

Georgia School Boards Association Online Application

Berger, Jesse - AppNo: 1198

Date Submitted: 1/23/2022

Personal Data

Name: Jesse Berger
 (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: (First) (Middle Initial) (Last)

Email Address:

Postal Address

Permanent Address

Number & Street:
 Apt. Number:
 City: Peachtree Corners
 State/Province: GA
 Zip/Postal Code:
 Country: United States of America
 Daytime Phone:
 Home/Cell Phone:

Present Address

Number & Street:
 Apt. Number:
 City:
 State/Province:
 Zip/Postal Code:
 Country:
 Phone Number:

Employment Desired

Closed Vacancy Desired:

JobID: 174

Administration: Stewart County Schools Superintendent Vacancy at
 Stewart County Schools

**Date Last
Submitted**

1/23/2022

**Experience in
Similar Positions**
years

Experience

Please list ALL work experience, whether or not work was performed in a K-12 district or education setting. Include part-time as well as full-time work. Work experience should be provided in reverse chronological order beginning with the current experience.

For each experience, the final section must be completed to include major responsibilities, accomplishments, number of persons supervised, and budget for which you are/were responsible.

Current or Most Recent Position		Employer Contact Information		Supervisor/Reference Contact Information	
DeKalb County Public School District Principal		1701 Mountain Industrial Blvd Stone Mountain, GA 30038		Ms. Melanie Pearch	
Date From - Date To:	07/2016 - 03/2020 (Total Yrs: 3 yrs)	Full/Part Time:	Full Time	Last Annual Salary:	112,000
Reason for Leaving:	Promotion				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	â€¢ Provided the vision and leadership to promote and sustain high academic achievement for all students â€¢ Increased school CCRPI by 15 points â€¢ Strategically managed a Title 1 budget of \$375,000 â€¢ Budgeted resources based on students deficits in all core academic areas â€¢ Established and maintained positive relationships with the community and other stakeholders â€¢ Implemented systematic approach to ensure retention and development of effective teachers â€¢ Supervised state and local standardized testing to ensure compliance with established processes and policies â€¢ Provided assistance to teachers in promoting the integration and daily implementation of technology in the classroom â€¢ Remained current with research related to educational issues, trends, and practices â€¢ Modeled and set expectations for high levels of student and staff performance				

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Experience Continued

Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible. continued...

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Atlanta Public Schools Principal		130 Trinity Ave SW Atlanta, GA 30303		Dr. Danielle Battle	
Date From - Date To:	07/2014 - 06/2016 (Total Yrs: 3)	Full/Part Time:	Full Time	Last Annual Salary:	109,000
Reason for Leaving:	School closed				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	<ul style="list-style-type: none"> â€¢ Provided the vision and leadership to promote and sustain high academic achievement for all students â€¢ Increased school CCRPI by 15 points â€¢ Strategically managed a Title 1 budget of \$375,000 â€¢ Budgeted resources based on students deficits in all core academic areas â€¢ Established and maintained positive relationships with the community and other stakeholders â€¢ Implemented systematic approach to ensure retention and development of effective teachers â€¢ Supervised state and local standardized testing to ensure compliance with established processes and policies â€¢ Provided assistance to teachers in promoting the integration and daily implementation of technology in the classroom â€¢ Remained current with research related to educational issues, trends, and practices â€¢ Modeled and set expectations for high levels of student and staff performance â€¢ Developed the master schedule that allotted 120 minutes for ELA, 70 Math and 90 minutes for Science/Social Studies daily â€¢ Observed the daily process of instructional delivery in the classrooms. Provided on-going instructional leadership, coaching, and resources for the implementation of researched based best practices into the teaching and learning environment â€¢ Conducted classroom observations to monitor and strengthen the instructional program 				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Clayton County Public Schools Principal		1508 Fifth Avenue Jonesboro, GA 30236		Dr. Anthony Smith	
Date From - Date To:	11/2012 - 07/2014 (Total Yrs: 2)	Full/Part Time:	Full Time	Last Annual Salary:	84,000
Reason for Leaving:	Promotion				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	<ul style="list-style-type: none"> â€¢ Collaboratively implemented student discipline program resulting in 40% reduction of student discipline referrals, supported fully functional SST programs â€¢ Increased student attendance each year by 5% through development and implementation of innovative strategies â€¢ Secured Multiple Grants <ul style="list-style-type: none"> o Lowes Toolbox For Education (\$5,000) o Dollar General Youth Literacy Grant (\$2,000) â€¢ Maximized CCRPI College and Career Readiness Achievement Points <ul style="list-style-type: none"> o Career Day o College Tour 				

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Experience Continued

Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible. continued...

o Earth Day Beautification Project

â€¢Initiated STEM certification process

â€¢Coordinated with colleagues within the K-12 cluster across the district to monitor, evaluate, and adjust the implementation of common core curriculum, develop and manage fiscal budgets (Title I and General) totaling \$222,787; ensuring that all Federal, State and District guidelines and regulations were followed

â€¢Alignment of the school's curriculum with the Curriculum Essentials Framework

â€¢Established and maintained a highly positive school climate amongst all stakeholders, including a faculty of education professionals, 970 students, parents, and community members

â€¢Mentored beginning teachers and interns to increase retention rates by 40%

â€¢Developed a successful after-school tutorial program increasing school recovery by 38%

â€¢Gained community support with an increase of partners in education from 37 to 91 participants and mentors from 24 mentors to 63

â€¢Ensured the opportunity for all students to learn essential skills and concepts and to develop essential competencies

â€¢Professional Development Certificate, Mandated Child Abuse Reporting Credential by the State of Georgia

â€¢Increased exceeds range of the Science CRCT by 7%

â€¢Increased exceeds range of the ELA CRCT by 6%

â€¢Increased exceeds range of the Math CRCT by 5%

â€¢Increased exceeds range of the Reading CRCT by 4%

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Clayton County Public Schools Asst. Principal		1058 Fifth Avenue Jonesboro, GA 30236		Dr. Brenda Cloud	
Date From - Date To:	09/2004 - 07/2012 (Total Yrs: 8)	Full/Part Time:	Full Time	Last Annual Salary:	78,000
Reason for Leaving:	Promotion				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	â€¢Served as school-wide testing coordinator ensuring 100% compliance with federal, state, and district guidelines â€¢Developed and implemented a structured planning process incorporating participation for continuous school improvement â€¢Maintained a positive, orderly, and academically focused learning condition in the instructional environment â€¢Fostered proficient instruction that aligns content with student's learning needs and encompasses a variety of appropriate teaching strategies and learning experiences â€¢Conducted supervision and evaluation activities and processes that actuate teaching for learning and comply with law, policy, regulation, and negotiated contracts â€¢Provided proficient educational leadership â€¢Developed and preserved a school climate that promotes positive working and learning conditions â€¢Established and maintained school /community cooperation with and confidence in educational enterprises â€¢Managed school operations and programs efficiently and effectively â€¢Performed other duties related to the position as assigned â€¢Developed a school-wide budget â€¢Recruiter for the Clayton County Board of Education				

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Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Douglas County School District Asst. Principal		9030 Highway 5 Douglasville, GA 30341		Ms. Kay Davis	
Date From - Date To:	07/2002 - 08/2004 (Total Yrs: 2)	Full/Part Time:	Full Time	Last Annual Salary:	68,000
Reason for Leaving:	Relocation				
May we contact this employer?	Yes				
Major responsibilities and accomplishments at this position include number of people supervised, budget for which you are/were responsible.	â€ Student Management: 6th, 7th & 8th grades â€ School-Wide Discipline Coordinator â€ Student Support Team Chairperson â€ Substitutes â€ ESOL Coordinator â€ Attendance â€ Facilities Management â€ Testing Coordinator â€ Teacher Observations â€ Recruiter for the Douglas County Board of Education				

Education

Please list ALL education and professional training completed. List education in reverse chronological order beginning with most recent degree completed. Do not send transcripts directly to GSBA. Scan and upload transcripts following the prompt in the online application.

Highest Degree Attained: Ed.D

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study	Minor area of study	Degree	Date Conferred or Expected	Graduated
Northcentral University	08/2014 07/2018	Instruction &Curriculum Leadership		Doctorate	07/2018	Yes
Piedmont College	07/2003 07/2004	Curriculum and Instruction		Specialist	07/2004	Yes
Troy University	01/1997 06/1998	Leadership		Masters	06/1998	Yes
ClarkAtlanta University	07/1990 07/1994	History Education		Bachelors	07/1994	Yes

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Certification

Do you hold or anticipate a Georgia certificate?

Certificate is held

Type	Certificate Number	Expiration Date	Status
Leadership Endorsements (,)	149603	06/30/21	Current
P-12 Fields (,)	149603	6/30/21	Current
Teacher Certification (Level Seven, History)	149603	06/30/21	Current

Please list any other endorsements and/or verifications documented on your certificate(s):

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Statement

1. HONORS AND AWARDS List scholarships, articles authored, books authored, honorary degrees, citations, special recognitions, workshops conducted, major addresses, etc.

â€National Educational Association (NEA)
â€American Federation of Teachers
â€Phi Delta Kappa
â€Summer of Service Toastmasters
â€Teacher of the Year 1997
â€Crystal Apple Teacher 1998
â€National Historical Society
â€Clark Atlanta University Alumni Association
â€Alpha Phi Alpha Fraternity Inc.
â€Who's Who Among America's Teachers

2. OUTSIDE INTERESTS AND HOBBIES.

Traveling
Community Service
Securing scholarship funds for students
Enabling schools and communities to make progress

3. COMMUNITY ACTIVITIES. List the community organizations with which you are affiliated and are regularly engaged in activities. List the specific role (s), i.e. office held, volunteer, etc. you have played in each organization.

School Foundations
Church officer
Church Choir
Alumni Associations
Civic Associations

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3. COMMUNITY ACTIVITIES. List the community organizations with which you are affiliated and are regularly engaged in activities. List the specific role \s), i.e. office held, volunteer, etc. you have played in each organization.

Professional References

	Reference 1	Reference 2
Name:	Dr. Danielle Battle	Ms. Melanie Pearch
School/Org:	Atlanta Public Schools	DeKalb County Schools
Current Position:	Associate Superintendent	Area Superintendent/School Improvement Specialist
What is the best phone number to contact this person?		
Please list the cell phone if different from above.		
Mailing Address:		
Email (required to most efficiently process your application)		
Relationship to Candidate:	Former Supervisor	Former Supervisor and District Support
Years Known:	3	3
	Reference 3	Reference 4
Name:	Ms. Renee Prevallet	Dr. Andre Spencer
School/Org:	Georgia Department of Education School Improvement Specialist	Manor Independent School District
Current Position:	Ret. State MRESA School Improvement Specialist	Superintendent
What is the best phone number to contact this person?		
Please list the cell phone if different from above.		
Mailing Address:	n/a	
Email (required to most efficiently process your application)		
Relationship to Candidate:	Former School Improvement Specialist	Mentor
Years Known:	3	7

Additional Information

Provide any additional information that will help determine professional qualifications for the superintendent's role.

As a school administrator, I have been featured on news station/media outlets, addressing the opening of school with COVID plans and preparations for the start of a new school year.
See link below:

<https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.wsbtv.com%2Fvideo%2Flocal-video%2Fthis-is-how-dekalb-cc>

I am very proud of the implementation a of SBHC (School Base Health Care Clinic). This dream was offered through a grant. The clinic will serve the school and the community.

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Provide any additional information that will help determine professional qualifications for the superintendent's role.

<https://www.wsbtv.com/news/local/dekalb-county/new-health-clinic-opens-inside-dekalb-county-elementary-school/H32LKGAASRAXRMV>

Stewart Co. Specific

Indicator 1: Education, Training and Licensure

From your formal education and training, what do you understand to be the roles and responsibilities of a superintendent?

I have always known that my life was geared toward providing service to others. Therefore, after much reflection and consideration, I decided to major in education. Having had the opportunity to provide leadership and community service, I have been able to grow and mature professionally for the past twenty-five years. I know that along with the honor of becoming a dedicated and effective District Superintendent, there are challenges, responsibilities, and a lot of hard work; all of which I am prepared to handle. I consider myself to be an innovator who can instill in students, parents, district employees, and community stakeholders a sense of self-worth along with meeting the operational/instructional components that drive student success.

I was selected to attend the Harvard University - School Principal Turnaround Credentialing program. This program afforded me the opportunity to learn how to transform school culture, acquire strategies for communicating a vision to the community, and fostering high-quality instruction. Learning the use of data to establish strategies and decision best practices to enhance instruction. Also, I had the opportunity to attend the NABSE Aspiring Superintendent Academy - Dallas Texas, 2019. This training was very impactful towards understanding various facets of a visionary superintendent. I learned impactful skills needed to lead a school district with innovative strategies and skill sets. Understanding the dynamics of your students, teachers, staff, and community are imperative towards a district meeting the expectation of a strategic plan.

Discuss how you have immersed yourself in professional development designed to prepare you for the superintendent's role.

1. My experiences as a teacher, school administrator and professional development trainer, has given me the skill set to motivate students, teachers, and community stakeholders for the better good of the district. I have demonstrated turnaround strategies and implementations to transition schools and trained teachers with strategic skills, resources, and strategies to enhance learning. I was selected by my Superintendent and the Curriculum/Instruction Division to serve on district taskforce for continuous improvement. Over the years, I have lead courageous (PL) Professional learning that was geared towards best instructional practices predicated upon data. It is very critical to look at the end in mind, based upon a clear vision and collaborative thought. I have lead the charge of implementing effective (PL) Professional Learning, which has been most effective through coaching, planning, implementation, progress monitoring/feedback, data discussions and next steps. The ability to inspire principals, district support, teachers, parents, stakeholders and students, towards the ultimate goal of learning; is the effective tool that will spark the transformative engagement thus resulting in progress. Through my experiences in leading professional development, it is important to understand that transformative change starts with empathy, along with intentional learning targets. Ensuring that the district, stakeholders, parents and students, understand instructional innovations, continuous analysis and actions steps based on data and best instructional learning strategies. These key components have enabled me to transition schools towards progress.

2. Being a good steward of district finances and maintaining balance budget will create a financially sound school district. As the district superintendent, allocating/budgeting funds to meet the needs of the district - based on needs assessment and engaging students, parents, and community in forums will devise the budget blueprint will not only build a trust and understanding, but also provide lucidity related to district finances. I have demonstrated by sincere dedication to the community and have received various awards for that commitment. Having an "open door policy" has always been my personal mantra. A listening ear and understanding the concern of a person, is essential and the first rule of effective dialog. Providing a solutions to problems has always been the key towards unlocking the door of understanding and goodwill.

Indicator 2: Experience

Do you believe that experience as a classroom teacher and/or principal are critical steps in the career path to the superintendent's role? Why? Why not?

Through my educational and professional experiences, I have demonstrated effective teaching, research skills, communication, leadership, organizational and motivational skills; geared to successfully overcome challenges and move a school district to greater heights.

In my various leadership roles, the implementation of a continuous support base for students, parents, district employees, and community stakeholders has been instrumental in promoting district morale and retaining school district employees. It is a common thread that has linked each experience together. Admittedly, sometimes rigorous federal and state requirements that are put into place may be challenging. However, as the instructional leader, I created a series of networks and research channels to guarantee that the criteria for effective schools were met through effective turnaround strategies and implementations. Perhaps, my strongest attribute is that of bringing educators together to address issues that are working and discussing the things that do not. I am reminded that I must do my

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Do you believe that experience as a classroom teacher and/or principal are critical steps in the career path to the superintendent's role? Why? Why not?

very best to make sure that students, teachers, and district personnel have the necessary skills and resources to support and promote student achievement. Establishing a foundation that affords members of the Stewart County Community the opportunity to develop their competitive skills will aid in their productivity and contributions as members of our ever-changing global society. Bridging all these experiences will be critical in moving Stewart County Schools to the next level.

Indicator 3: Vision, Mission and Beliefs

Share your experience with articulating, communicating and leading the collaborative implementation and ongoing revision of the school district's mission and vision.

The mission and vision are ultimate goals of the district, school or organization. Stewart County School District, mission is predicated on a mission "Our mission is to empower all students to reach their highest levels of achievement". As a superintendent, all efforts of the district are based upon student achievement in the school and beyond the classroom towards future endeavors. Ensuring, students, parents, teachers, staff and community stakeholders understand the Stewart county school district - Vision, Mission and Beliefs is paramount to a school districts success.

What strategies have you employed to align programs to the broader mission, vision and philosophy of the school district?

As superintendent, alignment of strategies are key components in developing, defining or refining the district vision, mission and beliefs. 1. Creating a focus group that represents various group representatives of the county is first and foremost a strategy to ensure that all voices are heard and acknowledged. 2. Providing guidance and understanding of the district vision, mission and beliefs. As superintendent I must engage and facilitate district focus groups through the process of establishing, refining, and understanding the purpose of the vision and mission 3. It imperative that the focus group have a clear understanding district data conveyed by superintendent. Understanding the district data, provides a foundation on which to build a solid framework and direction blueprint in formulating the bases of the vision, mission and shared beliefs. Key ideas, values, and beliefs of the vision and mission should be based on district data related to students, staff, community, and achievement outcomes. 3. Within your focus group, brainstorming various adjectives to represent the overall them of beliefs will serve as the structure of our mission, vision and beliefs. Lastly, as superintendent, ensuring a district strategic plan is developed and reflects the opinions, concerns of the representative focus group and agreed consensus on core values of shared beliefs that are the true symbol of the district beliefs and describe the community. The strategic plan will serve as a guide or road map for the district. The superintendent will help foster the journey to developing a strategic plan, which will serve as the blueprint for change and a framework for decision making for the future. This strategic plan includes The District's vision, mission statement, a plan of action, and measurement tools to chart the progress toward planned goals. As superintendent, I must ensure the community that the district vision, mission, and beliefs reflect the ideas and interests of the communities that are served, the development of the strategic plan involved of community members, parents, staff, students, and district leaders.

Indicator 4: Leading Learning

Share what you consider to be a healthy school environment in which student learning (both academic and social) is the central focus.

As superintendent, I would pride myself on being visible and apart of the community fabric. Meeting on a consist bases with every representation within the school district is essential to a superintendent success. I plan to attend football games, churches, the businesses, community, and social civic organizations that make up Stewart county. As superintendent, I am the face of the district, therefore I must be visible and contribute to the school district and community's well-being. I want to foster and promote an inclusive district that embraces values of democracy, equity, justice, community, and diversity. It is very important that employees receive training/development annually to ensure that all employees are aware and understand the ethical principles and professionalism guidelines established by the district.

Describe some key strategies you support to improve and maximize academic achievement.

As a leader of the district, it is my job to create a work environment that embraces inclusion, values of democracy, equity, justice, community, and diversity. Instituting wrap-around services for students/parents and district staff will be paramount towards the overall climate and pulse of the district. I want to provide programs committed towards promoting culture awareness, social-emotional learning, academic advancement/ College Career partnerships with Columbus State University, Albany State University, Georgia Southwestern State University, Columbus Tech and Fort Benning as pathway programs to enable students and pivot them towards their dream. Parent Universities will be vital towards providing transparency for parents to understand what students are learning and how parents can assist

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Describe some key strategies you support to improve and maximize academic achievement.

teachers as well. Fostering a working environment that facilitates values and cooperation/collaboration to ensure issues are resolved, will serve as a safeguard to guarantee that all students/ employees are treated equitably and provide clear transparency of ethical principles and professionalism.

Indicator 5: Operations and Management of Organizational Systems

Share how your experiences with managing the operational aspects of transportation, facilities, strategic planning, nutrition, budgeting, technology, and human resources have given you the key knowledge and skills needed for oversight of these functions at the superintendent's level.

Throughout my twenty-five years, I have worked in school districts throughout the United States and these experiences have given me personal understanding of best practices approaches related to personnel, facilities, transportation, nutrition, budgeting, and technology. I have conducted research regarding personnel issues involving teacher recruitment, hiring, due process, arbitration related to contractual agreements, employee evaluation and compliance of labor and employment laws ethics/ trainings/credentialing. I have conducted several needs base assessments related to facility needs and capital improvements and building construction. As an administrator, I have coordinated transportation on the middle school and elementary levels for more than 2800 students. Just recently, I have experience coordinating safe F2F (face to face) safe school distancing practices/procedures and transportation with COVID safe protocol practices. Nutrition is essential and nourishes the development of student's potential and health. As superintendent, I have worked and participated various nutrition trainings. I also have experience with the National School Lunch Program, which adheres to very strict national nutritional guidelines and provides nutritious lunches that contain one-third of the recommended dietary allowances of nutrients. As superintendent, I want to ensure that every student in the Stewart with the assistance of our nutrition department provide each child a delicious healthy meal. I have led campaigns to encourage students to eat more fruits and vegetables in collaboration with the nutrition department. I have experiences related to budgeting - financial transparency. I have facilitated school budgets with three different school districts, Title I budgets and private school foundations. As superintendent, providing a fiscal sound financial performance with integrity is key for stability of a school district. Enhancing a high performance business team that is focused on providing access to business information, processes and quality driven best practices. Being a good steward of Stewart County taxpayers will serve as the guiding principles that demonstrates that the district is responsible and accountable.

As superintendent, technology plays an essential role in developing systematic approaches and provides a consistent experience/intentional resolve towards operational processes to meet the needs of employees, students, stakeholders; and provide them with opportunities focused on satisfaction of learning. While this priority focuses on the operational protocols and the internal systems of the district, the outcome should directly impact our students, families, staff, and broader community. As part of this initiative, we will maintain district operational functions such as transportation, nutrition services, student placement in a culturally responsive, customer service-oriented, and cost-effective manner. We will ensure an operational team plan to regulate, communicate, and consistently meet high service levels that support school leaders, students, and families. Our operational functions will ensure our transportation is on time, we provide a healthy nutritional meal, and clear enrollment and student processes that clear to our school communities.

Describe the operational area(s) where you will have the greatest learning curve. What will you do to ensure you have the knowledge needed to ensure the smooth operation of these areas?

The development of a culturally responsive workforce that provides teachers, leaders, and staff with various opportunities to effectively support students and families. Through on-going professional development, our educators and school staff will obtain differentiated skills to make learning more culturally inclusive by recognizing and celebrating the individual talents of each student. Practicing culturally responsive practice helps students feel safe, valued, and willing to learn. Stewart County Schools will be focused on retention and recruiting more teacher's representative of the broader community. Research reveals that when high-quality leave school districts, the impact on student performance and district fiscal operations is significant and detrimental. Implementing a protocol to ensure teachers are provided with the necessary tools to be successful will be a human resource priority area.

Indicator 6: Collaborating and Communicating with Multiple Stakeholders

What practices have you engaged to gain support from external stakeholders for initiatives designed to benefit students? Describe how you will go about assessing, analyzing and anticipating emerging trends and implementing change-savvy techniques with staff and the district community.

As a superintendent, beginning with the end in mind and establishing a clear focus will be instrumental towards establishing a common understanding to promote engagement with community, business partners, higher education, and with stakeholders. As an instructional

What practices have you engaged to gain support from external stakeholders for initiatives designed to benefit students? Describe how you will go about assessing, analyzing and anticipating emerging trends and implementing change-savvy techniques with staff and the district community.

leader understanding the elephant in the room will be critical towards establishing and maintaining a productive and positive working coalitions with business partners and stakeholders. Publicizing students' success and the efforts towards combating the challenges students' face will establish a clear mission and vision of tackling the obstacles. By including business partners when making educational decisions places them at the table and creates a sense of urgency towards a solution-oriented outcome that promotes and strengthen community relationships. I will partner with students, families, and communities by conducting inclusive and authentic engagement best practices. As a district, listening and learning from our communities will bring significant value when making decisions that impact our overall performance. I will utilize creative ways to ensure all stakeholders are heard, especially those that might be underrepresented in our community. The focus will require two simplistic goals. I want students who are often disenfranchised to have a meaningful voice, leadership roles in school, and input regarding district initiatives. Also, families and communities' members will play a pivotal role in the implementation of school and district initiatives and programming.

Lastly, throughout my years as a school administrator. I have found that the most efficient way to determine the effectiveness of the progress related to engagement; is to determine if we are making adequate progress towards seeking and engaging with our diverse communities through means of, "Coffee-Conversations" with communities and meeting with various community groups. I will look at growing not only representation and participation, but also ask pertinent questions regarding the engagement with our students, families, staff, and community through surveys instruments; student and family participation surveys, representation in school-based leadership groups, community partner participation surveys, and presence in the communities (e.g., # of town hall meetings).

Indicator 7: Ethical Principles and Professionalism

Educators frequently come under close scrutiny for actions they take either as private citizens or in their professional roles. Share your views on this issue and how you ensure that your actions meet high ethical standards.

I want to foster and promote an inclusive district that embraces values of democracy, equity, justice, and sense of community. As a superintendent, it is very important that I, along with employees receive training/development annually to ensure that all employees are aware and understand the ethical principles mandated by the state code of ethics and professionalism guidelines established by the state/district. As a leader of the district, it is my duty to create a trusting relationship with the Board, District, School, Students/Parents, and Community Stakeholders. Whereas, I created a work environment that embraces inclusion, values of democracy, equity, justice, community, and a listening ear. Development of a taskforce advisory board to promote inclusion in conjunction with creating or enhancing a delivery model for district-wide training for all employees; will serve as a prerequisite to ensure competencies related to equity, sexual harassment, Ga code of conduct/Ethics, prevention, and mandated reporting. Annually, updating the employee district policy handbook that reflects processes/ procedures and state new/revised state ethics will serve as an assurance to safeguard the district. Fostering a working environment that facilitates values and cooperation/collaboration will ensure issues are resolved. Also, this will serve as a safeguard to guarantee that all employees are treated equitably and provide clear transparency of ethical principles and professionalism.

Indicator 8: The Education System

If you have a different opinion or view on a matter than the majority of your board members, how will you work with them to resolve the differences and make decisions that serve the best interests of students?

As Superintendent, my vision runs parallel to the Stewart County School District vision. Together in unison we have a shared belief as a community. I feel that the Board of Education and the district superintendent should have a hand and glove partnership. Board members are the stewards of the community and represent the pulse of the community. Therefore, they convey concerns, issues, and perspectives related to district. The school board is the governing body of the district. As the superintendent, it is my job to determine needs based on data, develop policies, and provide leadership related to operations and well-being of the district. Clear communication between the board, and the superintendent will move the district onward and forward for success. As a team, the superintendent and school board together establishes priorities based on goals related to budgets, needs based instructional programs, identified adequate services for students, and instructional processes will enable teacher, and students academically to achieve success. As superintendent, it vital that I have a listening ear and understand the concerns of each member on the board and provide efficient resolve to expedite all matters with deliberate speed. It is the job of the superintendent to provide transparency based priorities, current needs, future needs, and implementation of priorities to the board. It is important that the superintendent and board work as a team establishing policies/procedures strategies for the overall good of the district. The partnerships of teamwork between the Superintendent and board are the effective tools for student success and the future of the district.

Stewart Co. Specific continued

Indicator 9: Personal Qualities

FIT for the Position/Community - Describe the school communities in which you have worked in the past. Compare and contrast those communities with our school community.

As superintendent, I have experiences working in a rural/urban school districts and truly, understand the hurdles of resources and profound greatness of personal touch. I will be very visible in the community and have a listening ear of concerns and ideas. My goal is to be impactful, resourceful, and supportive. I feel a deep since of community, commitment, and cohesiveness with Stewart County School District. Given the opportunity to lead Stewart County School District, will be an honor and a privilege working in a community dedicated to the well-being of Stewart County School District students. Stewart County School District has become and continues to be an innovative and progressive district; as they embrace challenges within the community and world. As superintendent, I stand, prepared, proud, poised and well versed to move the district on that continuous trajectory towards success. I have uniquely positioned myself to invigorate learning and academic achievement within SCSD. Throughout my twenty-five years, I have always been a person seeking opportunities that would pivot me in a direction to help others. The vocation of a superintendent is a very difficult profession, stressful and carries a heavy weight of responsibilities. I feel as though my experiences have given me the necessary skills to be successful. The opportunity to lead learning towards progress, will have a profound impacts on the district.

Values - Share some examples of things in life that you value most and determine how you live your life-both personally and professionally.

According to my school climate survey data, my staff had rated me satisfactorily. As an administrator, I made certain to ensure that the staff were provided with the necessary tools to enhance student achievement. Having a listing ear is very important to gauge the pulse of staff. Also, making certain that I am visible and progress monitor to ensure that the vision is implemented with fidelity has been a tool of my success. My staff has praised me for demonstrating these values and the importance of exhibiting a caring spirit, empathy, respectfulness, and professionalism always. Given the numerous issues facing our schools, and the continually changing programs brought on by state/legislative mandates and pedagogical adaptations, and student/ employees social emotional concerns. I constantly motivate myself to answer the questions "What is my purpose here"? Through effective communication norms, I will address every concern, person and situation within Stewart County and prove resolve regarding the concern or matter. I am a very spiritual person raised by my parents and grandmothers and trained me love helping others and live by the quoteâfâf. "May the work I've done speak for me". I feel as though I would bring innovative operational practices, instructional best practices, community involvement engagement ideas and wealth of experiences to lead the best school district in Georgia.

Global/Future Perspective - What knowledge and skills do you believe students need to be successful in the competitive world in which they will live and work?

Looking to the future is âfâf visionary leadership. Having the foresight of what students will need to know to be prepared and competitive for college/career readiness shall be one of my goals as superintendent. It is contingent upon me to research and present a plan than correlates with 21st century learning, early literacy, and effective standards base curriculum framework, maximizing PLC's (Professional Learning Communities'), and common assessments that prepare students to perform well on state assessments. My charge will also be predicated on all third graders reading on grade level at the end of the school year. I want to develop partnerships with local colleges/technical schools/ Fire academies/Police academies / CNA License nursing certification pathway programs to pivot our high school students towards graduation and employment and College/Career Readiness.

Looking to the future is âf visionary leadership. Having the foresight of what students will need to know to be prepared and competitive for college/career readiness shall be one of my goals as superintendent. It is contingent upon me to stay informed on current best practice research and present a plan that correlates with 21st-century learning, early literacy, and effective standards-based curriculum framework.

In addition, maximizing PLC's, and common assessments that prepare students to perform well on state assessments will be another key component towards closing instructional deficits.

I want to develop partnerships with local colleges like Georgia South Western State University, Columbus State University, Columbus Technical College, Troy University, Chattahoochee Valley Community College, and local community colleges/technical schools. Whereas, students will receive dual enrollment credit. Enrolling high school seniors into the National Junior Firefighter Program and Youth Cadet Law Enforcement Program will afford seniors to secure employment after graduation. As we may very well know, there is a dire shortage of medical professionals. Creating classes that will bestow licensures for CNA nursing certification pathway programs

Georgia School Boards Association Online Application

Berger, Jesse - AppNo: 1198

Date Submitted: 1/23/2022

Global/Future Perspective - What knowledge and skills do you believe students need to be successful in the competitive world in which they will live and work?

will pivot our high school students towards graduation and employment in the medical field. A high school - College/Military/Career counselor and graduation coach are essential for students to increase and sustain high graduation rates. I want to provide more advanced placement (AP) course offerings and increase the number of student participants in AP classes. Exposing students to college online classes, career opportunities, and study abroad experiences will be impactful for the student and district. Also establishment of a Magnet Achievement Academy within the comprehensive school setting for high achieving students.

Judgment - When you have an important decision to make, share how you go about analyzing and interpreting information and reaching logical conclusions.

Important decisions can be difficult to make when many people are involved. However, approaching decisions from a systematic approach can streamline the process. In order to make important decisions, I analyzed the data to interpret the information base on facts and implications that can have impact. Ultimately, the decision-making process should be data-driven. By prioritizing the goals, can promote effective problem-solving and draw logical conclusions that benefit the overall community. This past year has been a learning curve opportunity within itself. Whereas, as a school administrator, it was contingent upon me to make logical, research based decisions predicated on data and science. Also, ensuring the safety well-being of students, and staff. Conducting forums or Town Hall meetings to inform stakeholders, parents and community was a very good tool towards dispelling any misconceptions or providing clarity.

Organizational Ability - In what ways do you go about delegating work tasks or responsibilities to others to ensure the efficient operation of the organization?

The most effective way to manage time when striving to complete tasks and activities is the beginning with the end in mind. Therefore prioritizing, delegating, establishing timelines and strategic thinking will serve this purpose. In addition, effective time management will require a comprehensive understanding of the skillsets are held by the individuals on the project. Knowing exactly, what is expected and how to devise a plan that will include many people will ensure the successful completion of the task. As superintendent, I must foster a relationship that is responsive to concerns, suggestions, and issues expeditiously within the district. Also, providing transparency, solution, understanding, and resolve towards matters; will serve to be very beneficial.

Emotional intelligence/Self Awareness - What are some of the ways in which you monitor your own awareness of self so as to build and manage strong and trusting relationships throughout your professional community?

As superintendent, I must convey to all that I'm concerned and care about their issues. The ability to be approachable builds strong relationships across various sections of the school's organization and embraces effectiveness, communication, collaboration, consultation along with accessibility are essential in maintain morale, a sense of mission, corporation, and purpose as well as district cohesiveness. "Open Door Policy" is the key strength that is that is vital to success. Accessibility emphasizes the importance of excellence interpersonal skills and relations.

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Berger, Jesse - AppNo: 1198

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Personal Affirmation

* 1. Have you ever been dismissed, suspended or terminated from any professional, educational or management employment position? **No**

1a. If you answered yes to Question 1, please provide the date and name and address of the employer, and stated reason for the adverse action here.

* 2. Have you ever resigned or been given an opportunity to resign, withdraw an employment application, or not offered reemployment as a result of charges, or a disagreement or misunderstanding with an employer? **No**

2a. If you answered yes to Question 2, state the date(s), name and address of the employer(s) and a reasonably full statement of the basis and circumstances here:

* 3. Do you understand that because of the nature of the position for which you are applying, that the school district-employer may require a background check, including a search of fingerprint, criminal records and credit history? **Yes**

* 4. Do you agree and consent for such background search and investigation to be conducted, and agree to hold the school district and Georgia School Boards Association and all officials, representatives and employees of the foregoing harmless from all claims for libel, slander, invasion of privacy, intentional infliction of emotional distress and similar claims? **Yes**

4a. If you answered no to Question 4, please explain.

* 5. Have you ever had an adverse action (i.e. warning, reprimand, suspension, revocation, denial, voluntary surrender, disbarment) taken against a professional certificate, license or permit issued by any state agency? **No**

5a. If you answered yes to Question 5, please explain.

* 6. Are you currently the subject of any investigation involving a violation of a profession's laws, rules, standards or Code of Ethics by any state agency? **No**

6a. If you answered yes to Question 6, please explain.

* 8. Have you ever received a less than honorable discharge from any branch of the armed services? **No**

8a. If you answered yes to Question 8, explain here. Then, upload Form DD214 at item 8b.

Georgia School Boards Association Online Application

Berger, Jesse - AppNo: 1198

Date Submitted: 1/23/2022

Personal Affirmation continued

8b. If you answered yes to Question 8, upload Form DD214 here. File size maximum is 2 MB.

* 9. Have you ever left an employment position (been asked to resign or retire, been dismissed, terminated, suspended, non-renewed or otherwise) while under investigation OR under circumstances that were not solely voluntary? No

9a. If you answered yes to Question 9, please explain.

* 10. Are you currently the subject of an investigation involving sexual misconduct or physical harm to a child? No

10a. If you answered yes to Question 10, please explain.

* 11. Are you the subject of a pending investigation involving a criminal act? No

11a. If you answered yes to Question 11, please explain.

* 12. For any felony or any crime involving moral turpitude, have you ever: Pled guilty; Entered a plea of nolo contendere; Been found guilty; Pled guilty to a lesser offense; Been granted first offender treatment without adjudication of guilt; Participated in a pre-trial diversion program; Been found not guilty by reason of insanity; or, Been placed under a court order whereby an adjudication or sentence was withheld? No

12a. If you answered yes to Question 12, please explain.

13. Have you ever been convicted, or pled to a lesser offense for any sexual offense? No

13a. If you answered yes to Question 13, please explain.

14. Have you been convicted of a drug offense (felony or misdemeanor) while holding any professional certificate, license, or permit? No

14a. If you answered yes to Question 14, explain.

* 15. Do you have a relative(s) on the Board of Education or relative(s) employed after July 1, 2009 as a school district administrator in the district for which you are making application? No

15a. If you answered yes to Question 15, explain.

Upload additional supporting documents here.

Georgia School Boards Association Online Application

Berger, Jesse - AppNo: 1198

Date Submitted: 1/23/2022

Personal Affirmation continued

STATEMENT OF AFFIRMATION

I affirm that all information is true and correct. I understand that the information contained in this application will be used to assess my qualifications for the position of Superintendent and hereby give my permission that any or all of the attached materials may be shared with individuals authorized to evaluate my credentials. Type your full name in the box below and click the button to digitally sign.

X

Signed: **12/13/2020**

Stamped: 12/13/2020 6:45:23 PM; 162.234.206.70; Applicant - #1198 - Jesse Berger;

* Date

01/23/2022 01:54 pm

Georgia School Boards Association Online Application

Berger, Jesse - AppNo: 1198

Date Submitted: 1/23/2022

Jesse U. Berger Ed.D

Objective

To obtain a position as a school district superintendent, which will utilize my abilities, skills, performance base driven outcomes, instructional focused; and organizational management to transition district progress toward student success.

Executive Summary:

My educational philosophy builds upon my beliefs that an educational institution should establish and maintains a safe, nurturing, and stimulating environment that fosters learning for all students. Professional learning communities should exist and support continuous professional growth and accountability. The development of risk-taking and innovation should be encouraged among staff, and systematic processes are utilized to develop exemplary practices to support the learning needs of students. Detailed knowledge and core skills include the following:

- A commitment to ensure organizational effectiveness;
- Development of wrap-around support services to improve student outcomes;
- Facilitation of mental health services within school setting;
- Facilitation of district partnerships to support schools;
- Establishment of vision, mission, and belief statements;
- Establishment of PBIS practices within a school setting;
- Facilitation of professional learning to enhance school culture and teacher effectiveness;
- Grant acquisition and management;
- Strategic planning with measurable goals;
- Implementation of standards-based classrooms practices that elicit student engagement;
- Utilization of conflict mediation and resolution strategies in the workplace;
- Utilization of best practices to increase parental involvement.

Education

Northcentral University, Prescott, Arizona
Ed.D. Instructional and Curriculum Leadership

Piedmont College, Demorest, Georgia
Ed.S. Curriculum and Instruction

Troy State University, Phenix City, Alabama
MS Educational Administration Supervision

Clark Atlanta University, Atlanta, Georgia
BA History Education

University of Texas at Austin, Texas
Oral History Certificate

Harvard University, Boston, Massachusetts
 Turnaround Leadership Institute
 Certificate Credential

TKES (Teacher Keys Effectiveness System) Credentialing

On August 8, 2012, in association with Clayton County School District, Georgia
 Department of Education Teacher Keys Effectiveness System credentialing was successfully completed.

PROFESSIONAL EXPERIENCE

Over 26 years of years of education, leadership and management experience, 9 years of which serving as principal. Key areas of responsibility: executive leadership, financial management, human capital strategy, facility master planning, accountability and assessment, staff and student performance, and policy and governance.

Dresden Elementary School/ Doraville United Elementary, Chamblee, GA
 (2017-Present) Principal

Current Snapshot Demographic Information:

School Size 989, 98% Hispanic, 100%
 Economically Disadvantaged

- Secured over \$50,000 in donated funds through Dresden Foundation and Community Business Partners
- Partnered with Emory University Healthcare System - School Based Healthcare Clinic (SBHC) within the school, first of its' kind in the DeKalb County School District
- Received Kaboom Grant (Secured funds for school playground)
- Increased school CCRPI Rating from 62 to 74 (F status to C status)
- Increased schools CCRPI Rating from 57 to 62
- Gold Star Science increased CCRPI
- Gold Star Social Studies Increased CCRPI
- Increased 16 points in CCPRI Math
- Received the DeKalb County School District "Distinguished Family-Friendly Award"
- Superintendent Advisory Council • Served as mentor Principal
- Provided Professional Learning for Region 1 and other Dekalb County School District Academic Coaches – Effective Leadership Development and Academic Coaching
- Appointed by school superintendent to open a brand new school
- Established a Summer Bridge Academy program to introduce students to new skills needed for the upcoming grade

Charles L. Gideons Elementary Atlanta, GA (2014- 2017)
 Turnaround Principal

Current Snapshot Demographic Information: School Size – 370, 99.9% African American, 100% Economically Disadvantaged, 32% Mobility Rate, 12% Special Education, and 15% Gifted

- Provided the vision and leadership to promote and sustain high academic achievement for all students
- Increased school CCRPI by 15 points
- Strategically managed a Title 1 budget of \$375,000
- Budgeted resources based on students deficits in all core academic areas
- Established and maintained positive relationships with the community and other stakeholders
- Implemented a systematic approach to ensure retention and development of effective teachers
- Supervised state and local standardized testing to ensure compliance with established processes and policies
- Provided assistance to teachers in promoting the integration and daily implementation of technology in the classroom
- Remained current with research related to educational issues, trends, and practices
- Modeled and set expectations for high levels of student and staff performance
- Developed the master schedule that allotted 120 minutes for ELA, 70 Math and 90 minutes for Science/Social Studies daily
- Observed the daily process of instructional delivery in the classrooms. Provided on-going instructional leadership, coaching, and resources for the implementation of researched-based best practices into the teaching and learning environment
- Conducted classroom observations to monitor and strengthen the instructional program
- Served as Design Team Leader and Data Team Leader to oversee the implementation of the instructional Best Practices
- Utilized State Longitudinal Data System to plan, measure, monitor, and communicate to teachers about improvement
- Decreased the number of discipline infractions over two years by implementing a school culture committee
- Initiated peer observation professional development model to increase implementation of standards-based instruction
- Created and enforced procedures to develop short and long term goals through effective allocation of resources
- Facilitated data talks weekly to help teachers plan for instruction and gauge student mastery of standards
- Initiated STEM certification process
- Secured Grant ○ Project Lead The Way (\$7,500)

Callaway Elementary, Jonesboro, GA (2012 – 2014)

Principal

- Collaboratively implemented student discipline program resulting in a 40% reduction of student discipline referrals, supported fully functional SST programs
- Increased student attendance each year by 5% through development and implementation of innovative strategies
- Secured Multiple Grants ○ Lowes Toolbox For Education (\$5,000)
 - Dollar General Youth Literacy Grant (\$2,000)
- Maximized CCRPI College and Career Readiness Achievement Points
 - Career Day
 - College Tour
 - Earth Day Beautification Project

- Initiated STEM certification process
- Coordinated with colleagues within the K-12 cluster across the district to monitor, evaluate, and adjust the implementation of common core curriculum, develop and manage fiscal budgets (Title I and General) totaling \$222,787; ensuring that all Federal, State and District guidelines and regulations were followed
- Aligned the school's curriculum with the Curriculum Essentials Framework
- Established and maintained a highly positive school climate amongst all stakeholders, including a faculty of education professionals, 970 students, parents, and community members
- Mentored beginning teachers and interns to increase retention rates by 40%
- Developed a successful after-school tutorial program increasing school recovery by 38%
- Gained community support with an increase of partners in education from 37 to 91 participants and mentors from 24 mentors to 63
- Ensured the opportunity for all students to learn essential skills and concepts and to develop essential competencies
- Professional Development Certificate, Mandated Child Abuse Reporting Credential by the State of Georgia
- Increased exceeds range of the Social Studies CRCT by 11%
- Increased exceeds range of the Science CRCT by 7%
- Increased exceeds range of the ELA CRCT by 6%
- Increased exceeds range of the Math CRCT by 5%
- Increased exceeds range of the Reading CRCT by 4%

Lake Ridge Elementary, Riverdale, GA (2004 - 2012)

Assistant Principal

- Served as school-wide testing coordinator ensuring 100% compliance with federal, state, and district guidelines
- Developed and implemented a structured planning process incorporating participation for continuous school improvement
- Maintained a positive, orderly, and academically focused learning condition in the instructional environment
- Fostered proficient instruction that aligns content with student's learning needs and encompasses a variety of appropriate teaching strategies and learning experiences
- Conducted supervision and evaluation activities and processes that actuate teaching for learning and comply with law, policy, regulation, and negotiated contracts
- Provided proficient educational leadership
- Developed and preserved a school climate that promotes positive working and learning conditions
- Established and maintained school /community cooperation with and confidence in educational enterprises
- Managed school operations and programs efficiently and effectively
- Performed other duties related to the position as assigned
- Developed a school-wide budget
- Served as a recruiter for the Clayton County Board of Education

Stewart Middle School, Douglasville, GA (Summer 2004)

Summer School Principal

- Student Management: 6th, 7th & 8th graders
- Assisted in the general program evaluation of the school

- Assisted in the coordination of department and faculty meetings
- Assisted in the planning, coordination, implementation, and evaluation of in-service programs and pilot programs

Chestnut Log Middle School, Douglasville, GA (2002- 2004)

Assistant Principal

- Student Management: 6th, 7th & 8th grades
- School-Wide Discipline Coordinator
- Student Support Team Chairperson
- Substitutes
- ESOL Coordinator
- Attendance
- Facilities Management
- Testing Coordinator
- Teacher Observations
- Recruiter for the Douglas County Board of Education

Creekside High School, Fairburn, GA (1996-2002)

Social Studies Teacher

- S.A.C.S. Committee Chair
- Community Involvement Segment Member
- Step I and II Evaluation Plan Committee
- School-Based Management Team
- Debate Team Coach
- Multicultural Committee Advisor
- Student performance mini-grants
- Fulton County Text Book Adoption Committee
- Pay for Performance Committee
- National Honor Society Advisor
- Textbook Inventory
- Student Locker Distribution
- Recruiter for the Fulton County Board of Education
- 92% passing rate of the GHSGT

Clayton State College & University, Morrow, GA (1997-1998)

Continuing Education Division Administrator

- Hired and Supervised Teachers
- Ordered textbooks and developed objectives for the classes
- Coordinated room assignments

Gwynn Park High School, Brandywine, MD (1995-1996)

Social Studies Teacher

- Developed a mentoring program for At-Risk Students
- Established a School discipline plan contract for students
- Served as Advisor for the Student Government Association
- Coached Track and Tennis

- Honors Society Advisor
- Oasis Tutorial After-School Coordinator
- Recruiter for the Prince George's County Board of Education

Martin L. King Middle School, San Francisco, CA (June-August 1995)

Social Studies/English Teacher

- Taught remediation classes
- Developed Learning strategies for students

Thurgood Marshall Academic High School, San Francisco, CA (1994-1995)

Social Studies Teacher and Department Chair

- Chaired Social Studies Department
- Helped develop a mission statement for a new school
- Devised a curriculum for a new pilot course (High School Sociology, grades 7-12)
- Yearbook Advisor
- School Newspaper Advisor
- Recruiter for the San Francisco Unified School District

Clark Atlanta University, Atlanta, GA (1992-1993)

Teacher/Upward Bound Program

- Helped students with college application essays
- Assisted students with financial aid applications

PROFESSIONAL LEARNING CLASSES TAUGHT:

Social Studies Content, Process and Strategies (certification course for TAP teachers)

- Teachers learned to examine content, pedagogy, skills, and materials used to teach social studies to elementary students

Promoting Engagement through the Social Studies Fair (professional learning course for teachers)

- Teachers learned innovative and practical strategies for improving instruction and achievement in social studies.

Effective Strategies for Teachers (professional learning course for teachers)

- Teachers learned to build conceptual understanding to engage learners in activities, give opportunities to explore ways the content fits with prior learning, explain the new concepts thoroughly, apply what was taught with opportunities for practice, and reflect on the learning experience.

COURSES TAUGHT at the UNIVERSITY:

- **Clark Atlanta University - Spring 2005 CECE 452/01 Integrated Social Studies into Language Arts** – Teaching the integration of Social Studies into the Language Arts in the elementary school. This course examined, in-depth, the methods used in teaching the integration of Social Studies into the Language Arts in the elementary school, various theories from the foundation for methods that are commonly practiced, explore common research and its use as a basis for the "best practice" in diagnosis and instruction. Through detailed study, research, class discussion, and examination of each area of the social studies and language arts, students will have a better understanding of the interrelation of both disciplines.
- **Clark Atlanta University – Spring 2006 EDU 103 Elementary and Secondary Methods Introduction-** This course was designed to help students who are thinking of entering the teacher

education program. The course was comprised of strategies and skills needed to teach social studies in today's public schools. The course consisted of actual classroom observations and CRCT/GHSGT/Scope and Sequence/ - accountability action plans.

- **Howard University- Foundations & Processes of Reading Acquisition EDUC 250** Course aligned with School of Education's conceptual framework to develop reflective educators, competent researchers, educational leaders, and change agents to serve in urban educational and human service environments. This course provides students with background knowledge of the foundations of reading, reading instruction, instructional materials, and literacy development.

ADDITIONAL PROFESSIONAL EXPERIENCE

Howard University Ready to Teach Program, Washington, DC (2008– 2013)

Human Resources Manager/Recruitment Specialist

- Designed and implemented a plan to tap into college and University pool of qualified teacher candidates
- Identified, cultivated, and influenced relationships with colleges and university career services
- Communicated effectively to deliver a compelling vision to attract highly-qualified candidates.
- Played a key role in ensuring the successful launch of Ready to Teach (alternative certification) Program with school districts in Houston Independent School District, Atlanta Public Schools, Chicago Public Schools, and District of Columbia Public Schools. Structured and implemented programs and policies in the areas of training, compensation structures, benefits packages, incentives, and new-employee orientation.
- Fostered a teamwork/open-door environment conducive to positive dialogue across the organization
- Personalized efforts were cited as the driving force behind employee retention rate of 89% within the alternative certification program, where high turnover is the norm.
- Negotiated approximately 160 salary offers and dozens of sign-on bonuses/relocation packages annually at both the exempt and nonexempt level.
- Introduced company's first formal performance review program, creating a flexible and well-received tool that was later adopted company-wide.
- Served on a task force in Clayton County Public Schools to recruit 100 Special Education Teachers.
- Conceived, developed, and implemented a series of innovation Human Resources Programs and leadership initiatives, including comprehensive supervisory training, performance-based initiatives compensation programs, and succession planning to recruit math, science, and special education teachers.
- Conducted extensive recruiting as sole recruiter accountable for filling vacancies within the following school districts: San Francisco Unified School District, Douglas County Schools, Fulton County, Prince George's County, and Atlanta Public Schools.

Educational Testing Service (ETS), and the Georgia Department of Education,

GACE Curriculum and Assessment Consultant, *Atlanta Georgia 2013*

- Demonstrated knowledge of how to implement key concepts, principles, and applications of student learning
- Demonstrated various theories related to curriculum and instruction
- Applied knowledge and strategies for implementing teacher quality towards student achievement

Clark Atlanta University GACE

Preparation Served as lead facilitator/instructor to:

- Improved test-taking skills
- Increased reading speed
- Enhanced reading comprehension
- Reduced test-taking anxiety
- Increased knowledge of content area

District Improvement Plan Team Member, Jonesboro, GA (2012- 2014)

- Served as a policy writer/editor for the Clayton County Public Schools District Title III Improvement Plan (DIP)
- Provided action steps for increasing academic achievement for English learners (ELs)

PRESENTATIONS/PUBLICATIONS/PROJECTS:

“School Turnaround Leadership & Effectively Engaging Families and Communities: Leading Through The Pandemic” Selected by Georgia State University Principals Center as a presenter. To provide practicing and aspiring school leaders with learning and networking opportunities to develop their capacity to create schools that work for all children. Atlanta, Georgia

"Collaboration on Best Practices for School Improvement - Research Driven"- The School of Education at Clark Atlanta University will jointly develop a partnership to improve the academic performance in a low performing elementary school. The three departments Curriculum & Instruction, Educational Leadership, and School Counseling - will design a program based on best practices to improve performance. Other aspects will include professional development, mentoring, family literacy, and parent involvement. The appropriate audience would be principals, teachers, central office, curriculum specialists, and parents. This presentation will address evidence-based research to support practices that work. The goal is to demonstrate a working relationship between a university and an urban school with numerous academic and community challenges. A PowerPoint presentation will show key elements with handouts for the audience.

"Elementary Social Studies Standards-Based Classrooms Innovations – Educating teachers with necessary Standard Based skills to maximize student's needs." Presentation at the Annual Georgia Council Social Studies Conference, Athens, Georgia

"Rules of Engagement Towards Active Learning: Assisting Students in Distress" – Instructing educators on how to emphasize emotional, academic, and social behaviors that enhance and impede quality education in classrooms and schools. NABSE Conference, Detroit, Michigan

PUBLICATIONS:**200 Alabama Bicentennial: Celebrating 200 Years of Alabama American History and Culture, 2019**

Recognizing the rich history and culture of Americans in the state, including the celebration of people, places and events that have played an integral, but often overlooked, role in helping shape Alabama's history and culture.

PROJECTS/RESEARCH:

Served as a facilitator/ Project Manager conducting research on teacher attrition. This case study provides an in-depth analysis of the attrition problem among K-12 teachers at in rural Georgia. Recent research reveals that 45.7% of Georgia teachers leave the profession within ten years. Unique environmental factors such as lower

wages than those paid in urban environments, make it difficult to retain talented, seasoned teachers. The purpose of this case study is to determine the range and frequency of environmental factors that cause high attrition among K-12 teachers in rural Georgia and recommend ways to mitigate those factors

HONORS/ORGANIZATIONS

- National Educational Association (NEA)
- American Federation of Teachers
- Phi Delta Kappa
- Summer of Service Toastmasters
- Teacher of the Year 1997
- Crystal Apple Teacher 1998
- National Historical Society
- Clark Atlanta University Alumni Association
- Alpha Phi Alpha Fraternity Inc.
- Who's Who Among America's Teachers

References and Transcripts Available upon Request