact an organization is to focus on leadership development. There is almost no limit to the potential of an organization that recruits good people, raises them up as leaders and continually develops them." **-John Maxwell**

Vision

NASA is a premier professional development organization serving all educators in Nevada and beyond to learn and lead.

Mission

The mission is to provide all educators in Nevada and beyond with high quality, timely, critical, and empowering professional development designed to impact student outcomes, support leadership and instructional improvement, and provide services to support their work.

Center for Educational Excellence Institute (CEEI)

Through the use of state funds as well as participant funds, NASA established an institute within the organization dedicated solely to leadership development. Participants in the first four CEEIs have included central office administrators, building-level administrators, facilitators, coordinators, directors, strategists and teacher leaders. Presenters have included national experts, Nevada experts (State Dept. of Ed., administrators, and NASA board members), as well as participants who have had relevant experiences. In CEEI, III and IV, the State-level Social and Emotional Development department personnel have provided valuable education that forms the backdrop of all learning. Should we secure the funds this proposal seeks, CEEI, V will be dedicated to leadership for social/emotional development and for competency-based education.

Scope of Work

This section includes the presenters and the objectives that will be met through the presentations. The specific dates for each presentation will be determined if the funds are awarded. It is anticipated that this CEEI V will be conducted virtually in April and May 2021. The proposed calendar is 10 hours of training weekly (Wednesday, Thursday and Saturday) for each of the selected weeks in April and May 2021.

- **Anticipated Number of Participants =120**
- **Proposed timeline (April 7-29, 2021 and May 1-15, 2021 at scheduled times on Wednesdays, Thursdays, and Saturdays)**
- **Book Study to be completed by May 15, 2021**

Dr. Silvana Gorton, NDOE/SEL Facilitators--Nevada's Need for SEAD

(10 hours)

Learning Objectives:

1. Articulate the 5 Social Emotional Learning (SEL) Nevada (CASEL) competencies from the school leader perspective.
2. Understand SEL impact on students and adults, school climate, safety and workforce development through an MTSS lens.
3. Consider implementing new ways to provide culturally responsive SEL.

Social/Emotional Learning and the Impact on Academic Achievement

- Positive goal setting--leaders help teachers work with students to guide them to set goals and work toward success.
- Making responsible decisions--leaders model decision making with staff and guide teachers to help students make responsible decisions.
- Engaging students in positive behavior, engagement, and making good choices
- Engaging community members in setting high standards for social and emotional growth and in the development of cultural competency
- Social, Emotional and Academic Development (SEAD) core competencies through a multi-tiered system of supports (MTSS) including restorative practices, trauma informed practice, mental health, equity and the law

Drs Pete Gorman and Jim Hager—Leader Shifts for Competency-based Learning

(30 hours + 10 hours of individual/group work)

Student Achievement at Scale—Dr. Pete Gorman

In his experience and through his observations and research, Dr. Peter Gorman discovered that school districts that have done the best work increasing student achievement at scale were what he calls aligned systems. In his book *Leading a School District Requires Clarity, Context and Candor: An Aligned System to Increase Student Achievement at Scale*, Gorman shows how the elements of an aligned system work together supporting and compounding the other elements of the system.

Through the use of readings, videos, lecture, group discussions and activities, participants will learn how to effectively implement the elements of an aligned system to increase student achievement at scale. The graphic below shows the elements of an aligned school system.



Dr. Gorman will lead a process where participants take part in activities to define their personal beliefs, vision and mission and learn a process to utilize those personal beliefs, vision and mission to make more effective hiring decisions.

Participants will develop a theory of action which is a strategic approach to improving student achievement, intended to drive planning, goals, policies, budgets and administrative actions. It can be thought of as a story line that makes beliefs, vision, mission and a strategy concrete. It gives the leader a line of narrative that leads people through the daily complexity and distractions that compete with the main work of the instructional core. It provides the map that carries the vision through the organization. They will also examine their district’s stated or unstated theory of action. Following that is policy enacted by boards of education as a deliberate system of principles to guide decisions and achieve results. Participants will learn how policy can embolden districts to take risks for students.

Aligned strategic plans use an aligned set of beliefs, vision, mission and theory of action to guide establishing goals, outline strategies, and define targets and their timeline for achievement. Too often strategic plans are documents written in isolation with a series of unrelated tasks out of alignment with the heart and soul of the school district.

Effective Leadership—Reflections of the Past and Present with Needed Future Shifts—Dr. Jim Hager

The behaviors and practices of highly effective leaders historically have been studied by such notables as Chris Argyris, Warren Bennis, Ken Blanchard, Lee Bolman, Jim Collins, Terrence Deal, Peter Drucker, Fred Fiedler, Paul Hersey, Patrick Lencioni, Douglas McGregor, Niccoló Machiavelli, John Maxwell, Tom Peters, and Edgar H. Schein.

The scholarly work of these notables was developed in designated decades and most have withstood the times of change and is consistently embedded in the professional development of aspiring and seated educational leaders. Hersey and Blanchard coined the phrase ‘Situational

Leadership Theory’ where they wrote, “managers must be able to identify clues in the environment. Yet even with good diagnostic skills, leaders may still not be effective unless they can adapt their leadership style to meet the demands of their environment.” This quote rang true in 1977 and even more so in 2020! The question is how. This session will address the how with the premise:

**YOU CANNOT BE THE SAME, THINK
THE SAME, AND ACT THE SAME IF YOU
HOPE TO BE SUCCESSFUL IN A WORLD
THAT DOES NOT REMAIN THE SAME.**

This session will center on John Maxwell’s, LEADERSHIFT: To excel in today’s rapidly changing world, leaders must be nimble and adaptable – the key is to learn how to lead with the 11 essential changes every leader must embrace

Mr. Bob Mars and Dr. Zac Robbins—Competency-Based Leadership in a Comprehensive High School’s Digital World

(10 hours)

Mr. Mars and Dr. Robbins have been involved in competency-based education for several years and are able to speak to the beginning steps and what they found as necessary adjustments and modifications along the way. The two presenters will discuss the leadership actions necessary to:

- Provide for students to advance upon demonstrated mastery
- Develop explicit and measurable learning objectives
- Develop and implement assessment that is meaningful and a positive learning experience for students
- Provide support for teachers as they differentiate academic support for students
- Provide information to teachers so they can emphasize the application and creation of knowledge
- Identify competencies and skills that students must be equipped with in order to be adequately prepared for college and the 21st-century global economy.
- Provide best practices for implementing competency-based systems.

Dr. Andrew Loxsimer—Lessons Learned: Competency-Based Learning

(6 hours)

Dr. Loxsimer is the Chair of the Competency Based Education Network in Nevada. As principal at Incline Village High School, he has worked with a community sponsor to forward CBE in his

school. He and his team will discuss the lessons learned in implementing CBE and provide participants with critical steps to developing their own paths forward for students.

Dr. Summer Stephens—Districtwide Competency-Based Learning

(4 hours)

Dr. Stephens is active in promoting excellence and innovation throughout Churchill County School District. With a passion for personalized learning, Dr. Stephens has successfully implemented systems of blended and online learning, voice and choice, self-paced learning, project-based learning, and design thinking. At the state and national level, she is a strong advocate, working with legislatures to ensure equitable funding and opportunities for learners. Her involvement at the city and county level creates a great connection between school, home, and community.

Book Study: Deeper Competency Based Learning. Corwin, 2020.

Karin Hess, Rose Colby, Daniel Joseph

(20 hours)

By reading and discussing this book together, participants can determine ways to build leadership systems that allow organizational shifts to sustain competency-based learning. Discussions will include teaching-learning structures, evidence-based grading and reporting, and personalized instruction that changes the teacher-student roles.

Karin Hess, author of the Hess Cognitive Rigor Matrix, is a former classroom teacher and school administrator with over 40 years of deep experience in curriculum, instruction, and assessment. Dr. Hess is recognized internationally as a leader in developing practical approaches for using cognitive rigor, depth of knowledge, and learning progressions as the foundation for curriculum design and assessments at all levels of assessment systems, from developing local assessment systems to state-level grade-level standards and test specifications for large-scale state assessments. Over the years, she has contributed to Maine's early thinking about how to structure requirements for assessing high school graduation exhibitions and has provided technical assistance to *Science Exemplars* in the development and annotation of K-8 science performance tasks (www.exemplars.com), to the Center for Collaborative Education's Quality Performance Assessment (QPA) initiative, and to Benchmark Education's *Ready to Advance* curriculum for Pre-K, using learning progressions in curriculum and assessment design. Her most recent publications include a chapter in the second edition of *Fundamentals of Literacy Instruction and Assessment, Pre-K-6* (Hougen & Smartt, Eds., Paul Brookes Publishing, 2020) and *A Local Assessment Toolkit to Promote Deeper Learning: Transforming Research into Practice* (Corwin, 2018). Karin's ongoing CBE work has included guiding the development and implementation of New Hampshire's K-12 Model Competencies and supporting school districts

throughout the United States in creating and analyzing the effective use of performance scales and high-quality performance assessments for competency-based learning.

Rose Colby is a nationally recognized Competency-Based Learning and Assessment Specialist, assisting schools in designing high quality competency, assessment, and grading reform systems in many states. She is a Talent Cloud Fellow for 2Revolutions, an education design firm. She is a member of the national Advisory Board and contributor to *CompetencyWorks*, the national clearinghouse and resource for innovative practices in competency education. She has served as Competency Education Consultant for the N.H. Department of Education supporting school districts as they develop their competency education systems and in designing and supporting the new state accountability pilot system, the New Hampshire Performance Assessment for Competency Education (NH PACE). She is an Adjunct Professor at Southern New Hampshire University in the Masters/CAGS program in Competency Education. Rose is the author of two books on Competency Education: *Competency-Based Education: A New Architecture for K-12 Schooling* (Harvard Education Press, 2017) and *Off the Clock: Moving Education from Time to Competency* (Corwin, 2012.)

Daniel Joseph is the founder of CBE Solutions, an organization that supports districts in the strategic transformational shift from traditional, time-based education to personalized competency-based systems of teaching and learning. Promoting systems level change, by engaging shareholders, building capacity through continuous improvement and aligned intentional instruction. Daniel strives to provide the knowledge, tools and processes to promote the depth of change needed to realize the vision of learning for all students. Daniel's practical experience in the arenas of public will, policy, and practice provide direction to schools working towards sustained growth and progress. His involvement with a state level task force in the State of Maine, "Proficiency Based Diploma- Strategic Task Force" provided support for the systemic change in both practice and policy. In addition to state level engagement, Daniel also was the representative and building based leader for his school district which was part of the (ILN) Innovation Lab Network, CCSSO. Prior to founding CBE Solutions, he supported districts across the country in developing personal mastery systems of learning for Marzano Research and Reinventing School Coalition. Daniel teaches graduate level courses as an adjunct faculty member at Southern New Hampshire University and Saint Joseph's College of Maine.

Vitae for Presenters

James L. Hager, Ph.D.
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Dr. Hager began his teaching career in 1964 as a science teacher in an all-girls boarding school. He quickly progressed through the administrative chairs as principal, Director of Secondary Education, Deputy Superintendent (Lake Washington School District), and twenty years as a Superintendent of Schools (Boulder Valley School District, Colorado; Beaverton School District, Oregon; Kent School District, Washington, and Washoe County School District, Nevada). Following his tenure as a school superintendent he spent seven years as a Professor-in-Residence at the University of Nevada, Las Vegas (UNLV) in the College of Education's Department of Educational Leadership. Jim Co-Directed the Center for Education Policy Studies and the Superintendents' Institutes. He also coordinated the Executive Leadership Doctoral Program. His areas of expertise included policy, politics, and governance, organizational development, school improvement, the principalship, and the superintendency. Jim also holds a Graduate Faculty position at the University of Washington|Tacoma. For eight years he held the positions of Advisor, Chief Operating Officer, and President of two privately held companies. Currently he serves as the Northwest Executive Search Consultant for GRRecruiting as well as an Executive Coach/Advisor for leaders and corporations.

Jim was honored in 2004 by receiving a number of prestigious awards for his leadership as Superintendent. He was named State Superintendent of the Year by both the Nevada State Superintendent's and the Nevada School Board's Associations. He was one of four finalists for AASA's National Superintendent of the Year and was named Plato Learning Corporation's Educator of the Year. He also received various local leadership awards including Educator of the Year by the Reno Chapter of the NAACP. Jim has been named to many boards and committees. Two of note is an appointment by former Nevada Governor Kenny Guinn to the Juvenile Justice Commission and the second by the U.S. Secretary of Education to serve on a Western Regional Advisory Committee on technology. In 2007 he was inducted into the Nevada Education Hall of Fame for his state leadership.

He has wide experience in conducting seminars and providing consulting services at the national and international level in such areas as board-superintendent relations, executive searches, organizational and/or personnel evaluations, conflict resolution and/or mediation, strategic planning, building a winning team, time-stress and self-management, strategic planning, school improvement planning & implementation, facilitation, conducting focus groups, serving as "interface" among contractors, architects, and owners, executive coaching and mentoring, and other organizational development activities. In addition, Jim has held leadership positions in various state and national associations and has served as a consultant to the Nevada State

Department of Education as well as with school districts throughout the United States. Jim is a trained Curriculum Management Auditor and a Nevada State External Facilitator for low performing schools. He has been involved in a number of district curriculum management audits throughout the United States and has been a SAGE external facilitator for designated low performing schools in the State of Nevada. He has served in university and college capacities as an outside committee member, and as a Professor of Practice.

Dr. Hager received his Bachelor of Science Degree in Science from St. Benedict's College in Atchison, Kansas; a Master of Science Degree in Educational Administration from Kansas State University, Manhattan, Kansas; and a Doctor of Philosophy Degree in Educational Administration and Curriculum from the University of Iowa, Iowa City, Iowa.

Dr. Peter Gorman
Peter Gorman Leadership Associates
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Dr. Peter Gorman, President and Chief Executive Officer of Peter Gorman Leadership Associates LLC, has been recognized nationally as an education leader and for developing outstanding leadership teams with more than 30 years of experience in education and business. He provides executive support and organizational development for superintendents, senior leadership teams, and school boards across America. He also assists philanthropic organizations and education companies.

He is the author of the book "Leading a School District Requires Clarity, Context, and Candor: An Aligned System to Increase Student Achievement at Scale" and is contributing editor of "Board & Administrator" writing the lead column monthly.

Along with his responsibilities at Peter Gorman Leadership Associates, Dr. Gorman is Superintendent in residence with the District Administration Leadership Institute where he serves as the Managing Director of the National Superintendents Academy delivering intensive instruction on the academic, political, legal and logistical complexities, and the demanding realities, confronting school leaders today. He is also Chief in residence with Chiefs For Change guiding the Future Chiefs program working to build a pipeline of "Future Chiefs" for states and districts.

Dr. Gorman's career began as a second-grade teacher in Orlando, Florida. He worked as a teacher, principal, and district-level administrator in Orange, Seminole and Osceola counties in Florida before becoming superintendent of schools in Tustin, California. In 2006, Dr. Gorman became superintendent of Charlotte-Mecklenburg Schools in North Carolina. Under his

leadership, the district won the 2011 Broad Prize in Urban Education, which recognizes increases in student achievement and closing of achievement gaps. To date, 20 members of the Charlotte Mecklenburg Leadership Team during his tenure have been appointed as superintendents nationally.

The book “Within Reach, Leadership Lessons in School Reform” chronicles his time with Charlotte-Mecklenburg Schools and four other books reviewed aspects of his tenure along with numerous articles, research studies, and case studies. He then transitioned to the corporate world working as Executive Vice President of Education Services for Amplify, a division of News Corp, leading nearly 100 team members in the Government Relations, Marketing and Sales areas.

Dr. Gorman graduated from Michigan State University with a bachelor’s degree in elementary education. He also holds a master’s in business administration from Rollins College and a master’s and doctorate in education leadership from the University of Central Florida.

Dr. Summer Stephens
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Dr. Summer E. Stephens

Summer engages staff, students, and the community in collaborative conversations and activities designed to promote excellence and innovation. With a passion for personalized learning, Summer has successfully implemented systems of blended and online learning, voice and choice, self-paced learning, project-based learning, and design thinking. A specific focus of her work has included bridging the gap between courses traditionally identified as core and CTE, working to ensure that systems have opportunities and pathways for all students to engage in future-ready work. She is a strong advocate for schools at the state and national level, working with legislators to ensure equitable funding and opportunities for learners. Her involvement at the city and county level creates a great connection between school, home, and community.

As a classroom teacher, Summer engaged in competency-based learning design. She has been thoroughly involved in all levels of education, serving on the board of a two-county early childhood center to serving on the Complete College Wyoming Advisory group and participating in the national level of Future Ready Schools. She has experience with a K-20 Learning management system adoption team, developing a statewide open education resource library, and other components of a strong competency-based learning approach. She is currently a member of the NV Military Interstate Children's Compact Commission, the Nevada Department of Education's Blue Ribbon Task Force, Vice President of the Nevada Association of School Superintendents, and sits on the Churchill Economic Development Business Council. Summer holds a Doctor of Education and Specialist Degrees from the University of Nebraska-Lincoln and a Master of Education and Bachelor of Arts degrees from Doane College. She grew up in eastern Nebraska on a farm and participated in a number of activities for most of her youth including 4-H, high school athletics, and American Legion Auxiliary.

Andrew Yoxsimer, PhD
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This is my 30th year in education, all of which have been in Washoe County. I have always felt that education needs to be more responsive to students and less prescriptive and teacher centered. To that end, I started exploring competency-based education several years ago, and two years ago began the process of transforming one of the highest performing public high schools in Nevada, Incline High School, to a competency-based model.

Competency-based education is based on the simple premise of more student choice and student voice. Students should have more choice in what they study, and more voice in how they demonstrate their learning. As much as possible, the learning should be relevant and applicable. However, there are basic concepts that need to be learned by every student prior to graduation. Additionally, students are expected to demonstrate mastery of grade level competencies before moving on to the next level, ensuring vertical articulation K-12 in a fully competency-based system.

Incline High School is fortunate to be working with Marzano Academies to guide us through the process. Through a generous grant from the Dave and Cheryl Duffield Foundation (DCDF), we were able to bring professional developers to our campus last year to begin the process of understanding competency-based learning (CBL), and building the foundations to implement CBL. During our first year of an anticipated five-year implementation, 2019-20 school year, Incline teachers began developing and customizing proficiency scales. We were able to purchase proficiency scales from Marzano Academies, who analyzed standards in every state, then boiled

them down to their most essential components. Much of our early work has been in identifying the essential standards, or critical concepts, and building instructional units based on those critical concepts. Many teachers are using proficiency scales based on a 1-4 scale. Level three is comprised of the target competencies and where students must demonstrate mastery, two comprises all key concepts and information students need to know and be able to do to show master of level three competencies, and level 4 is the application of the competencies.

Prior to the advent of Covid-19, our expectation was that at the conclusion of year two, 2020-21, all teachers would have developed proficiency scales for all of essential standards in their courses. However, we are slowing down due to the current state of affairs as teachers grapple with teaching distance, hybrid, and in-person students at the same time.

Robert Mars
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See attached PDF

ZACHARY SCOTT ROBBINS, Ph.D.

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Dr. Zachary Scott Robbins is the principal of Cheyenne High School, one of the first schools accepted into Nevada's Competency-Based Education Pilot and Network. The pilot began in response to the passage of Nevada Assembly Bill 110, which required to Nevada Department of Education to identify school leaders to develop models for competency-based education. Zac's leadership has earned Cheyenne autonomous school status, a designation and accompanying freedoms given by the Nevada Department of Education to leaders who demonstrate a unique ability to turnaround schools. Zac's book, "Restorative Justice Tribunal: And Ways to Derail Jim Crow Discipline in Schools" will be released by Routledge Education Publishing in March of 2021.

EXPERIENCE HISTORY

Clark County School District Las Vegas, Nevada
Principal, Cheyenne High School August 2007 to Present

School Leadership

- Piloted, mobilized, and shared demonstrated for colleagues the first Restorative Justice program in the Clark County School District (CCSD), and it successfully keeps hundreds of students from suspension or expulsion.
- A track record of effective school leadership earned Cheyenne an “Autonomous Designation” by the Nevada Department of Education (Nevada Senate Bill 92), providing discretion in hiring, curriculum, and instructional programs independent of the local school district.

Whole School Change

- Trained CCSD administrators and teacher leaders in restorative practices.
- Launched Fathers and Father Figures Night and Noche De Empoderamiento to encourage men and Hispanic families to take an active role in their children’s education. This led to a Cheyenne staff member being placed on the Nevada Department of Education’s committee to improve parent engagement throughout Nevada.

Program Development and Evaluation

- *Competency-Based Education*- Cheyenne was approved by the Nevada Department of Education to be one of four schools in Nevada to pilot competency-based ways for students to earn credits toward graduation.
- *Early College High School*- Cheyenne High School students attend classes at College of Southern Nevada during the school day. This is the first partnership and program of its type in CCSD.

EDUCATION

Boston College Lynch Graduate School of Education

Chestnut Hill, MA

Ph.D., Educational Leadership

August 2001 to May 2007

- Dissertation topic: Relationship between students’ racial socialization and their identification with school.
- Research interests in racial identity development, racial socialization, student engagement in class and school, and adolescent reading comprehension.

Howard University Graduate School of Arts and Sciences

Washington, DC

M.Ed. Education Administration and Policy

August 1997 to 2000

- Maintained a 3.8 grade-point average while teaching three grade levels of high school English.
- Researched and designed an after-school learning program.

Howard University Washington, DC Washington, DC

B.A. English Literature

August 1992 to June 1996

- Majored in English Literature (emphasis in American Literature), minored in Secondary Education.

PROFESSIONAL PRESENTATIONS

- Presenter at 2020 National ESEA Conference- Continuing to Create School Cultures that Work for All Kids Through Restorative Practices
- Presenter/Trainer at the 2019 Nevada Association of School Administrators Conference- Implementing Restorative Practices in Schools
- Presenter at the 2019 National Title I Conference- Keeping Kids Connected- Create a Culture of Care Driven by Open Dialogue
- Presenter at 2018 National Title I Conference- Create Classrooms and School Cultures that Work for All Kids Through Restorative Practices

Note: Vitae for Silvana Gorton and others in the State's SEAD Department not included; however, they will be presenting. It was assumed those vitae are on file.

ROBERT MARS

EDUCATION

Public Education Foundation, Las Vegas, NV

Executive Leadership Academy/Executive Leader – 11/15

Georgetown University – McCourt School of Public Policy, Washington, DC

Certificate in Educational Leadership and Management – 11/15

University of Nevada, Las Vegas, NV

Masters of Education in Educational Administration – 8/96

State University of New York College at Buffalo, NY

Bachelor of Science in Mathematics – Secondary Education – 5/93

Bachelor of Science in Business Studies – 5/90

WORK EXPERIENCE

Principal

7/19 – Present

Shadow Ridge High School, Clark County School District, Las Vegas, NV

Responsible for all activities and operations of a comprehensive high school with over 3,200 students, 160 staff, and a \$14,800,000 budget. Increased student enrollment in Advanced Placement classes and added additional AP course offerings. Partnered with Nevada State College to offer Dual Credit classes. Used the NCCAT-S Nevada Comprehensive Curriculum Audit Tool for Schools to identify priority needs. Utilized Site Based Collaboration Time, Department Chair Meetings, Departmental Meetings, Administrative Meetings, and Parent Advisory Council Meetings to place a renewed emphasis on academic achievement and student engagement. Facilitated articulation meetings with feeder elementary and middle schools which resulted in an increase in student achievement. Work with the School Organizational Team to develop the Strategic Budget and School Performance Plan. Supervise and evaluate eight assistant principals and provide mentoring and professional development to administrators and staff.

School Associate Superintendent & Administrator on Special Assignment

1/17 – 6/19

Performance Zone 13/Duane Keller Middle School, Clark County School District, Las Vegas, NV

Provided support, supervision, professional development, coaching, and mentoring to 28 principals at 19 elementary schools, 5 middle schools, and 7 high schools through monthly Performance Zone meetings, one-on-one conferences, formal/informal school visits, and informal conversations. Ensured schools are meeting district goals and initiatives with respect to academic growth; narrowing achievement gaps; preparing students for college and career readiness; reducing disproportionality; and providing a safe and welcoming climate. Presented quarterly reports to Henderson City Council highlighting school performance and district goals and initiatives. Reviewed, approved, and monitored school plans of operation including school budgets and school performance plans. Assisted principals with the operation of school organizational teams and held a Community SOT Meeting. Served on various district and City of Henderson committees. Provided professional development to Deans, Assistant Principals, and Principals.

Principal

7/12 – 12/16

Silverado College Preparatory & Career Technical High School, Clark County School District, Las Vegas, NV

Supervised a comprehensive high school with 2300+ students, 115+ staff members, and an \$8,200,000 budget. Monitored assessment data to determine where academic gaps existed and worked with teachers and strategist to ensure targeted students received appropriate interventions. Increased graduation rate by 10%. Initiated an Operation Respect/Welcoming Schools environment. Increased parental involvement by opening a Family Engagement Resource Center and holding Parent Advisory Council meetings in the daytime and evening. Implemented several Career and Technical Education programs which gained district recognition and allowed Silverado to become a “Select School” which allowed students from throughout the district to apply for admittance to one of ten CTE programs. Received a grant to start a school garden which was a partnership between culinary and special education students. Served on various state, district, and performance zone committees.

Principal

8/07 – 6/12

Charles Silvestri Junior High School, Clark County School District, Henderson, NV

Oversaw the following school programs: activities, attendance, budget, curriculum, discipline, facilities, and scheduling. Extremely knowledgeable about the Nevada Growth Model/School Performance Framework and used data to make informed curricular/scheduling decisions. Chaired School Improvement Plan, PASS, and Technology Committees. Actively involved with articulation activities in feeder school alignment. Planned and organized school orientations for new students and parents. Wrote a grant to secure one-to-one devices for all Algebra I students. Spearheaded new tardy policy which reduced school-wide tardies by over 50 percent. Introduced Watch D.O.G.S (Dads of Great Students), evening Parent Advisory Council meetings, and Hispanic Parent Nights to foster positive home-school partnerships.

Assistant Principal of Activities, Athletics, Curriculum and Facilities

8/02 – 6/07

Coronado High School, Clark County School District, Henderson, NV

Created the schools Master Schedule. Developed and implemented procedures for school wide testing. Evaluated data to write School Improvement Plan. Monitored assessment results to determine where academic achievement gaps existed and developed plans and procedures to close the gap. Organized and scheduled activities for Staff Development Days. Supervised and evaluated the English, Mathematics, Performing Arts, and Special Education Departments in addition to the Registrar, Counselors, Building Engineer, and several support staff employees. Worked closely with Special Education Instructional Facilitator and Special Education Department Chair to ensure compliance with all regulations. Interviewed and hired staff for vacant positions. Served as the schools Response to Instruction and Technology Committee Chairperson.

Assistant Principal of Athletics and Discipline/Attendance

2/00 – 6/02

Bonanza High School, Clark County School District, Las Vegas, NV

Assumed complete responsibility for entire athletic program including: budget, equipment, fields, hiring and dismissing coaches, scheduling games, and assigning supervision and police coverage. Supervised and evaluated the math and physical education/health departments consisting of 29 employees. Assisted the Dean's office in ensuring that the Clark County School District Policy and Regulation Handbook and the Pupil Personnel Services Procedures Manual were followed. Conducted appeal conferences with parents to discuss the merits of suspension and expulsion recommendations. Served as liaison for new construction and building renovation which included a new gymnasium, bleachers, fields, and computer labs. Chaired technology committee.

Dean of Students

1/98 – 2/00

Silverado High School, Clark County School District, Las Vegas, NV

Maintained discipline and attendance records of 3,500 students. Met with parents and students on a daily basis. Placed students on suspension and completed alternative placement and expulsion packets. Developed a Dropout Intervention Program and organized numerous attendance incentive programs. Supervised the Special Education Department and facilitated the Section 504 program. Organized Open House and chaired the technology committee.

Mathematics Teacher

Silverado High School, Clark County School District, Las Vegas, NV

8/95 – 1/98

Thurman White Middle School, Clark County School District, Henderson, NV

8/93 – 6/95

PROFESSIONAL ACTIVITIES

American Association of School Administrators – Member

Association of Supervision and Curriculum Development – Member

Clark County Association of School Administrators and Professional Technical Employees – Board of Directors

Clark County Association of Secondary School Principals – Treasurer & Past President

CUE (Computer Using Educators) – Member

National Association of Secondary School Principals – Nevada State Coordinator

Nevada Association of School Administrators – Board of Directors

Secondary Schools Principals Association of Nevada – Past President