

Summary of Experiences

An educational leader with over 20 years of experience in the business of teaching and improving student achievement; an instructional leader who is knowledgeable and up-to-date on best practices. Dedicated leader with a broad perspective and understanding of current issues and challenges facing today's school districts. Assistant Superintendent in the Mobile County Public School System, who shares in the oversight of a diverse school division with over 59,000 students, 7,500 employees and a budget well over \$603 million in 90 schools. Consistently demonstrates a strong commitment and focus on providing all students with an enriching and challenging education to prepare them to be global citizens. A passionate leader committed to all stakeholders within the education community.

Assistant Superintendent (PreK-12), Academic Affairs, Mobile County Public Schools

2014- present

Responsibilities

- Responsible for supervising and evaluating principals in 29 schools.
- Responsible for handling teacher and staff disciplinary matters.
- Responsible for overseeing the implementation and enforcement of all state and federal statutes and programs.
- Responsible for the implementation of Learning Supports within schools.
- Works collaboratively with Curriculum and Instruction staff to ensure College and Career Ready Standards are taught.
- Collaborates with district personnel to ensure goals set in the district's strategic plan are implemented and followed through.
- Uses a variety of communication techniques and tools to ensure the appropriate flow of information, collaborative efforts, and feedback.
- Assist the Superintendent in District-wide planning to link the curriculum and instructional program and the use of financial and human resources to the District's goals and objectives.
- Maintain good public relations with parents, businesses, and community groups to provide information and receive feedback.
- Serve on the Superintendent's Leadership Team.

Assistant Superintendent, Division of Federal and Special Programs, Mobile County Public Schools

2007-2014

Responsibilities

- Responsible for Title I, Title II, Title III, ESL, Migrant, Homeless and Parenting Programs in the school district of 63,000 students.
- Provides services to 84 Title I schools with a budget totaling \$64 million. Ensures that all schools are data driven, meeting federal guidance and utilizing funds, resources, contracts, and personnel to meet the needs of students to close the achievement gap.

- Evaluate schools to identify problem areas and test the validity of policies and procedures.
- Directs the planning and implementation of the district's comprehensive professional development for 8,000 employees. Work in collaboration with teachers, principals, department heads, union representatives, and board members.
- Ensures funding for STEM programs and professional development is planned, budgeted and allocated to schools.
- Coordinated the districts comprehensive state review of all programs and initiatives of the entire school district. The goal was to protect the school system as well as the state from any financial charge back that could possibly be imposed as a result of non-compliance of legal requirements.
- Responsible for the development and implementation of the District's 18 Month Professional Development Plan. Currently, a major focus is providing 140 school counselors intensive, job embedded professional development, through The Education Trust's Transforming School Counseling Initiative. The initiative includes extensive collaboration with the University of South Alabama to also transform graduate level school counselor training.
- Managed resources in the most efficient and effective way possible, consistent with the district's mission, and financial limitations.
- Exercised the full range of supervisory authorities for a support staff at the district level and principals assigned to district schools.
- Established district parenting program. Scheduled monthly parent meetings throughout the community to inform parents of district resources and to hear and collect parent and community concerns.

Key Achievements

- **Outcome:** From arrival in 2007 to date, the number of schools making Adequate Yearly Progress (AYP) increased from 80% to 100% making AYP. After three years of intervening and directing support to the schools in multiple years of School Improvement, the district reduced its original number from twenty two to five. Seventeen schools met the following Adequate Yearly Progress requirements: 95% of all students are tested for reading and mathematics; 95% of all students met the minimum annual target for meeting or exceeding standards for reading and mathematics, and; 95% of all students met the minimum annual target for attendance rate for elementary and middle schools or graduation rate for high schools.
- **Outcome:** Instrumental in the development and implementation of the district's Evening Educational Options Program (EEOP). In partnership with the Mobile Area Education Foundation, created an alternative education program for over aged, under credited high school students usually two or more years behind in high school, and who typically only

have a 25% chance of graduating otherwise. Funded with federal, state and local funds; the program components and budget were developed in a collaborative effort with community agencies and businesses. The program has been in existence for six years and has an 85% success rate. Today the program is funded through state funds and recognized as a school.

- **Outcome:** 100% of school based counselors are trained and using research based best practices while serving students.
- **Outcome:** District successfully passed Comprehensive Monitoring without citations or the threat of returning funds due to misappropriating or the mismanagement of funds.
- **Outcome:** Parent surveys conveyed participants were very pleased with the open dialogue and the sharing of information during community meetings.

Administrative Assistant for Student Services Butler County (AL) Public Schools

2005-2007

Responsibilities

- Directed the planning, development, organization, management, and implementation of all Student Services programs and initiatives including alternative education, child welfare and attendance, discipline procedures, grant funded programs, guidance services, Section 504 procedures, and school safety. Provided assurance of compliance with laws, codes, and regulations related to Student Services; evaluated assigned personnel.
- Synchronized the district's tax referendum campaign for the purpose of building a new high school.
- Coordinated and directed the district's comprehensive special education program. Formulated policies and procedures for new or revised programs or activities such as screening, placement, education, and training of students. Evaluated special education programs to ensure that objectives for student education were met. Interpreted laws, rules, and regulations to students, parents, and staff. Recruited, selected, and evaluated staff. Prepared budgets and solicited funds to provide financial support for programs. Prepared reports for federal, state, and local regulatory agencies. Worked directly with public agencies and state institutions to teach students with mental or physical disabilities. Contracted with agencies for needed services, such as residential care.

Key Achievements

- **Outcome:** Researched, developed and initiated the district's Gifted Education Center. Collaborated with William and Mary University, teachers, and parents to develop, implement, and evaluate curriculum and program. Set new priorities and redirected the use of funds to revamp said program.
- **Outcome:** Implemented team teaching training for over 150 special education and regular education teachers.

- **Outcome:** Twenty-six community meetings were scheduled in community centers and churches, with local civic groups and parents. During each meeting I shared the district's mission and vision, discussed the budget for the new school and explained why we needed their assistance. Additionally, individual meetings with the Mayors, city council members and county commissioners of each municipality were held. The individual meetings allowed time to understand local politics, community concerns, and address rumors and erroneous information. I advised the superintendent to consider a half cent tax; this recommendation was considered reasonable and agreed upon by the community leaders.

Principal G.W. Carver High School, Montgomery AL

2000-2005

Responsibilities

- After being named Assistant Principal, was promoted over eight competitors with considerably more experience to **Principal**. Carver High School served 1,300 students and 94 teachers, counselors, and administrators. The second largest in the city of Montgomery, AL., Carver HS is 100% Title I.

Key Achievements

- Reduced a chronic problem efficiently: 9th graders' behavior problems and truancy were growing as fast as teacher complaints; drew on the expertise of other principals experiencing the same challenges; Worked with teachers and administrators to design and implement a new three-week orientation program in just eight weeks. **Outcome:** Recruited 134 students for our first program during the summer months, brought Title I program element in 17 percent below budget.
- Moved quickly and decisively to enhance parental involvement which countered the effects of a recent, unflattering news story. The "town hall" meeting brought together all stakeholders to address rumors and build commitment to the right solutions. **Outcome:** More than 300 supportive parents exchanged ideas with representatives from the mayor's office, job corps, local churches, our school board, state board of education members, the chief of police, teachers, administrators, and business leaders. Every constituent group signed up for specific actions.
- Helped teachers and staff view a new administrative requirement from our regional accrediting authority (SACS) as a tool for school-wide improvement. Most thought the re-accreditation self-study a bureaucratic exercise of no value; reeducated team to take on the challenge of building a mission statement of which all could be proud. Recruited everyone in shaping new mission and setting the goals to help measure progress. **Outcome:** For the first time, stakeholders began living the mission statement.
- Overhauled in-service training program to become a valuable tool for teachers and students. Organized curriculum specialist teams to observe classes. Shared results with each teacher, emphasizing strengths to build trust. Drew out the teacher concerns to help

them tailor their teaching to individual student needs. **Outcome:** Ninety-five percent of the teachers attended our in-service. Academic failure rate continued to decline.

- Reacted quickly to an inherited situation: The overall behavior of the students resulted in a higher than normal suspension rate. Made “leadership by being present” a top priority. Worked in small groups to help teachers find strategies that worked for them. Guided students to understand what frustrated them in school and how to deal with those factors. Even developed many alternatives to suspension. **Outcome:** Discipline cases fell 30 percent in two years. Test scores rose 10 percent a year. Recognized by a professional organization for the success; featured speaker for other districts.
- Saw both an obstacle and an opportunity walking through the school: students were lingering in the halls after the starting bell, losing instructional time and stressing teachers unnecessarily. Proposed a new, simple way to encourage students to be in their seats, ready to learn, on time. Locked the classroom doors at the bell. Any students left in the hall had to attend Saturday school—with at least one parent. Introduced the program slowly, after full coordination with staff, faculty, and parents. After implementation, the local Gannett paper ran a positive story about our success, a Fox News affiliate picked it up on the Associated Press wire. **Outcome:** Tardiness cut in half. Positive media coverage singled out Carver as a model school for solving a tough problems.

Principal, Jess Lanier High School, Bessemer, AL

1999-2000

Responsibilities

- Sought out by the District Superintendent from a field of eight to be principal. Built in 1958, this school had over 900 students and a faculty and staff of 78.

Key Achievements

- **Outcome:** Financial: Eliminated debt; scrutinized every support cost; did not replace personnel we lost through attrition. Results Driven, Business Acumen
- **Outcome:** Helped teachers see their success was linked to the school’s success; offered support and resources to facilitate team building; successfully introduced cooperative learning to lessen teaching loads.
- **Outcomes:** Debt fell from \$61,000 to \$0. Discipline problems declined, even though class size increased.

Military Service

United States Army Reservist with 25 years of service

1990-present

Logistics Officer assigned to the Logistics Operations Center in the office of the Deputy Chief of Staff, G4, Headquarters, Department of the Army, Pentagon, Washington D.C.

2014-present

Army Reservist serving as Branch Chief, Resource Operations Division in the office of the Deputy Chief of Staff, G4, Headquarters, Department of the Army, Pentagon, Washington D.C.

2013-2014

Responsibilities

Applies compliance and control measures to support and solidify audit readiness and financial accountability as daily business functions.

Key Achievements

- 99% of G-4 personnel completed mandatory DTS and GTCC training along with signed statements of understanding (SOU).
- Provided monthly briefs to Division Chief, Directorates, and key leadership on the status of travel procedures, routing lists updates, reviewers and approvers training, and credit card training.
- Ensured internal controls are current and followed by personnel. This included the development and execution of SOPs and current delegation of authority letters on all personnel involved in the approving of travel.
- Assessed internal controls and communicated deficiencies and material weaknesses to the leadership.
- Conducted multiple training sessions for assigned Audit Readiness Coordinators throughout G-4.
- Provided strategic guidance and technical expertise consolidating the audit response, communication, and education functions across the G-4, for audit and attestation engagement requirements.

Education and Continuing Professional Development

Doctor of Education (Educational Leadership), November, 2002, Nova Southeastern University, Ft. Lauderdale, Fl.

Education Specialist Degree (Educational Leadership), August, 1998, Auburn University at Montgomery, Montgomery, Alabama.

Master of Education (Special Education), August, 1994, University of Alabama in Birmingham, Birmingham, Alabama.

Bachelor of Science (Broadcast Journalism), August, 1991, Troy State University, Troy, Alabama.

Signature Academy Training (Focus on creating career technical certification programs for high school and middle school students) **2012**

Leadership Institute for Superintendents: Systemic Reform for School Districts and Schools, Harvard University, Graduate School of Education. **2011**

Innovations in Governance Seminar, Harvard University, Executive Education. **2008**

Leadership for the 21st Century Seminar, Harvard University, Executive Education. **2006**

Superintendents' Academy, Selected by the Alabama State Department of Education. **2005-2006**

The Governors' Congress on School Leadership, Alabama. **2004-2005**

Montgomery County School District's Strategic Planning Training, Sponsored by Samford University. **2002-2003**

Principals' Academy. Selected by the Montgomery County School District to attend. **2001-2002**

Additional Training

- Air Force Basic Training
- AIT
- Officer Candidate School, Alabama Military Academy (AMA)
- Quartermaster School – Basic
- Sling Load Inspection
- Pre Command Course
- Transportation- Officer Advanced Course
- Combined Arms Exercise (CAX)
- Contract Officer Representative Course
- Support Operations
- Airborne School
- Action Officer Logistics Course, Ft. Belvoir
- Equal Employment Opportunity for Supervisors and Managers, The Pentagon, Washington D.C.

- Supervisor and Manager Course, The Pentagon, Washington, D.C.
- Ethics Training, The Pentagon, Washington, D.C.
- Programs, Planning, Budgeting, and Execution, The Pentagon, Washington, D.C.
- Defense Travel System (DTS), Ft. Belvoir
- Government Travel Charge Card, The Pentagon, Washington, D.C.
- Government Purchase Card, The Pentagon, Washington, D.C.
- Audit Readiness, Ft. Belvoir
- Sexual Harassment/Assault Response Prevention Training
- Command and General Staff College (ILE)

Associations

- Alabama Education Association
- National School Public Relations Association (NSPRA)
- National Association of Federal Education Program Administrators
- Reserve Officer Association
- American Legion
- THE ROCKS, Washington D.C.
- Class of 2013, Leadership Mobile
- YMCA Board of Directors, Mobile, Al
- Board of Directors Boys and Girls Club of Greenville, Al
- YMCA Board of Directors, Greenville, Al
- YMCA Man of the Year
- The Washington D.C. Chapter of The Rocks Inc.
- Life Member of Kappa Alpha Psi Fraternity Inc.
- Leadership Mobile

Core beliefs

- My family inspires me to take risk and live each day without fear.
- My belief in God is the foundation for my life.
- Exercise is not only good for the body, it also energizes to the mind.
- Reading provides exposure to new ideas and thoughts.