

Daniel Gilbertson
Superintendent of Schools (Superintendent 021317)

dgilbertson94@gmail.com
(586) 531-1447

PERSONAL INFORMATION

Contact Information

<i>First Name</i>	Daniel	<i>Last Name</i>	Gilbertson
<i>Middle Name</i>	Edward	<i>Email</i>	dgilbertson94@gmail.com
<i>Primary Phone</i>	5865311447	<i>Alternate Phone</i>	2489536829
<i>Preferred Contact Method</i>	Phone		

Address

<i>Street</i>	4222 Atwell, 25	<i>City</i>	DRYDEN
<i>State</i>	Michigan	<i>Zip Code/Postal Code</i>	48428

Equal Opportunity Information

Providing this information is strictly voluntary. You will not be subject to adverse action or treatment if you choose not to provide this information. If you choose not to provide this information, please select 'Decline to Identify.'

<i>Ethnicity</i>	Not Hispanic/Latino	<i>American Indian or Alaska Native</i>	No
<i>Asian</i>	No	<i>Black or African American</i>	No
<i>Native Hawaiian or Other Pacific Islander</i>	No	<i>White</i>	Yes

CERTIFICATION

Certification Information #1

<i>Certification Area</i>	Social Science 6-12	<i>Certification Area Type</i>	Professional Certification
<i>Grade Level</i>		<i>Certification State</i>	Michigan

Certification Information #2

<i>Certification Area</i>	Ed Leadership	<i>Certification Area Type</i>	Professional Certification
<i>Grade Level</i>	All	<i>Certification State</i>	Florida

Certification Information #3

<i>Certification Area</i>	Ed Leadership	<i>Certification Area Type</i>	Professional Certification
<i>Grade Level</i>	All	<i>Certification State</i>	Michigan

Certification Information #4

<i>Certification Area</i>		<i>Certification Area Type</i>	
<i>Grade Level</i>		<i>Certification State</i>	

Certification Information #5

<i>Certification Area</i>		<i>Certification Area Type</i>	
<i>Grade Level</i>		<i>Certification State</i>	

ADDITIONAL CERTIFICATION AREAS

Certification Area
Details
Certification State

Computer Skills

<i>Years of Experience</i>	23	<i>Keyboarding Words Per Minute</i>	40
<i>Word Processing</i>	Yes	<i>Spreadsheets</i>	Yes
<i>Database</i>	Yes	<i>Web / Internet Browser</i>	Yes
<i>E-mail</i>	Yes	<i>Graphics</i>	Yes
<i>Microsoft Windows</i>	Yes	<i>Apple Macintosh</i>	No

EMPLOYMENT HISTORY

Present Position

<i>Present Title</i>	Director of Innovative Ed & Strategic Partnerships	<i>Name of Employer</i>	Madison District Public Schools
<i>Start Date</i>	08/15/2015	<i>Supervisor Name</i>	Mr. Randy Speck
<i>Supervisor Phone Number</i>	2489535312		

Duties and Responsibilities

Director over our new innovative career/skilled training programs for adults seeking employment in Advanced Automation with an emphasis on FANUC CNC Certification. January 2017 we have expanded the Advanced Automation programs to students who attend the Madison District Public Schools. We are an Official FANUC Training Facility for Both CNC (Milling & Turning), Level 1 Robotics and we will be expanding our certified training programs to include Industrial Maintenance, PLC's CAM/CAD, and numerous other nationally recognized certifications. I am a District Trainer for the Oakland Schools data system called Illuminate (replaces Pearson Inform). Expanded career curricular training for stackable certifications and STEM based programs at the high school level, continued support for our engineering programs at the High School Level. Facilitated support for the New teacher mentoring program and organized professional development. Mentoring new principals to their perspective positions. Committee Chair for Teacher Evaluation Team. Curriculum Coordinating Committee Chairperson. Professional development leader for grading practices, curriculum alignment, and assessments. Evaluation of teachers in all levels. Screen and interview teaching candidates. Continued support to teachers and administration for FANUC robotics, Pre-Engineering, Construction Technology programs at the high school. Researched, developed, and implemented an Advanced Manufacturing Regional Skilled Trades Center for both students and adults. (MAMMICHIGAN.COM). Administrator in charge of a leadership team to analyze student achievement data and work with instructional staff to provided targeted instruction based off of the data. Acquired grants to support Pre-Engineering and Robotics programs. Grant writing and recipients for robotics k-12. Started year round elementary robotics program with 40-50 students participating after school (vex iQ and Lego League). Increased partnerships between City of Madison Hts., FANUC America, local Manufacturing Industries. Registered High School Construction program with Home Builders Association.

<i>Reasons for Leaving</i>	Presently employed. Extended Contract tentatively set to expire on 6.30.2019
<i>May we Contact this Employer</i>	Yes

Experience in Education #1

<i>From (mm/yyyy)</i>	08/2012	<i>To (mm/yyyy)</i>	08/2015
<i>Employer Name</i>	Madison District Public Schools	<i>Assignment</i>	High School Principal
<i>Reason For Leaving</i>	Promoted within district to Central Office	<i>Supervisor Name</i>	Mr. Randy Speck
<i>Supervisor Phone Number</i>	248.953.5312		

Duties and Responsibilities

I arrived as the principal in 2012. The high school was designated in 2010 a PLA school in the bottom 5% of the State's Top to Bottom rankings. Each year from 2012-13 to 2014-15 our ratings improved, and the last year the state score card was publicized, MHS rose to 36% and on September 1st 2016 (based on achievement data from 2012-2015) Madison High School was removed from the PLA list and recognized for academic achievement.

All Instructional practices are based off of a variety of assessment data including NWEA and formative and summative assessments. Our professional staff implement a research based mastery standards based grading model. As the mentor of the US First Robotics Team, I can confirm rising participation and mentoring support that has grown our STEM program and interest among students. I have successfully constructed grants that have produced over \$55,000 to help boost the robotics curriculum. Our school once again has strong academic and extra-curricular programs that have earned state recognition. Prior to 2012, staff members did not stay at the high school as they pursued jobs in other districts. The fall of 2015 was the most successful in retaining our most effective teachers. The combination of retaining our highest quality teachers, combined with a focus of professional development on grading practices and a tightly aligned curriculum, have led to an improved learning environment for students and a collegial supportive culture among the professional staff.

For the 2014-15 school year Madison High School Graduation rate reached 95.6% and for three consecutive years our ACT graduating class scores improved each year. We also have added a Nationally Recognized Construction Technology Program where students can earn a national certification (NCCER). Over 44 total students earned this certification this year and have immediate employability skills in the construction trades

In the 2012-13 school year our juniors Improved ACT Scores, increased graduation rate by 5%, developed a rookie robotics team winning the most inspirational award, increased student enrollment, created honors courses, established a partnership with Rochester College, and implemented standards based grading. Responsibilities included: Professional development, curriculum alignment process, data monitoring, staff development, evaluations, student discipline, and budgetary responsibilities.

May we Contact this **Yes**
Employer

Experience in Education #2

<i>From (mm/yyyy)</i>	07/2009	<i>To (mm/yyyy)</i>	08/2012
<i>Employer Name</i>	Indian River County School District	<i>Assignment</i>	High School Principal
<i>Reason For Leaving</i>	New Supe rotated all sec. principals in district to new bldgs. My goal was to remain a HS Principal	<i>Supervisor Name</i>	Ms. Denise Roberts
<i>Supervisor Phone Number</i>	772-564-3071		

Duties and Responsibilities

As the building principal I was responsible for the following areas: Overall operation of the facility and an operating budget of 9 million dollars. Supervision and evaluation of professional and support staff. Interviewing, selection of candidates, professional development, and discipline of new staff. Professional development of professional staff. Development of the Master Scheduling Process for 120 teachers and 1900 students. Leadership on building renovations projects (9th grade center). Southern Accreditation Council and Advanced Ed. school improvement process chairperson.

Accomplishments at this Position:

1. Through careful budgeting and collaborative decision making I was able to reduce 125,000.00 dollars while maintaining all extra-curricular programs and department head/team leader supplements and elective courses for students.
2. As school principal I reorganized my administrative positions, reorganized their responsibilities and consolidated duties, resulting in a reduction of a facility manager position and at the same time improved the physical and mechanical operation of campus.
3. Successfully piloted and initiated Google Applications System and training for all professional and support staff. Results of this cloud hosting format has led to a district wide examination of "free" cloud hosting and potential savings of hundreds of thousands of dollars annually.
4. Staff has developed websites, document sharing with students, and expanded the use of technology in the classroom.
5. Added Global Information Systems courses and Oracle Data Base industry certification programs for students.
6. Just last year SRHS students earned over 240 industry certifications from 16 the prior year.
7. Over the past two years our student suspension rate has been reduced dramatically (37%) as a result of a combination of two research based school wide discipline programs and the influx of a character education program.
8. Doubled the number of International Baccalaureate diplomas from the previous year.
9. Successfully developed pacing guides and common assessments in core academic areas and facilitated pedagogy both

vertically and horizontally in each department.

10. Successfully implemented a school wide research based reading across the curriculum program systematically for every teacher based on standardized assessment data.

11. Administrative Indian River County Bargaining Team Member.

12. Presentations to administrative team and teaching staff on Grading Practices.

13. Committee member to reorganize survey questions for teachers to provide input on administrator performance.

Accomplishments at this Position: Reduced the student suspension rate among at-risk students. Organized and delivered Professional Development sessions to assist teachers in the use of technology, best practices for instruction, development of pacing guides in core academic areas. Increased AP, IB, Dual Enrollment, and Industry Certificated programs for students. Reduced the school budget without impacting students or eliminating programs for students. Increased parental participation at conferences and Open Houses, and Curriculum Nights.

14. Leadership for the RTI process.

15. Data Leadership Coordinator: Analyzing student achievement data, discipline, and attendance data.

16. Current administrative leadership team member for the district in order to development of a new professional staff evaluation model based on Dr. Marzano's Art and Science of Teaching.

May we Contact this Employer **Yes**

Experience in Education #3

<i>From (mm/yyyy)</i>	07/2008	<i>To (mm/yyyy)</i>	07/2009
<i>Employer Name</i>	Midland Public Schools	<i>Assignment</i>	High School Principal
<i>Reason For Leaving</i>	Pursued a HS Principalship with Greater Responsibilities	<i>Supervisor Name</i>	Mr. Carl Ellinger (Retired)
<i>Supervisor Phone Number</i>	989.948.8098		

Duties and Responsibilities

Overall operation of the High School. Maintained and built upon the academic excellence established at H.H. Dow High School. Evaluated administrators and CTE teachers, Organized and delivered professional development to teachers each month, along with data analysis, curriculum alignment, and led the school improvement and Advanced Ed. Accreditation process. Further established business partnerships between the school and community. Contributed to cost savings initiatives leading up to building consolidation and reduction in personnel.

May we Contact this Employer **Yes**

Work Experience #1

<i>Employed from (mm/yyyy)</i>	07/2006	<i>Employed to (mm/yyyy)</i>	07/2008
<i>Employer</i>	Hendry County School District	<i>Title</i>	High School Principal
<i>Reason For Leaving</i>	Opportunity to lead larger High School and start IB program	<i>Supervisor Name</i>	Mr. Tom Conner (Retired)
<i>Supervisor Phone Number</i>	863-214-6059	<i>Supervisor Email</i>	

Duties and Responsibilities

Accomplishments include: Establishing the first high school in Florida with a Trimester Master schedule. Implemented a Professional Learning Community Model based on Rick DuFour's Research based model. Led professional development initiative to organized and develop Pacing Guides and Common Assessments in all core academic areas and recorded on Atlas Rubicon Web based program. Restructured the school discipline policy based on William Glasser's Choice Theory leading to less class disruptions and reduced out of school suspensions. Co-led the Hendry County Administrative Bargaining Team 2006-08.

May we Contact this Employer **Yes**

Work Experience #2

<i>Employed from (mm/yyyy)</i>	07/2002	<i>Employed to (mm/yyyy)</i>	07/2006
<i>Employer</i>	Warren Woods Public Schools	<i>Title</i>	Middle School Principal

<i>Reason For Leaving</i>	Pursued career goal to become a high school principal	<i>Supervisor Name</i>	Mr. Russ Maranzano (Retired)
<i>Supervisor Phone Number</i>	Retired	<i>Supervisor Email</i>	

Duties and Responsibilities

Oversee overall operations of the Middle School Academic and co-curricular programs. Evaluation of all staff. Lead on all professional development including: PLC's (curriculum alignment), Differentiated Instruction, Co-Teaching Model for Special Ed (ESE) programs, Master Scheduling, District Curriculum Committee Member, District Teacher Evaluation Committee Member, District Diversity Coordinator.

Experience Summary

Actual experience in a scholastic environment (with the exception of non-academic experience).

<i>Years of teaching experience</i>	5	<i>Years of student teaching experience</i>	1
<i>Years of administrative experience</i>	18		

EDUCATION

Secondary/High School Information

<i>School Attended</i>	Romeo High School	<i>City/State</i>	Romeo/MI
<i>Activities/Honors</i>	Football and Track. All County Linebacker/Secondary		
<i>Degree</i>	High School Diploma or GED		

College/University/Vocational Institution #1

<i>Name of School</i>	Other: Wayne State University	<i>Attended From (mm/yyyy)</i>	08/1989
<i>Attended To (mm/yyyy)</i>	05/1994	<i>Degree</i>	Bachelor of Science
<i>Subject</i>	Secondary Education		

College/University/Vocational Institution #2

<i>Name of School</i>	Other: Central Michigan University	<i>Attended From (mm/yyyy)</i>	08/1995
<i>Attended To (mm/yyyy)</i>	12/1998	<i>Degree</i>	Master of Arts
<i>Subject</i>	Educational Leadership		

College/University/Vocational Institution #3

<i>Name of School</i>	Other: Saginaw Valley State Univ.	<i>Attended From (mm/yyyy)</i>	01/2000
<i>Attended To (mm/yyyy)</i>	05/2003	<i>Degree</i>	Other: Education Specialist
<i>Subject</i>	Other: Central Office & Superintendency		

Student Teaching #1

<i>Name of School</i>	Chippewa Valley High School	<i>Subject</i>	Social Studies
<i>Grade</i>	HS	<i>Semester</i>	1
<i>Year</i>	1994		

REFERENCES

A minimum of two references from a previous supervisor is required. If you are currently attending a college/university, references can be a professors and/or instructor.

Randy Speck

<i>Title</i>	Superintendent	<i>Relationship</i>	Supervisor
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Address	[REDACTED]	City	Madison Hts
State	Michigan	Zip	48071
Email	[REDACTED]	Phone	[REDACTED]
From	07/2012	To	Present

Joanne Vader

Title	Curriculum Director (retired)	Relationship	Colleague
Address	[REDACTED]	City	Troy
State	Michigan	Zip	48098
Email	[REDACTED]	Phone	[REDACTED]
From	07/2012	To	Present
Reference Letter	[REDACTED]		

DISTRICT QUESTIONS

District Questions

Have you retired from any State of Florida administered retirement plan? You are considered retired if: 1) You have received any benefits under the FRS Pension Plan (including DROP). 2) You have taken any distribution (including a rollover) from the FRS Investment Plan, or alternative retirement programs offered by state universities (SUSORP), state community colleges (CCORP), state government (SMSOAP), or local governments.

Yes

If you have retired from a state of Florida administered retirement plan, is the effective date July 1, 2010 or later?

Yes

Have you previously been employed, other than a substitute teaching capacity, with the Flagler County School District?

No

If "Yes", please provide the dates of your previous employment with the District and your position.

Is any member of your immediate family employed by the school district of Flagler County? **No**

If "Yes", please provide the name of your family member, School/Dept where they worked, and Position Held.

Been investigated for misconduct related to your employment? **No**

If "Yes", please provide a detailed explanation.

Been arrested or charged (even if no contest or charges dropped or pled down) for a crime? **No**

If you answered "Yes" please provide details including the date of the charge, the court action, and the address of the court involved.

Are you currently under indictment or subject of any other pending legal proceeding for a criminal offense?

No

If "Yes", please provide details including the date of the charge, the court action, and the address of the court involved.

Are you under investigation by any local, county, state, federal, or international agency for any reason (including any violation of the Florida Code of Ethics)?

No

If yes, please provide a detailed explanation.

Been named by a state agency responsible for child welfare as a perpetrator in an indicated report of child abuse or neglect?

No

If yes, please provide a detailed explanation.

Had a report of child abuse or sexual activities involving a K-12 student or minor filed against you with a school district, a state or federal agency, a police agency, or in court?

No

If yes, please provide a detailed explanation.

Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended, or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards or conduct. Are there any pending adverse actions against you?

No

If yes, please provide a detailed explanation.

Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?

No

If yes, please provide a detailed explanation.

Have you surrendered a professional license of any kind before its expiration? **No**

If yes, please provide a detailed explanation.

Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?

No

If yes, please provide a detailed explanation.

Have you ever been suspended, terminated, non-reappointed, released during a probationary period or resigned in lieu of termination or non-reappointment from an educational institution, the State of Florida, or any other employer/organization including the military?

No

If yes, please provide a detailed explanation.

Have you ever been placed on leave by your employer or left such employment prior to the end of the contract term due to any reason other than the Family Medical Leave Act or a physical disability?

No

If yes, please provide a detailed explanation.

Is your physical/mental health condition such that you can fulfill the essential job functions of the position for which you are applying (either with or without reasonable accommodations)?

Yes

Are you considered a "High Risk" offender, according to Senate Bill 988? **No**

If you answered YES to the question above, please explain in the space provided, including the date of your last conviction.

Have you ever had any record sealed or expunged in which you were convicted, found guilty, had adjudication withheld, entered a pretrial diversion program, or pled guilty or nolo contendere (no contest) to a criminal offense other than a minor traffic violation (DUI is NOT a minor traffic violation)? Failure to answer this question accurately could result in dismissal from employment. A YES or NO is required by Florida Law.

No

If Yes, you must specify the City Where Arrested, State, Date of Arrest, Charge(s), and Disposition(s). Please NOTE: Sealed or expunged records must be reported pursuant ss. 943.0585 and 943.059, FS. However, the existence of such records will not be disclosed nor made part of your certification file which is public record.

Have you ever been convicted, found guilty, had adjudication withheld, entered a pretrial diversion program, or pled guilty or nolo contendere (no contest) to a criminal offense other than a minor traffic violation (DUI is NOT a minor traffic violation)? Failure to answer this question accurately could result in dismissal from employment. A YES or NO is required by Florida Law.

No

If Yes, you must specify the city where arrested, state, date of arrest, charge(s), and disposition(s).

Are you a veteran as defined by s. 295.07, Florida Statutes? No

Are you claiming Veteran's Preference? If yes, a DD214 must is required and can be submitted under attachments.

No

If you are claiming Veteran's Preference, please indicate the provision under which you qualify.

Provision 1 – A veteran of any war who has served on active duty for one day or more during a wartime period, excluding active duty for training, and who was discharged under honorable conditions from the Armed Forces of the United States of America.

Provision 2 – A veteran with a service-connected disability who is eligible for or receiving compensation, disability retirement, or pension under public laws administered by the U.S. Department of Veterans Affairs and the Department of Defense.

Provision 3 – Receipt of any Armed Forces Expeditionary Medal is qualifying for veterans' preference.

Provision 4– The spouse of a veteran who cannot qualify for employment because of a total and permanent service-connected disability, or the spouse of a veteran missing in action, captured, or forcibly detained by a foreign power.

Provision 5 – The unremarried widow or widower of a veteran who died of a service-connected disability.

If you state that you were "A veteran of any war...", please indicate the war, according to these options:

Korean Conflict: June 27, 1950 to January 31, 1955

Vietnam Era: February 28, 1961 to May 7, 1975

Persian Gulf War: August 2, 1990 to January 2, 1992

Operation Enduring Freedom: October 7, 2001 to date to be determined

Operation Iraqi Freedom: March 19, 2003 to date to be determined

ATTACHMENTS

Attachment

- Resume [REDACTED]
- Cover Letter [REDACTED]
- Transcript [REDACTED]
- Reference Ltrs (Include All) [REDACTED]
- Other [REDACTED]

Other



DISCLAIMERS AND AFFIRMATION

District Policy

We conform to all the laws, statutes, and regulations concerning equal employment opportunities and affirmative action. We strongly encourage women, minorities, individuals with disabilities and veterans to apply to all of our job openings. We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, gender, sexual orientation, gender identity, or national origin, age, disability status, Genetic Information & Testing, Family & Medical Leave, protected veteran status, or any other characteristic protected by law. We prohibit Retaliation against individuals who bring forth any complaint, orally or in writing, to the employer or the government, or against any individuals who assist or participate in the investigation of any complaint or otherwise oppose discrimination.

Application Confirmation Statement

I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by Flagler County School District, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and personal standards. I grant permission for school officials to obtain a personal record check from the federal, state, county, and/or local law enforcement agencies and Division of Family Services. I understand that references may be contacted as soon as I submit an application. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference.

I understand that I will be required to take a drug test and that some positions in the district require a physical exam prior to assuming any position for which I may be employed. In the event that I am employed by the District and in the further event that I have provided false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information.

I agree to the terms above

Affirm

Initials

DG

Affirmation Date

03/15/2017

DANIEL E. GILBERTSON

(586) 531.1447

dgilbertson94@gmail.com

SUPERINTENDENT OF SCHOOLS

Integrity • Inspirational • Visionary

Accomplished educational leader with a successful track record of improving student achievement, and expanding innovative educational programs among all student populations. Demonstrated sound fiscal decision making, established strong community support, proven ability to lead professional staff to exemplary performance while building a trusting relationships among all employee groups. Administrative and instructional leadership experience spans 18 years across all building levels variable in size ranging from 450 to 2000 students and 30 to 137 professional staff members, complemented by 5 years of best-practice instruction. Proven ability to deliver educational programs that prepare graduates for college and skilled trades careers. Endorsed and trusted by all previous supervisors, employee groups, parents, local government, and the community.

Approachable caring and experienced educational leader who possess a strong passion to ensure all families in the schools are treated with the highest amount of respect and their children receive a world class education. Highly organized facilitator and leader who holds all employee groups in high regard, and with accountability. **Core Competencies include:**

Serving Families Student Achievement Data Driven Decisions Technology Integration Labor Relations Experience	Curriculum Development & Instructional Leadership all levels Fiscal Responsible Decision Making Communication & Relationship Building Professional Development Human Resources & Supervision	Collaborative Decision Making Transformative Leadership Strategic Partnerships Growing Leaders Strategic Planning
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Leadership Experience

Director of Innovative Educational Programs & Strategic Partnerships

Madison District Public Schools 2015 - Present

Central office administrator: Mentoring new teachers and administrators; Est. Partnerships with General Motors, FANUC, Post-Secondary Schools, and Trade Schools; STEM Programs with Pre-Engineering, US First Robotics; Construction Technology, FANUC Robotics, Google, and Microsoft. Curriculum Alignment and professional development K-12. Noteworthy Highlights.

- \$200,000.00 plus grant dollars awarded for Pre-Engineering curriculum, Robotics grades 6-12, and 120 HP Laptop Computer Probook's series 4540.
- Researched and delivered career development skills in Robotics, CNC, PLC's and Engineering leading to skilled trades career opportunities for both adults and students.
- K-12 Instructional Leadership and evaluation of professional staff.
- Chair-person of district curriculum coordinating committee – Common Core curriculum alignment, and development of common assessments.
- Advanced Academic and CTE Contributions – Added Microsoft Academy, Pre-Engineering, FANUC Robotics, AP/ IB Courses, Rochester College Dual Enrollment, Construction Technology & Mechatronics State Approved Programs.
- Administrative Chairperson for state-approved Teacher Evaluation Model.

“Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin.”

– Mother Teresa

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High School Principal / Secondary Curriculum Director

Madison District Public Schools 2012 – 2015

IB/Principal in Florida and MI. 2006-2012

Oversee all aspects of the school's day to day operations including all staff evaluations, master schedule building, student discipline, parental/community involvement, and supervision of all high school activities. 2015

Noteworthy Highlights:

- 2012-2015- Raised a bottom 5% high school to 37% (2015)/increased graduation rate to above 95%.
 - 2015 Michigan Department of Education high school rated Lime-Green.
 - 2014-2015. GM Grant supported -Project Lead The Way Engineering Curriculum.
 - 2008 – 2012. Budget Management. Oversee 9 million dollar budget with 250K reduction in schedule B stipends and raised school grade.
 - 2012. Raised academic state issued school grade from "B" to "A".
 - 2012. Surpassed World IB assessment percentages.
 - 2006-2015. Leadership experience with professional development through PLC's, Curriculum Alignment, Grading Practices, and technology embedded instruction. Supervision, interviewed, hired, and evaluation experience among all employee groups.
 - Trained Evaluator of the Dr. Marzano Teacher Evaluation Model.
 - Standards Based Grading and Mastery Learning professional development.
 - Educational Leadership Academy with Dr. Thomas Guskey.
 - Responsible Thinking Process/Choice Theory Student Discipline.
 - Google Applications for Education Training.
 - Successfully implemented a school wide research based disciplined model based on Choice and Perpetual Control Theory Models.
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Middle School Principal

Warren Woods Public Schools 2002 - 2006

Oversee all aspects of the school's day to day operations including all staff evaluations, master schedule building, student discipline, parental/community involvement, and supervision of all high school activities. Noteworthy Highlights:

- Proven Instructional leadership in Curriculum Alignment/PLC's, Assessments.
 - Utilizing data to make appropriate and informed instructional decisions.
 - Professional Development leadership in Differentiated Instruction, Co-Teaching, and Writing Across the Curriculum.
 - School Improvement Team leader.
 - Leadership experience closing the achievement gap RTI/MTSS intervention strategies.
 - District Diversity Committee Administrator.
 - NCA Visitation Chairperson.
-

Trust is the glue of life. It's the most essential ingredient in effective communication. It's the foundational principle that holds all relationships.

Stephen Covey

DANIEL E. GILBERTSON

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Assistant High School Principal

1999-2002

South Lake and Armada Area Schools

Responsible for all student discipline 9-12; Teacher & support staff evaluations

School Improvement Team Leader

Master Scheduling

MI Exemplary Blue Ribbon High School Award (2002).

Attendance Committee Chairperson.

Teaching Experience

Algonac & Reading Community Schools

1994-1999

Instructor of Economics, US & World History, US Government / Civics, Geography, and Current Events.

Adjunct Professor–Jackson Community/Edison Community Colleges. 1995; 2008-2009

NCA Chairperson, Social Studies Department Chair.

Coach - Head High School Football, Track, and Cross Country. Class sponsor.

Educational Background

- Doctorate Coursework in Educational Leadership. Walden University. 2006-08
- *Educational Specialist* Degree in Central Office and Superintendent focus at Saginaw Valley State University. Focus on Strategic Planning and PLC's. 2003.
- *Masters of Arts* Ed. Administration at Central Michigan University, 1998.
- *Bachelors of Science* Secondary Education Wayne State University, 1994.
Group Major: Economics, History, and Sociology.

Professional Development

- Dr. Marzano Teacher Art and Science of Teaching Evaluation Model.
- International Baccalaureate Administrative Training.
- Michigan Leadership Institute Aspiring Superintendent's Cohort.
- MASB, MLI, and MASA Superintendent Training.
- Currently hold Administrative and Teaching Certifications in Michigan and Florida.

Additional Professional Contributions

- Professional Studies / Curriculum Coordinating Committee co-chair. 2014- Present.
- Response to Intervention Liaison. 2009 - Present.
- Delivered state approved teacher evaluation models. 2004, 2011, 2015-16.
- Administrative Negotiations Team Member. 2006 – 2008, 2009 – 2012.
- Administrative Committee Member to revise district grading practices. 2009-2016.
- US First Robotics Coordinator/Mentor. Majestic Eagles 4811. 2012 – Present.
- US Lego and Vex IQ Robotics Coordinator/Mentor. 2016- Present.

Professional Organizations

- Oakland County Career Technical Education Committee. VP. 2015 – Present.
- Michigan Association of Secondary Administrators.
- Association for Supervision and Curriculum Development.
- Michigan Association of Secondary School Principals.

Trust generates commitment, commitment fosters teamwork, teamwork delivers results.

Jon Gordon

DANIEL E. GILBERTSON

(586) 531.1447

dgilbertson94@gmail.com

Technology

Social Media: Twitter: @DGEducator | LinkedIn  | MAMCMICHIGAN.COM

Google Apps | Illuminate | MS Office | MI – School Data | NWEA | MI Star | Applitrack | AESOP

Personal Passions

Family | Camping | Landscaping | Exercising | Volunteering in support of serving families.

Daniel E. Gilbertson
4222 Atwell Dryden MI. 48428

(c) 586.531.1447

March 14, 2017

Flagler County Public Schools
3535 Old Kings Road
Palm Coast, FL 32137

Dear Flagler County Public Schools Interviewing Team:

The purpose of this letter is to enthusiastically express my interest in the position of superintendent in the Flagler County Public School District. I can unequivocally confirm the successful leadership experiences at all levels in education, central office, secondary principal, teacher, and coach, over the past twenty three years, have prepared me to lead the Flagler County Public Schools to exemplary performance.

In addition to what is included in my application packet, you will find that I have demonstrated the leadership qualities necessary to improve student achievement among all student subgroups, utilizing fiscally responsible decision making practices, provide innovative educational and career programs for students and adults, while establishing trusting and supportive relationships among all groups associated with the district, and community at large. As a leader who is persistent and relentless in the pursuit of excellence for all students and employee groups within our organization, I utilize a mixture of leadership styles composed of transformational and collaborative approaches.

Additional qualities that I strive to accomplish as a leader include: high energy, enthusiasm, and the professional will to ensure everyone within the organization is successful, held in high regard, and successful.

Throughout my career as an educational leader, both in Michigan and Florida, I have proven to deliver a vision of a world class education that has led to academic excellence, and served as a model to neighboring districts as well. As your superintendent, I will strive to secure the district goal to become the nation's premier learning organization for all students. In partnership with students, families and the community, the pursuit of my educational efforts will be to equip all students with the skills to maximize educational and personal potential, and support each student to be responsible, and successful citizens. Through transparent leadership and establishing trusting relationships among all employee groups, families, and community partners, I will strive to fulfill my primary purpose of preparing all students to receive a world class exemplary education experience at Flagler County Public School District.

Thank you for reviewing my enclosed qualifications. I hope to have the opportunity to meet with you, the community, and district stakeholders to share my vision of excellence to build upon the districts past success, and achieving a world class educational environment for all students and employees.

Sincerely,



Daniel E. Gilbertson

State of Florida Department of Education

Professional Educator's Certificate

This Certifies That

DANIEL GILBERTSON

Has satisfactorily completed all requirements of Florida Statutes and State Board of Education Rules for the coverages or endorsements listed below:

EDUCATIONAL LEADERSHIP (ALL LEVELS)

July 01, 2017 - June 30, 2022

Department of Education Number 1018867

BRIAN DASSLER
DEPUTY CHANCELLOR FOR EDUCATOR QUALITY

102565734



PAM STEWART
COMMISSIONER OF EDUCATION

Issued February 23, 2017

To: Flagler County Public Schools Superintendent Interview Committee Team
From: Daniel E. Gilbertson
Re: Accomplishments/Impact
Date: 3/16/17

The following accomplishments identified and described below are a snapshot of my qualifications as a district leader who sets high expectations for myself in order to achieve excellence in each of my leadership positions. All successful aspects of my career identified below are a direct result of establishing a trusting supportive relationship among all employee groups within the organization to ensure a sustained effort and commitment to improve academic achievement for all students. These accomplishments are intended to provide you with further insight into my leadership experiences, and persistent determination, to ensure a world class education for all students.

1. Recent Accomplishments from August 2012 - Present

- a. Accomplishments/responsibilities as a Central Office Administrator include: Facilitating district new teacher mentoring program, mentor for new administrators in the district; Chairperson for New Teacher Evaluation Committee and successful adoption of state approved model. Delivered professional development for research based evaluation model to all professional staff district wide with ongoing support. District NWEA Norm Referenced Data support to district, Illuminate (formally Pearson Inform) District support person.
- b. December 2016 -
- c. Curriculum Coordinating Committee Chairperson – Focus on grading practices, curriculum alignment, assessments, and collaboration with elementary teachers using reliable student achievement data to make informed instructional adjustments. 2015-16 gained thousands of dollars in grants to support pre-engineering, robotics, and technology support for the district. Developed a Work Based Learning (co-op) program for juniors and seniors entering into a skilled trade / career. Added a Microsoft Certified Academy at the high school. Overseeing the development of an advanced manufacturing regional technical center in the district.
- d. Madison High School was identified in 2010 as a priority school and ranked 5% in the state top to bottom ranking in 2010 with an economically disadvantaged percentage of 81.2%. Since my arrival in the 2012 school year through 2014-15, MHS has risen to 36% and on September 1st 2016 the Michigan Department of Education Officially rewarded the district for academic achievement with removing the high school from the priority school status.
- e. Graduation rate for the 2013-14 school year is 93.1%. Graduation rate for 2015 is 95.12% with a dropout rate less than 2%.

New innovative educational programs 2006-present include:

- f. 2015-16. School Board approved the renovation of development of a Regional Advanced Manufacturing Training Center Spring 2016. Students and adults will be able to obtain stackable certifications for employment opportunities with high paying jobs in the field of advanced manufacturing. Our MAMC Center (Madison Advanced Manufacturing Collaboration) is sponsored by FANUC Robotics, Michigan Manufacturing Association, SME (Formally Society of Manufacturing Engineers), and dozens of local manufacturing business.
- g. Fall 2015. Established apprenticeships between local electrical, manufacturing, and construction businesses to provide real work experiences for students.
- h. Construction Technology (NCCER industry cert program) with over 45 earned certificates in each year starting in 2013-14.
- i. 2015-16. Project Lead The Way (PLTW) Pre-engineering curriculum offered to students interested in pursuing engineering.
- j. New dual enrollment partnership with Rochester College on campus 2013. Articulation agreement provides eligible high school students two years free college tuition.
- k. Established a First Robotics program 2012/ awarded over \$30,000 in grants. GM engineer mentor partnership and receive mentoring assistance with Utica Community Schools.
- l. Writing for Publications Program (School Newspaper) and online design yearbook course. MSU awarded Bronze award 2015.
- m. Advanced Placement Course(s) added AP Human Geography (2014), AP Statistics, AP World Literature (2015).
- n. New in 2015 FANUC Robotics industry Certification Program offered to eligible seniors. Students earning certification receive priority employment status with the company. Expansion of stackable certifications to begin fall of 2016 and include adults.
- o. As Principal led large Class A High School with 120 professional staff members and 1938 students to be designated as a state of Florida "A" school for the school 2012-13 year.

- p. Earning school grade of “A” is significant accomplishment considering upon my appointment I was directed to cut over \$250,000 in supplements, reduce staff, and still was able to improve academic achievement school wide. raise test scores among the At-risk student population,
- q. Restructured International Baccalaureate Diploma program and within two years increased enrollment in the advanced academic academy and our school exceeded the world averages on all IB Assessments in the spring of 2012.
- r. Added CTE programs in Oracle, Geospatial Positioning Systems and increased the number of students who earned industry certifications in Oracle, Medical, Adobe, Microsoft, NATEF Automotive, and Culinary Academies.
- s. 2006-2008. Raised high school (Florida) grade from “D” to “B”.
- t. Researched and restructured master schedule from traditional block to a Trimester schedule leading to our school as the only high School in Florida with using a Trimester (2008).

2. Instructional Leadership Accomplishments – 2002-Present

2.1 Grading Practices.

- a. Delivered professional development training on standards based grading practices based on the research of Thomas Guskey, Robert Marzano, Ken O’Connor, Michael Fullan and others. 2010-present.
- b. Standards Based Assessment Training. During the 2013-14 school year, extensive research based training for my professional staff on the use of Formative and Summative Assessments and to effectively implement the appropriate assessments to maximize student achievement levels among all students. Additional training in 2013-14 includes: Back Mapping (Backward Planning), incorporating proficiency scales into instruction, developing quality assessments, and the use of an assessment bank.
- c. The results of our long term commitment and examination of the research on grading practices has led to a collegial atmosphere among our teaching staff and consistency in how we grade students.
- d. The use of formative and common summative assessments to measure learning has led to improved student academic achievement, reduced course failures, and increased graduation rates.

2.2 *Development of a tightly aligned curriculum utilizing the Professional Learning Communities (PLC's) approach from R. Dufour. 2003-Present.*

- a. As both a middle and high school principal, I have successfully organized Professional Learning Communities under the Rick DuFour Model.
- b. The instructional staff meets on an ongoing basis to align the State of Michigan and common core standards both horizontally and vertically to organize and revise pacing guides, formative and summative assessments.
- c. Our staff practice lesson studies, strategy roundup, and meet on a bi-weekly schedule to review student achievement data, and make instructional adjustments as a result of the data.
- d. All steps towards the development of a tightly aligned curriculum were in sync with a shared mission and vision that the staff contributed to developing and implementing. This accomplishment is significant because the process allows teachers to collaborate consistently, eliminate gaps of instruction, and provide a rigorous curriculum for all students' school wide that utilized best instructional practices.

2.3 *Differentiated Instruction (DI):*

- a. As a building leader, I have research and attended multiple sessions on Differentiated Instruction. Subsequently, I have organized and delivered professional development sessions based on the research of Carol Ann Tomlinson. Additional to training sessions led under my leadership, teachers included as part of their professional goals, sustained and continued focus on developing lesson plans that supported the instructional practices of DI.
- b. The concept of Differentiated Instruction continues to be a practice that my teaching staff is working toward mastering, and as a result we are providing instructional strategies for students that meet students at or above their learning levels and take into account student interest and learning styles.

2.4 *Reading Across the Curriculum:*

- a. Through the thorough examination of student achievement data, members of the school improvement team identified specific areas of needed improvement, particularly among our subgroups. The highest priority of academic improvement identified, was improving our

reading scores. Subsequently, utilizing the highly qualified reading specialists/experts on our staff, we have adopted and implemented a year-long reading across the curriculum calendar with a collective commitment from the professional teaching staff.

- b. The reading across the curriculum calendar is broken down by standards with emphasis placed on the areas of most needed improvement. Every teacher is responsible to implement on a weekly basis evidence of the reading activity along with how students are assessed. A copy of the activity is included in their submitted/posted lesson plans.
- c. The reading across the curriculum initiative school wide has led to improve reading skills and test scores each year among all of our students and a direct contributing factor to moving our school grade upwards each year.

2.5 Co-Teaching Training:

- a. Organization of professional development sessions for the teaching staff from both trained experts in the field of Co-teaching, and from the teaching staff who successfully put into practice this best practices approach for regular and special education students.
- b. Co-teaching has resulted in improved student achievement among the special education students across all grade levels and subject areas as indicated on our internal assessments and subsequent rising graduation rates.
- c. Through consistent planning between the regular and special education teachers, both an observer and the students identify the teachers as lead instructors who equally share the responsibility of teaching the lessons.

2.6 Data to Drive Instruction:

- a. “What gets measured gets done. This is the mantra I emphasize with all professional staff and prioritize at staff, departmental, school improvement, and administrative team meetings.
- b. All professional staff members meet departmentally on a bi-weekly basis to analyze internal benchmark assessments, ACT practice and NWEA test results, along with all high stakes assessment results as soon as they are made available.
- c. Data is organized through a district supported intranet based system, available for analysis through a variety of filters to assist teachers in

making the informed instructional decisions. Teachers receive training sessions on professional development days, departmental meetings, as well as being evaluated based on student achievement levels according to the student data base management system and what is written in their professional goals.

3. Technology as an Instructional Tool:

3.1 Blended Learning.

- a. Beginning 2014-15 school year students are required to engage in supplemental learning of 18 hours of instruction for specific single semester courses. Students are provided an individual learning plan based on NWEA norm referenced assessment scores and the core academic teacher provides supplemental instructional resources including an on-line web-based resource Edgenuity. Teachers also assign project based learning opportunities to students for authentic assessments.

3.2 Google Apps for Education (GAE) 2010-11 to present.

- a. Some of the benefits to date includes: increased professional collaboration with Google Documents, development of teacher websites, more organized calendars, and a robust email system. Our school has become a model for the district and the adoption of Google Applications has the potential to save hundreds of thousands of dollars if the district completely adopts the web-based system for collaboration. All staff has been trained and continues to build upon the outstanding tools available in Google Apps.

3.3 Increasing access of technology to students.

- a. Prioritized focus on grant funds for technology purchases resulting in additional total of 135 HP Laptops since 2012.
- b. Fall, 2014. Edgenuity On-line credit recovery and supplemental lesson resource training for teachers.
- c. Fall, 2014. Web-based NWEA Normed Reference Training for all professional staff. Three total assessments to measure student growth.
- d. Professional Development sessions to train teachers how to use the Moodle web site to extend student learning opportunities. The result has been very successful. Many teachers now have their own Moodle site where students can assess instructional materials, conduct discussion blogs, review and submit core academic courses on the county consortium website.

- e. Atlas Rubicon. As a high school principal I organized and facilitated the use of Atlas Rubicon, an Internet based Program. The resource is provided for teachers to collaborate in a PLC developing pacing guides, attach lesson plans, and common assessments. The staff successfully utilizes this web-based resource to systemically organize pacing guides, lesson plans, and common assessments. The result of the commitment to Atlas Rubicon remains a useful web-based resource that has resulted in a tightly aligned curriculum across all content areas both horizontally and vertically from grades 9-12.

- f. Classroom Performance System (CPS). Staff members have received training and implemented this technology resource to both advanced and struggling learners. The use of CPS devices has made a substantial difference in student achievement, particularly among the struggling learners.

OFFICE OF THE REGISTRAR
(989) 964-4089
Graduate

Daniel E. Gilbertson
64545 Wolcott
Ray MI 48096

SSN: [REDACTED]
ID Number: 0217031

Course	Title	GR R	Hrs Att	Hrs Cmpt	GPA Pts	Course Dates
EDL 608	Counseling Skills	A	3.00	3.00	12.00	01/08-04/28/01
	Term 01/WI (G) Totals:		3.00	3.00	12.00	GPA = 4.0000
	Cumulative Totals:		3.00	3.00	12.00	GPA = 4.0000
EDL 702	Foundations of Ed & Lead A		3.00	3.00	12.00	08/27-12/15/01
EDL 704	Action Research Project A		3.00	3.00	12.00	08/27-12/15/01
	Term 01/FA (G) Totals:		6.00	6.00	24.00	GPA = 4.0000
	Cumulative Totals:		9.00	9.00	36.00	GPA = 4.0000
EDL 703	Strategic Planning in Sc A		3.00	3.00	12.00	01/14-05/04/02
EDL 700	Supt/Central Office Admi A		3.00	3.00	12.00	01/14-05/04/02
	Term 02/WI (G) Totals:		6.00	6.00	24.00	GPA = 4.0000
	Cumulative Totals:		15.00	15.00	60.00	GPA = 4.0000
EDL 705	Crucial Iss in Educ & Le A		3.00	3.00	12.00	05/13-06/29/02
	Term 02/SP (G) Totals:		3.00	3.00	12.00	GPA = 4.0000
	Cumulative Totals:		18.00	18.00	72.00	GPA = 4.0000
EDL 706	Personnel Admin & Develo A		3.00	3.00	12.00	08/26-12/14/02
EDL 720	Internship in Admin Spec A		3.00	3.00	12.00	08/26-12/14/02
	Term 02/FA (G) Totals:		6.00	6.00	24.00	GPA = 4.0000
	Cumulative Totals:		24.00	24.00	96.00	GPA = 4.0000
EDL 710	Specialty Colloquium A		3.00	3.00	12.00	01/13-05/03/03
EDL 652	Admin of Secondary Schoo A		3.00	3.00	12.00	01/13-05/03/03
	Term 03/WI (G) Totals:		6.00	6.00	24.00	GPA = 4.0000
	Cumulative Totals:		30.00	30.00	120.00	GPA = 4.0000

TOTALS: CRED.ATT = 30.00 CRED.CPT = 30.00 GRADE.PTS = 120.00 GPA = 4.0000

 * EDS - Specialist in Educ Degree Awarded on 05/03 *
 * Majors Minors Specializations *
 * Specialist in Educ Superintendency/Central *

Official copy must bear signature and impression seal.

Chris Joany
REGISTRAR

School District of Indian River County

1990 25th Street • Vero Beach, Florida 32960-3395 - Telephone: 772-564-3000 • Fax: 772-569-0424

Harry J. La Cava, Ed.D.
Superintendent

November 15, 2010

To Whom It May Concern:

It is my pleasure to write a recommendation for Dan Gilbertson for Superintendent of schools. Mr. Gilbertson is currently the Principal of Sebastian River High School in Sebastian, Florida. Sebastian is located in Indian River County which is on the east coast of Florida between Daytona Beach and West Palm Beach. Sebastian River High School has an enrollment of almost 1900 students and is currently an "A" rated Florida high school.

As the Assistant Superintendent of Curriculum and Instruction, I was part of the team who interviewed and recommended hiring Mr. Gilbertson. I have not been disappointed. He has established himself as an education practitioner and instructional leader who has raised the academic bar at Sebastian River High School.

As an educational practitioner, he is well-read and puts his knowledge to work at his school. He has instituted William Glasser's *Choice Theory* as the model for his Assistant Principals to use as they work with student discipline referrals. For the past two years, school leaders in Indian River County have been focusing on 'Grading Practices in the Classroom' and Mr. Gilbertson has emerged as a leader among his peers. He has presented information to his peers and staff. He has been engaging his staff in ongoing study of current best practices. Regarding accountability and assessment, Mr. Gilbertson has a school leadership team who is comfortable using data. He uses multiple sources of data to improve instructions including both formative and summative assessments.

As the instructional leader of his school he has set high expectations, and raised the academic bar, even though SRHS is an "A" school. He has identified curriculum needs for different student populations. He expanded the Career and Technical Programs by adding Oracle and Geo-Spatial Information Systems, to the current 6 Career and Technical programs that culminate with industry-certified exams. He expanded the number of Advanced Placement courses and revamped the International Baccalaureate Program to include both Diploma and IB Certificated assessments. This expansion will more than double the number of tests administered when compared to the prior year. He has also instituted 'Reading Across the Curriculum' with his staff and has organized an innovative way for staff to give input and turn in accountability assignments using Google Apps.

**"Educate and inspire every
student to be successful"**

Karen Disney-Brombach
District 1

• Matthew McCain
District 2

• Carol Johnson
District 3

• Claudia Jiménez
District 4

• Debbie J. MacKay
District 5

"To serve all students with excellence"

Equal Opportunity Educator and Employer

As a matter of fact, Dan Gilbertson brought Google Apps to the forefront in Indian River County Schools. His efforts have caused the School District's Information Technology Department to further research "cloud hosting" applications and its many uses for students and staff. Mr. Gilbertson is using this technology with his staff to collaborate on documents at the same time from multiple locations. His staff is using the application for class projects, web pages, as well as safe and secure email accounts for staff and students to communicate outside the classroom. He has opened the District's eyes to the many uses of this "free" set of tools. Mr. Gilbertson and SRHS deserve the credit for taking their school and the school district one more step into 21st century learning.

Dan Gilbertson has established himself as a leader within the school district in a short period of time. He demonstrates innovation, creativity and vision. He is a strong communicator, an articulate speaker, and a good listener. He makes an impact on those around him because of his composure and professionalism in all situations. He is a humble leader who models an ethical, personal and professional demeanor. He is not the type of leader that at school district wants to lose, however he is ready to take the next step in his professional career. He would be an effective, successful superintendent.

If further information is needed please do not hesitate to contact my office.

Sincerely,



Frances J. Adams, Ed.D.

Assistant Superintendent of Curriculum and Instruction



2/12/16

Dear Interviewing Committee:

This letter is in support of Mr. Daniel Gilbertson's candidacy for a Superintendent position in your district. I have had the pleasure and opportunity to work with Mr. Gilbertson over a five year period of time. In those five years I was a building trades and construction technology teacher. During my years of employment under his leadership, I found Mr. Gilbertson to be extremely helpful and supportive in our shared goal to develop the best construction technology program possible for all students in the program. His knowledge in curriculum and instruction had a positive impact not only towards advancing my program, but to all academic and career programs offered to students in our school. In each year under Mr. Gilbertson's leadership, academic performance improved, as measured by the state top to bottom rankings, graduation rates, and most recently the 2015 M-Step scores. In addition to bringing a Nationally State approved Certified Construction Technology curriculum to Madison High School, Mr. Gilbertson added Pre-Engineering, FANUC Robotics, and multiple Advanced Placement courses to the high school. In his current role as a central office administrator, he is working on curriculum k-12, securing grants for innovative programs, expanding business partnerships in Wayne, Oakland, and Macomb Counties, as well as serving as mentor to new teachers and administrators.

I have found Mr. Gilbertson's leadership style conducive to bringing the staff to a higher level of performance, as he facilitates an environment of collaboration among all staff members, which has led to strong and positive staff morale each year.

In the times I have known Mr. Gilbertson, he had to assume many different roles and responsibilities. He has always approached his different roles with a tremendous amount of energy, enthusiasm, and with great vision. I have full confidence that Mr. Gilbertson will serve as an outstanding district superintendent and can easily endorse him for this position in your school district.

Please contact me if you would like to discuss my endorsement for Mr. Gilbertson at [REDACTED]

Sincerely,



Pete Dalton

School District of Indian River County

1990 25th Street • Vero Beach, Florida 32960-3395 - Telephone: 772-564-3000 • Fax: 772-569-0424

**Harry J. La Cava, Ed.D.
Superintendent**

March 15, 2011

To Whom It May Concern:

Please accept this letter as an official endorsement of Mr. Daniel Gilbertson for the leadership position in your district.

Hiring Mr. Gilbertson as a high school principal from outside of this community was a risky proposition, but he has risen to the challenge. He was hired for his educational knowledge, holding high expectations for students and staff, as well as being a change agent. In my opinion, he has lived up to those expectations.

In spite of following someone that had been a lifelong community member and principal of the school for ten years, Mr. Gilbertson has made his mark in a positive manner with all of his stakeholders. I hold my principals to high expectations for student achievement and accountability, and can say unequivocally, that Mr. Gilbertson met those expectations since coming to our school district.

There are difficulties that come with anyone trying to initiate change, but Mr. Gilbertson has been professional and up front with people outlining his expectations with regard to what he expects for staff and students.

I have high regard and respect for Mr. Gilbertson's work ethic and would welcome giving you further information for this endorsement, should you desire it.

Sincerely yours,



Harry J. La Cava, Ed.D.
Superintendent

pp

**"Educate and inspire every
student to be successful"**

Karen Disney-Brombach
District 1



Matthew McCain
District 2



Carol Johnson
District 3



Claudia Jiménez
District 4



Debbie J. MacKay
District 5

"To serve all students with excellence"



HEARTLAND EDUCATIONAL CONSORTIUM

P.O. Box 1047 • Lake Placid, Florida 33862

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Board of Directors

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Hardee

Richard Murphy
Hendry

Wally Cox
Highlands

Dr. Pat Cooper
Okeechobee

Thomas Conner
Executive Director

April 22, 2009

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for Daniel Gilbertson in support of his interest in educational leadership positions. I had the opportunity as superintendent to work with Dan during his two years as principal of LaBelle High School.

His tenure at LaBelle High School reinforced the very reasons he was selected to serve as principal. He proved himself to be of high moral character, a caring servant leader with a strong ethical base, and a good working knowledge of school management, curriculum, and instruction. Dan has a "students first" mentality and this is reflected in his decision making model. He has a firm belief that the needs of the students must be the driving force behind all that we do in education. He possesses the ability to articulate the vision and mission of the educational system to all stakeholders. He holds students, teachers and parents to the highest standards when it comes to the education of the students within the system. His outstanding interpersonal skills support collaborative work with internal and external constituents. He understands the value of earning the trust and commitment from those from within the organization as well as outside.

Dan uses a distributive leadership style. He shares his leadership power and authority with those on his leadership team based on their maturity level and educational experiences. He empowers others to do their job as professionals and provides the necessary scaffolding to support those in need of assistance. This strategy actually increases the leadership density within the organization and inspires trust and commitment among his colleagues.

Dan quickly became involved in the community, and actively encouraged participation in school clubs and extracurricular activities. He focused on improvement of the school climate, and required the student organizations to operate in an effective and efficient manner. He effectively managed the substantial internal account and school level business functions of the Labelle High School, and clearly understands the importance of fiscal responsibility.



Your careful consideration of Dan Gilbertson's experiences and qualifications should yield you a strong candidate for any educational leadership position. A personal interview with Dan will confirm the attributes and qualities I have mentioned in my letter of recommendation. Feel free to contact me if you require additional information.

Yours truly,

A handwritten signature in cursive script, appearing to read "Thomas W. Conner", is positioned above the typed name.

Thomas W. Conner
Executive Director

Warren Woods Public Schools

Michigan 48088-4738

Phone [redacted] Facsimile [redacted]

Progress Through Expectation

Superintendent, Robert D. Livernois, Ph.D. 586.439.4417

Asst. Superintendent, Russell J. Markowski 586.439.4457

Business Manager, M. Grace Stafford 586.439.4452

Curriculum & Pupil Svcs. Director, Monique Beels 586.439.4463

January 25, 2006

Letter of Recommendation for Dan Gilbertson

To Whom it May Concern:

It is my pleasure to write a letter of recommendation for Dan Gilbertson. Dan has been employed since August, 2002 as principal at Warren Woods Middle School. Prior to this position, he had served as a high school assistant principal.

It may seem curious as to why I would recommend him for a high school principal/administrative position and risk losing him as our middle school principal. My reasons are two-fold.

1. Dan has been very up-front with me in that his next job goal in a career move would be to return to the high school setting as a principal/administrator.
2. The opportunities in Warren Woods Public Schools for a high school administrative position are limited in that we only have one high school and the current administrators are similar in experience to Dan - so we do not foresee any openings at the high school in the near future.

Dan Gilbertson is one of the most conscientious and caring administrators that it has been my pleasure to supervise. He puts in countless hours on his job and is always available to offer his services and expertise as a member of a variety of district committees ranging from curriculum to diversity to strategic planning. He has displayed great leadership in facilitating both staff and budgeting needs in regards to the Bond renovation projects beginning in our middle school. He is a team player in our administrative group and is well respected for his contributions.

• Adult & Community Education 586.439.4444 Director, Mark Grogan
 • Career & Technical Education 586.439.4456 Director, David Lyette
 • Technology 586.439.4330 Coordinator, Theresa McGowan



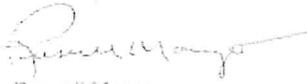
• Food Service 586.439.4458 Director, Patricia Miller
 • Guidance & Transportation 586.439.4579 Director, James F. Sanderson
 • Special Education & Special Services 586.439.4444 Director, Susan J. Calvert

It is the policy of the Warren Woods Public Schools that no person shall be, on the basis of race, color, religion, national origin or ancestry, gender, age, marital status, height, weight or handicap, excluded from participation in, or be denied benefits of, any educational program or activity conducted by the district or its employees.

On a personal note, I have been impressed by Dan's commitment to his family. He clearly works at being a good father and husband in addition to being committed to his job and students.

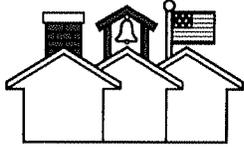
In summary, although I do not relish having to find a new middle school principal, I understand and support his desire, with his background and experience, to seek a high school position at this point in his career and to continue his growth in new areas. Based upon the reasons stated above, I strongly recommend Dan to a district in which he can share his dedication and energies. Please feel free to contact me if you need additional information.

Sincerely,



Russell Maranzano
Assistant Superintendent

RM.dp



School District of Indian River County

1990 25th Street • Vero Beach, Florida, 32960-3395 • Telephone: 772-564-3000 • Fax: 772-569-0424

Frances J. Adams, Ed.D. - Superintendent

August 6, 2012

To Whom It May Concern:

I am writing to you on behalf of Mr. Daniel Gilbertson, who has applied for an administrative position in your school district.

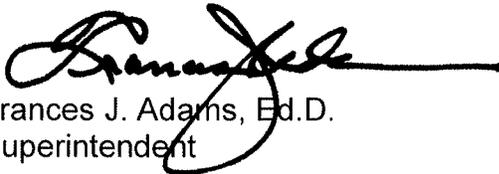
Although hired by the former Superintendent for his educational knowledge and background, his high expectations for students and staff, and his ability to bring about change, I can attest to the fact that Mr. Gilbertson has lived up to the challenge.

Despite following someone that had been a lifelong community member and Principal of the school for ten years, Mr. Gilbertson was able to move the school forward. There are difficulties that come with anyone trying to initiate change, especially following a long-time, well-liked professional, but Mr. Gilbertson's professionalism, educational background, tenacity, and ability to convey his expectations made it all work.

Indian River County Principals are held to very high expectations for student achievement and accountability, and Mr. Gilbertson met those expectations.

I have high regard and respect for Mr. Gilbertson and wish him the very best as he continues his career in education.

Sincerely yours,



Frances J. Adams, Ed.D.
Superintendent

pp

"Educate and inspire every student to be successful"

Karen Disney-Brombach
District 1

• Jeffrey Pegler
District 2

• Matthew McCain
District 3

• Carol Johnson
District 4

• Claudia Jiménez
District 5

"To serve all students with excellence"
Equal Opportunity Educator and Employer

Office of Professional Preparation Services
STATE BOARD-CONTINUING EDUCATION HOURS (SCECH) SUMMARY

Participant Name DANIEL GILBERTSON
Participant Address 4222 ATWELL DRYDEN, MI 48640

SCECH Sponsor	SCECH Coordinator	Offering Title	SCECH Program Approval Number	End Date	SCECHs Awarded
Michigan Assoc of Secondary School Principals	Angel Brewer	Educator Evaluation Day 1	20124789	11/27/2012	5.00
Michigan Assoc of Secondary School Principals	Angel Brewer	Educator Evaluation Day 2	20124790	11/29/2012	5.00
Madonna University--Orchard Lake	Teresa King	Co-Teaching: Solutions for Difficult Issues	20114079	02/07/2013	5.00
Oakland Schools	Lori Dean	Principals' Network 2012 - 2013	20124081	04/19/2013	18.00
Oakland Schools	Lori Dean	BPS Learning Conference 2013	20131759	06/20/2013	10.00
MEMSPA	Annette Erickson	(45) Assessment & Grading for Achievement	20131420	09/20/2013	45.00
MEMSPA	Annette Erickson	(45) Grading & Reporting for ALL Students	20131422	11/30/2013	45.00
MEMSPA	Annette Erickson	(45) Assessment and Standards-Based Grading	20131449	12/31/2013	45.00
Macomb ISD	Deborah Forton	MiSchoolData for Sch. Improvement & State Reportin	20135655	02/28/2014	3.00
Michigan Institute for Educational Management	Danielle Bach	SUPES Academy Session 1	20141691	08/07/2014	12.00
Michigan Institute for Educational Management	Danielle Bach	SUPES Academy Session 2	20141690	09/10/2014	11.00
Michigan Institute for Educational Management	Danielle Bach	SUPES Academy Session 3	20141689	10/08/2014	12.00
Michigan Institute for Educational Management	Danielle Bach	SUPES Academy Session 4	20141688	11/12/2014	12.00



MDE SCECH Program Administrator

Office of Professional Preparation Services
STATE BOARD-CONTINUING EDUCATION HOURS (SCECH) SUMMARY

SCECH Sponsor	SCECH Coordinator	Offering Title	SCECH Program Approval Number	End Date	SCECHs Awarded
Oakland Schools	Lori Dean	Oakland County Effective Practices Conference 2015	20151923	06/24/2015	10.00
Ferris State University	Susan Weaver	NEW CTE Program Technical Assistance Meeting	20153763	10/07/2015	4.00
Wayne State University	MATT SHAW	The New Teacher and Administrator Evaluation Law - Factors to Consider	20160028	01/21/2016	3.00



MDE SCECH Program Administrator

November 16, 2015

To Whom It May Concern:

It has been my privilege to work with Daniel Gilbertson over the last three 1/2 years. Throughout this time, I have witnessed his work as a High School Principal, Secondary Curriculum Director, and currently in a key central office position for the Madison District Public Schools.

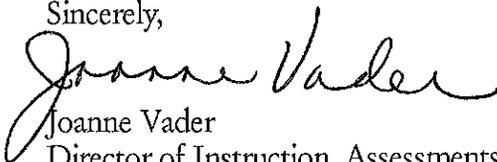
Mr. Gilbertson was hired as the Madison District High School Principal during a challenging time. He understood that the school had been a priority school and was under a state reform movement. He not only willingly accepted this challenge when he came to the Madison District, but he embraced the expectations and monitoring of the reform requirements. Dan Gilbertson quickly proved himself to welcome the opportunity to raise the bar for students and staff. It is clear to everyone that has worked with him that he operates on a "no excuses" platform. His hard work and high expectations have shown tremendous gains in student achievement. He has also expanded the course offerings to meet the needs and diversity of the student body while fulfilling the challenge of ensuring that our students are career and college-ready.

Many of these opportunities are now the main focus of his fourth year serving in Central Office as the Director of Educational Programs and Strategic Partnerships. His vast knowledge of secondary curriculum is now providing our students with an academic experience that is relevant as well as innovative; and most importantly providing job opportunities upon their high school graduation. Some of these opportunities involve S'TEM related pre-engineering offerings, building trades apprenticeships, FANUC robotics, and partnerships with Lawrence Technological University, Rochester College, and Habitat for Humanity.

Mr. Gilbertson is also committed to ensuring administrator and teacher excellence. He has taken on many district-wide initiatives that require a significant amount of time and expertise. Some of these include: New Teacher Mentoring Network, District Teacher Evaluation including district-wide instructional walk-throughs, and the Professional Studies Committee which includes a thorough review of the curriculum at both the elementary and secondary levels.

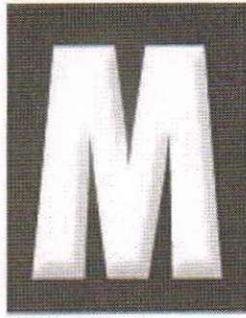
Daniel Gilbertson is the role model that public education needs to embrace. He has the desire and the ability to be a transformational leader. As a superintendent, he will courageously make the choices that will serve the families of the community, while leading the district in making the right decisions for student achievement, staff development, and fiscal responsibility. Mr. Gilbertson has my highest recommendation.

Sincerely,



Joanne Vader

Director of Instruction, Assessments, and Accountability



MADISON DISTRICT PUBLIC SCHOOLS

26524 John R Road
Madison Heights, MI 48071
248.399.7800, Ext. 3405
248.399.2229 - Fax

February 8, 2016

To Whom It May Concern:

I am writing to unreservedly recommend Mr. Daniel Gilbertson to your selection committee and for a leadership position in your district.

I have known and worked closely with Mr. Gilbertson for the last four years. During this time, Mr. Gilbertson worked as a High School Principal and Director of Secondary Curriculum and Innovation.

First and foremost, Mr. Gilbertson dispenses his duties and responsibilities diligently and to a high standard. He approaches his role with integrity and from a student and family centered perspective. He takes time to listen, inform, and educate others on what is the ultimate shared goal in education. Mr. Gilbertson worked closely with our student community and instituted several building level strategies aimed at enhancing the learning environment and the student's experience.

During his time in the district, Mr. Gilbertson applied many of his skills to bring into focus specific building level priorities and initiative aimed at re-establish a culture of high standards, professional expectations, accountability, and academic achievement. His work impacted the district in many areas including curriculum alignment, instructional best practices, recruitment and development of staff, and nurturing a positive and healthy culture for teaching and learning.

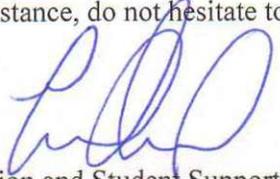
His most recent charge included rebuilding the district's technical and cooperative education programs. Mr. Gilbertson worked closely with many of our community partners to establish outreach opportunities and develop work site for our students. His accomplishments included working with United Way, General Motors, Faunic Robotics, and various skilled trades group. His efforts enhanced the district's ability to place students in various technical fields for some well needed hands on experiences and extended learning opportunities.

Mr. Gilbertson's impact on the district is far and wide, serving as mentor for several of our young and aspiring teachers and principals. Mr. Gilbertson has greater potential than what he has already realized. He will most certainly be an asset to any organization he may find himself connected with.

If I could be of further assistance, do not hesitate to contact me at either [REDACTED] or [REDACTED].

Respoectfully submitted,

Menhem Aouad, Ed. Sp.
Director of Special Education and Student Support Services
Madison District Public Schools



ReferenceChecks

No result available.