

**ERIN MCMAHON**

95 Cairn Ridge Road  
East Falmouth, MA

erin.mcmahon@yahoo.com  
303-842-3249

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January 30, 2020

Superintendent Search Committee  
Flagler County Public Schools

Dear Esteemed members of the Search Committee,

I am applying for the Superintendent position of Flagler County, a thriving community primed for even greater student performance. I bring more than 20 years of educational experience and have served in multiple K-12 roles ranging from teacher to principal to chief academic officer. I have led teaching and learning practices that have resulted in student achievement outcomes in a variety of organizations ranging from a small rural district with fewer than 2,000 students and 4 schools to an urban district with more than 90,000 students and 200 schools. I have managed school and district budgets of \$4 million to \$44 million. I have also attended Connecticut public schools from kindergarten to college, taught English as a second language teacher in Washington, D.C.; and, served as a secondary (6<sup>th</sup> – 12<sup>th</sup>) school principal in Manhattan. I lead for equity and excellence, through how I make decisions, with a focus on accountability and increasing student achievement for ALL learners.

I currently serve as the Chief Academic Officer for KIPP, a national network of 224 charter schools in 20 states and the District of Columbia. Together with our regional educators, I am responsible for building a long-term academic strategy that includes common curriculum and recommendations on how to use assessment to inform instruction. I also served as the Chief Program Officer where I led budget cuts of nearly 20% (more than \$3 million) for the purpose of refining programming for our regional leaders. This experience reinforced that my heart the desire to lead schools, specifically traditional public schools that serve all children.

In Denver I served as the Associate Chief of Academics and Innovation where I co-led the implementation of an early literacy initiative that resulted in the largest (17%) one-year student achievement gains in the district's history. Prior to that role, I was a Regional Superintendent serving 6,200 students. I led 14 schools that ranged from the highest performing in the state to schools that I had to close due to low enrollment or low achievement. Because I oversaw multiple grade levels, I developed an understanding of the articulation resources needed for students to transition effectively from one grade or school level to another. I also helped create Restorative Justice practices that supported the social and emotional needs of students and staff.

Serving as a regional superintendent was my favorite job because I lived in the community where my schools were located, and the smaller size allowed me to get to know staff, parents and students in school, at the grocery store and even while running. 6200+ students was a perfect size to build community and get to know each school and its community well. In the same way, I would be excited to join Flagler. My family and I have spent a great deal of time in St. Augustine and would be excited to be a part of your community.

I would welcome the opportunity to discuss how I can support students, staff, parents and the community in meeting Flagler County's vision, mission and goals. You have done an excellent job articulating what you want in your next Superintendent and I intend to show you how your profile meets my qualifications.

Most Sincerely,

Erin McMahon

## ERIN MCMAHON

95 Cairn Ridge Road  
East Falmouth, MA 02526

erin.mcmahon@yahoo.com

### EDUCATION

#### **Yale University**

**New Haven, CT**

Bachelor of Arts, History, 1995

Yale University Women's Soccer Team, Ivy League Champions, 1992; Vice President, Pi Beta Phi Sorority

#### **Cornell University**

**Ithaca, NY**

Master of Business Administration, 2003

Park Leadership Fellow; Alumni Class President; Founding Member of the Johnson School of Management Alumni Board

#### **Pace University**

**New York, NY**

Master of Science in Education Leadership, 2006

### K-12 SCHOOL EXPERIENCE

#### **New York City Department of Education**

**New York, NY**

**Principal, Henry Street School for International Studies (served more than 500 students) 2008 - 2012**

*Charged with improving a 6-12<sup>th</sup> grade school that had only been open for four years and was already in turnaround.*

- Effectively supervised, evaluated and coached a team of 50 employees (40 teachers, 2 assistant principals, 3 secretaries, 3 school aides, school safety officers, and a parent coordinator) with a school budget of \$4 million.
- Inspired and motivated staff to focus on inclusive teaching practices resulting in 10 to 20-point gains on the NY Regents exam in at least 4 exam categories. Passing this exam is a graduation requirement in New York.
- Eliminated a \$20,000 deficit, created a \$79,000 surplus, and raised \$200,000 in just one year through successful stakeholder engagement and securing new funding from city government and community organizations.
- Reduced suspensions by more than 75% (from 250 to 59 in one year alone).
- Evaluated and reorganized the special education program to ensure compliance with district, state and federal policies and increased high-quality services to meet student needs and eliminate opportunity gaps.

**Assistant Principal, William W. Niles Middle School (served 1,200 students)**

**2006 – 2008**

*Charged with revamping school operations and modernizing a 25-year-old talented and gifted program, resulting in a transformation of how students were selected for a 360-seat program within a 1,200-seat middle school.*

- Supported students resulting in 20% of the class being accepted in Specialized High Schools in the city.
- Created community partnerships to develop over \$300,000 in scholarships for students from economically disadvantaged backgrounds to attend prestigious Catholic & private schools.
- Directed school data teams and professional learning to established achievement benchmarks, identify target students, use school-wide data and increase the number of students who were proficient to 90% of the school.
- Created new parent communication and engagement strategies resulting in 100% return of 1,150 free and reduced lunch forms, which added \$30,000 to the annual school budget.

**Principal Resident, Eleanor Roosevelt High School (served 520 students)**

**2005 – 2006**

*Charged with expanding college readiness and scholarship opportunities for the first graduating class.*

- Apprenticed at one of the top 100 schools in the nation (according to U.S. World & News Report).
- Co-developed the student advisory curriculum, supervised data teams, motivated staff and developed an innovative process for reviewing Financial Aid applications for all students in the high school's first graduating class.

#### **DC Public Schools (Teach for America)**

**Washington, D.C.**

**Teacher, English as a Second Language, K-6, Rudolph Elementary (served 500 students)**

**1995 – 1997**

*Charged with teaching more than 50 students and moving them to proficiency in English.*

- Used data, culturally responsive pedagogy and differentiated rigorous grade level instruction, which resulted in 16 students gaining proficiency within two years.
- Coached girls' and boys' soccer teams for the national nonprofit America Score, which is an after-school program focused on literacy and athletics.



## ERIN MCMAHON

### K-12 DISTRICT EXPERIENCE

#### Denver Public Schools

Denver, CO

**Associate Chief, Academics and Innovation (207 schools served more than 90,000 students) 2016 - 2017**

*Charged with building a central administration team that ensured success of the district strategic plan through an innovative approach to early literacy.*

- Supervised, evaluated and coached a team of 7 leaders and a \$44 million budget.
- Partnered with the Assistant Superintendent of Elementary Schools to implement the district's first K-3 early literacy strategy. Teacher satisfaction rates for professional learning nearly doubled from 51% to 97%, and the district had the largest one-year student achievement gains in history, 17% on the Colorado early literacy assessment.
- Contributed to the Superintendent's Cabinet, district committees, community organizations and family engagement.
- Designed best practices in curriculum, assessment and professional learning to ensure an effective balance between district control and school autonomy.
  - Led the curriculum adoption process for more than 110 schools to ensure high quality standards-based content and instruction in alignment with the district strategic plan while providing room for school autonomy.
  - Collaborated with parents at multiple schools to reassess priorities and realign resources to meet their desire for increased opportunities for out-of-school activities, personalized learning and tiered systems of supports.
- Created a middle school pilot program at 3 schools to enhance relationships with, motivate and close opportunity gaps for African American boys.

**Regional Superintendent (14 schools served more than 6,200 students)**

2013 - 2016

*Charged with leading 14 schools with the goal of determining next steps for three low performing and/or low enrollment schools (including closure) and creating more educational parity for English language learners (ELL).*

- Led 8 of 14 schools to outpace the district literacy and math growth rates by at least 10 points in one year.
  - Achievement gains ranged from 6 - 10% for students with IEPs.
  - 2 schools where students were not native speakers had a 15% increase on the district ELL assessment.
  - 2 schools moved from turnaround to proficient ratings on the state assessment framework.
- Supervised, coached, and evaluating principals, including:
  - the school leader of the highest performing school in the district and state;
  - a principal leading a school in the bottom 10% in the state; and
  - two principals that were transitioning out of jobs because of school closures.

**Director, Teacher Talent Management (180 schools served more than 78,000 students)**

2012 - 2013

*Charged with recruiting, hiring and retaining a new district team of 17 to lead teacher recruitment, hiring and evaluation*

- Transformed strategic teacher recruitment and hiring practices.
  - Tripled the number of highly qualified candidates for schools to choose from in a single school year.
  - Lost significantly fewer candidates to neighboring districts by reducing timeline from application to hiring.
- Supported the change management and implementation of a new centralized teacher performance evaluation system.
- Co-led negotiations for the district's first Peer Assistance and Review process, which was the first in the state; it allowed teachers to challenge their evaluation ratings using an independent third party.

#### New York City Department of Education

New York, NY

**Chief Operations Officer, Office of New Schools (served 1.1 million students)**

2004-2005

*Charged with leading recruitment and marketing of new high schools across five boroughs of New York City.*

- Contributed to the creation of an engaging and accessible school choice directory for the more than 80,000 students and parents who would be attending high school the following year.
- Supported development of clear and accessible information about the mandatory school choice process that was translated into 8 languages serving students and families from more than 100 countries.

### HIGHER EDUCATION EXPERIENCE

#### Columbia University

New York, NY

**Adjunct Professor, Columbia Business School**

2017 - present

- Teach a graduate course in educational leadership that focuses on human capital systems and entrepreneurial solutions to prepare, recruit, select, train, evaluate, and retain effective teachers and school leaders to bring about systemic change.
- Mentor and serve as an adviser for students taking independent study courses in education technology.
- Create new case studies on human capital decisions that improve student outcomes for low-income communities.

## ERIN MCMAHON

### Mercy College

#### Adjunct Professor

New York, NY  
2009

- Taught the Special Education 101 course to the New York City Teaching Fellows.
- Ensured students understood not only the law but also how to effectively teach students with different needs.

## NATIONAL K-12 EXPERIENCE

### KIPP Foundation: KIPP Schools (224 schools serving 115,000 students)

New York, NY  
March 2019 – present

#### (National) Chief Academic Officer

*Charged with creating an effective academic strategy for the national network of KIPP schools.*

- Co-lead a team of regional Chief Academic Officers to create and implement a long-term national academic strategic plan focused on literacy and science, technology, engineering and math (STEM).
- Creating a national assessment strategy to pilot grade-based assessments in selected cities before full rollout in 2020.
- Evaluating the most effective schools in our network against a common framework to replicate best practices, and coach senior academic leaders in California, New Jersey, York, New and Ohio on how to affect change in their regions.

#### Chief Program Officer

2017 - 2019

*Charged with increasing the effectiveness of KIPP's academic and leadership programs while reducing overall budget.*

- Developed an evaluation process designed to assess 44 programs resulting in a 19% cut, from \$21 to \$17 million.
- Supported the expansion of science and math curriculum resulting in 90% of regions adopting the new Amplify science curriculum and 70% of regions adopting the Eureka math curriculum; and 70% continuing to use KIPP's Wheatley.

### City Year Boston, MA

#### National Director of School Partnerships

2003 – 2004

*Charged with leading the development of a new contract process for after-school service programs for students.*

- Led the development and implementation of the first School Partnership Model, including negotiating the annual contract and creating the system for providing best practice tutoring services to students in 15 cities and 125 schools.
- Selected as the only recipient of the annual Fireman Public Service Fellowship.

## BUSINESS EXPERIENCE

### Cap Gemini Ernst & Young, LLC (formerly Ernst and Young, LLP)

New York, NY  
1999 – 2001

#### Manager

*Charged with serving clients in change management, communication, training and contract negotiations.*

- Worked on a start-up team to launch the firm's Center for Enterprise Creation, which was an incubator for new businesses and included training on developing strategic business plans, budgets, finances backing, marketing and project management.
- Directed a cross-functional team of 10 to establish a farmer-owned B2B Marketplace, which was a business cooperative that created an innovative online marketplace for grain sales.

#### Senior Consultant/Consultant

1997-1999

*Charged with change management and contract negotiations for new service systems.*

- Rated first among a group of 250+ senior consultants resulting in early promotion to manager.
- Developed and implemented culture, change management and communications strategies for a large healthcare organization.

## CERTIFICATIONS

- District of Columbia Elementary School (ESL, 1-6) - Alternative Teacher Certification, 1995-1997
- New York State, Administrative (School Building License) K-12, 2005 – 2010 (Provisional); 2010-2015 (Permanent)
- National Principal Academy Fellowship, Relay Graduate School of Education, Certificate of Completion, 2015
- Leverage Leadership Institute, Relay Graduate School of Education, Gold-certified, Observation and Feedback, 2016
- Institute for Professional Excellence in Coaching, Master Practitioner, Energy Leadership Index, 2018
- International Coach Federation, Professional Certified Coach, 2019



## **ERIN MCMAHON**

### **PROFESSIONAL LEARNING**

- Ernst and Young, Change Management (Business Change Implementation) Trainer, 1997 – 2001
- New Urban Schools Principals' Training, Harvard Graduate School of Education, 2007
- New Leaders for Our Schools, National Urban Leadership Institute, 2008 – 2012
- Aspen-Pahara Fellowship, 2019 Cohort

### **LANGUAGE**

- Proficient Spanish Speaker

### **PRESENTATIONS AND PAPERS**

- Presenter, Using Data to Make Human Capital Decisions, EduStaff Conference, Ithaca, New York, 2013
- Presenter, Promising Strategies to Assist Teachers in Implementing the Common Core and Teach to the Test, Improve Instruction, Council of Chief State Schools Officers, 2013

### **COMMUNITY SERVICE**

- Former Vice President and founding member of a new chapter of Rotary International, Denver, CO
- Current Holy Name of Jesus, Parishioner, New York, NY



Colorado Association  
of School Boards

2253 South Oneida Street, Suite 300  
Denver, Colorado 80224-2507  
Phone: (303) 832-1000 • (800) 530-8430  
Fax: (303) 832-1086 • [www.casb.org](http://www.casb.org)

January 29, 2020

Dr. Bill Vogel  
Search Consultant  
Flagler Schools Superintendent

RE: Reference for Erin McMahon

Dear Dr. Vogel,

It is my pleasure to recommend Erin McMahon for the Superintendent of Flagler Public Schools. Ms. McMahon's skills and abilities match the capabilities needed to achieve Flagler Public Schools' strategic plan and to lead the Plymouth community to accomplish their desired outcomes for students.

I had the privilege of working for Ms. McMahon at Denver Public Schools when she served as the Chief Academic & Innovation Officer. Erin entered our central office team from the Instructional Superintendent's role, which gave her the necessary perspective and insight to lead the teams that directly provided academic services to schools. She was the first cabinet level leader to analyze our portfolio of services and to then measure their impact on students. This work required Ms. McMahon to quickly build relationships of trust across all layers of our teams.

As a leader, Ms. McMahon cares deeply about the development and professional growth of her teams. Erin prioritized our personal care goals along side our professional goals. This demonstrated her ability to nurture and empower her leaders, while holding us accountability to high expectations. Ms. McMahon also invested in me and my leadership team as learners. She provided time, resources, and support for us to take our leadership to the next level with specific objectives for our team re-design and change management training. This level of support impacted me personally as I began to intentionally build the capacity of my leaders and to create diverse leadership pipelines from within my teams.

Ms. McMahon's unique systems thinking perspective will be advantageous to her as a Superintendent. In my previous role in Denver Public Schools, I experienced Erin's support of our academic technology systems and our afterschool programs as demonstration of her beliefs about the value of partnerships between communities and schools that must be clearly planned for across the system in order to be effective. In my new role as the Executive Director of the Colorado Association of School Boards, I see how vitally important it is for a Superintendent to work hand in hand with their school board members to articulate their beliefs and values at the system level to achieve their goals. Erin not only has this ability, she also embraces the collaboration with families and the community to share ownership of their outcomes.

I highly recommend Erin without reservation as the next Superintendent of Flagler Public Schools. Please do not hesitate to [contact me with any questions](mailto:cheri@casb.org).

Sincerely,

*Cheri Wrench*

Cheri Wrench  
Executive Director



January 2020

To Whom It May Concern,

It is my pleasure to write a letter of recommendation of my former manager, Erin McMahon to whom I reported from December 2017 to June 2018. At the KIPP Foundation, I served as the Chief Teaching and Officer from April 2015 until June 2018. Prior to that role, I worked for 30 years in teaching, publishing, editorial and other leadership roles serving both domestic and international markets.

Although my time reporting to Erin was brief, Erin made a significant impact not only on the day-to-day work I was leading at KIPP, but also on my leadership, management and strategic direction and goals. I learned a great deal from Erin in such a short time, a realization propelling me to write this letter.

There are three specific areas in which Erin made the most impact during my time working with her at KIPP: exceptional listening skills, sharp, focused strategic acumen; and superior pedagogical and instructional knowledge and experience.

First, Erin demonstrates perceptive listening skills. When she started her role at KIPP in December 2017, we were in the midst of working on our 2018 strategic plan. I was eager to have Erin's input and to move ahead quickly with finalizing decisions and the direction. Erin held back appropriately and insisted on spending the right amount of time to listen and learn. She deployed her razor-like powers of observation to assess the learning landscape in the KIPP regions and schools, to understand the role and potential of the KIPP Foundation to support the schools and to gather the right data from an array of stakeholders to make sure we were well equipped to succeed. In addition, Erin spent the time and patience to get to know my colleagues and me as managers, leaders, people in order to have the right understanding to nurture and empower us to succeed.

Second, Erin's background in business, her previous leadership experiences and her astute ability to synthesize complex information contributed to her being an outstanding coach and mentor when designing and driving our strategic goals. She helped the Teaching and Learning team I led to design and develop a direction which was based on a deliberate, systematic approach to building regional and school K-12 leadership which focused on collecting the right and appropriate amount of student achievement data. Her guidance through the process was constant, thoughtful and grounded in best practices that she herself had seen work. Erin applies her broad business knowledge in the most practical ways by capturing critical priorities in the environment, exploring a diverse range of solutions to problem solving and then collaborating with teams in ways that can motivate them to execute expeditiously, yet sensibly.

Finally, Erin is a true teacher. She starts with the learner in mind whether that learner is sitting at a desk in a classroom, or delivering instruction to a diverse set of children or work alongside her in delivering solutions for children. She is passionate about getting results and improving outcomes, and applies all of her knowledge and experience to ensure that those with whom she is working can learn and benefit from her experience. This generosity of giving of herself as a teacher was one of the attributes I most appreciated and one which stood out among her peers. Erin's sharp grasp of instructional practices, systems, structures, and curricula motivates and drives others to deliver creative, innovative solutions to benefit all children. In my current role I continue to hold in mind insights I learned from Erin as educator: ask questions, don't assume, collect and analyze the data, challenge the status quo, drive towards success, believe in all.

Erin continues to inspire and motivate me in my work. She is an exceptional leader, manager and educator and I would recommend her for any position in which she is expected to drive positive change and deliver results for children and teachers. Please feel free to contact me if you need further information.

Sherry Preiss  
Global Head of Professional Development, LEGO Education



January 24, 2020

Dr. Bill Vogel  
Search Consultant  
Flagler Schools

Dear Dr. Vogel and the Flagler Schools Superintendent Search Committee,

I'm thrilled to recommend Erin McMahon to be Superintendent of Flagler Schools. She is one of the very most capable and committed people I've ever worked with during my twenty years in education (and for that matter, the decade before I moved into education). I've no doubt that she would effectively and successfully deliver for your kids by building and leading your teams and stakeholders and implementing your strategic plan.

I hired Erin two years ago to work with me and our leaders to reverse the downward trend among more than 200 KIPP schools in 4th and 8th grade literacy and mathematics. In the Chief of Programs and Impact role, Erin managed a team of 100+ across multiple U.S. locations. She developed her teams and their leaders' ability to evaluate the impact of their programs on student outcomes and relentlessly focused on their impact. She worked with me to examine the teams' work – school leadership programs, teaching and learning, and network support – and then reduced the number of programs while tightening our program offerings. This resulted in a reduction of 44 programs to 21, and a savings of 19% or \$3 million.

Erin's leadership was crucial to KIPP in a number of respects. To start, Erin worked on alignment of instructional and academic leader expectations across our national network, rooted in our vision and goals. She also focused deeply on alignment of our central programs and supports, across curriculum, assessment, and instruction, school leadership and network leadership development. That led to successful implementation of aligned network programming that supported KIPP's 2020 aspirational goals. The result: significant changes in how our schools and regions shaped and implemented their instructional strategies.

Critical to this work was building and managing relationships with KIPP partners, including academic leaders in our 20+ KIPP regions to understand what our regions need. Part of her overhaul involved initiating a working group that we styled as the *Future of Leadership Development*; she hired a learning designer who worked with a team of regional and Foundation leaders to determine the future for KIPP's School Leadership Programs. As a result, the KIPP Foundation is now investing in our local Principal in Residence programs and no longer training Assistant Principals centrally; this has allowed greater autonomy for our KIPP regions and increased buy-in.

Erin is a leaders' leader. Her success as a hands-on school and district leader (including especially as a principal manager), and her deep knowledge of teaching and learning, uniquely position her to work closely with academic leaders up and down the line, building relationships and credibility and adding differentiated value (I can't stress this point enough; in my view, such experience and expertise critically roots the work of senior leaders in both the charter and district worlds). At KIPP, for example, Erin functioned as an executive coach for academic leaders in New York, New Jersey, Los Angeles and Memphis. Through these relationships, Erin focused on shaping those leaders' professional growth and development in order to strengthen the instructional practices in their regions of schools (more than 50 schools collectively). At the same time, Erin worked to develop her own cultural competence through KIPP's Leading for Racial Equity programming as well as her own personal study of books and coaching practices that lead to equitable hiring and people development.



Finally – and frankly, I should have put this up top – I have never in my life met an education leader who is as explicitly focused on student success and well being as Erin. She brings that purpose, that focus, to every meeting, every interaction, to everything she does. She does so both implicitly and explicitly, reminding all who work with her, why we're doing the work we do, what binds us, what success looks like, what we must keep front and center.

In sum, I recommend Erin with great enthusiasm; I urge you to hire her as the next Superintendent of Flagler Schools.

Sincerely,

Jack Chorowsky



## ACADEMIC TRANSCRIPT

**Record of:** Erin McMahon  
304 W. 92nd Street, 5B  
New York, NY 10025

**Issued To:** Erin McMahon  
2711 Irving Street  
Denver, CO 80211-4055

New York City Campus, 1 Pace Plaza  
New York, N.Y. 10038-1502  
Pleasantville Campus, 861 Bedford Road  
Pleasantville, N.Y. 10570-2799  
White Plains Campus, 1 Martine Avenue  
White Plains, N.Y. 10606-1932

Page: 1

**Date Issued:** 08-MAR-2016

**Social Security:** [REDACTED]

**Student ID:** U00293280

**Level:** Graduate

**Campus:** New York City

Course Level: Graduate  
Only Admit: Summer 2 2005

### Current Program

College: School of Education  
Major: School Building Leader

Degree Awarded: Master of Science in Education 01-SEP-2006

Major: School Building Leader

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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### INSTITUTION CREDIT:

#### Summer 2 2005

EDL 636	Supervsn/Imprvmt Tchng/Lrng	3.00 A	12.00
EDL 645	Mgt/Edu Leader-Modern Society	3.00 A	12.00
EDL 646	Fundamentals of Edctnl Admin	3.00 A	12.00
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00			

#### Fall 2005

EDL 614	Community & School Leadership	3.00 A	12.00
EDL 637	Curriculum Wksp-School Leaders	3.00 A	12.00
EDL 648	Edu Law & School Leadership	3.00 A	12.00
EDL 696	Internshp Edctnl Ldrshp I	3.00 A	12.00
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 48.00 GPA: 4.00			

#### Spring 2006

Comprehensive Exam Passed 4/06

EDL 620	Crtcl Issues in Edctnl Ldrshp	3.00 A	12.00
EDL 624	Mentoring	3.00 A	12.00
EDL 697	Internshp Edctnl Ldrshp II	3.00 A	12.00
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00			

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:

Summer 2 2006

EDL 642	Admin Technology/Edu Leaders	3.00 A	12.00
Ehrs: 3.00 GPA-Hrs: 3.00 QPts: 12.00 GPA: 4.00			

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

TOTAL INSTITUTION	CRED	GRD	PTS	R
33.00	33.00	132.00	4.00	


\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*

OVERALL 33.00 33.00 132.00 4.00

### RAISED SEAL NOT REQUIRED

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University Registrar



CORNELL

OF  
1

\*\*\*END OF TRANSCRIPT\*\*\*

DAVID S. YEH

A HAIR SEAL IS NOT REQUIRED. THE OFFICIAL SIGNATURE OF THE UNIVERSITY REGISTRAR IS BLUE WITH A RED BACKGROUND. TRANSCRIPT GUIDE ON BACK.



NAME: McMahon, Erin Kathleen  
SOC SEC NO: [REDACTED]  
MAJOR: History  
CLASS YEAR: 1995  
DEGREE: BA

YALE COLLEGE TRANSCRIPT

ID: 9130746  
RES COL: Timothy Dwight

DATE COMPLETED: 05-22-95

Dept	Number	Course Title	Grade	Sem	Hrs	Dept	Number	Course Title	Grade	Sem	Hrs
Fall Term 1991											
PolSci	111a	Intro Internat'l Relatns	B+		3						
English	115a	Intro to Literary Study	B		3						
Math	112a	Calculus (I variable)	C		3						
Spanish	115	Elementary Spanish	B		4.5						
Spring Term 1992											
Astron	120b	Galaxies & the Universe	CR		3						
Numtes	140b	Periclean Athens	D		3						
History	171b	Women in Amer. The 20th C	B+		3						
English	118b	Intro Sem. in Writing & Lit	B+		3						
Spanish	115	Elementary Spanish	B		4.5						
Fall Term 1992											
English	307a	Black Women & Their Culture	A-		3						
HsArt	112a	Intro History of Art	CR		3						
English	125	Major English Poets	B		3						
Spanish	130	Intermediate Spanish	B		4.5						
Spring Term 1993											
History	132b	Amer. Pict. Hist. 1945-88	B+		3						
History	481b	Catastrophe & US Hist.	B		3						
Anthro	259b	History Jazz 1900 to Pres	CR		3						
Spanish	130	Intermediate Spanish	B		4.5						
Fall Term 1993											
G&B	140a	Atmosphere & the Ocean W	(3)								
History	221a	Medvl Europe 1000-1492	B		3						
History	269a	Holocaust Hist. & Perspectv	B		3						
History	433a	Sex in Am Colonial-20th C	A-		3						
Relst	365a	Paul & Early Christianity	B+		3						
Spring Term 1994											
Junior Term Abroad - Spain											
4.0 term course credit(s) awarded											
1 term course credit(s) awarded for											
Yale Summer and Special Programs (1994)											
History	S-202	European Civ. 1648	B		3						
Fall Term 1994											
Engrg	100a	The Electronic Society	CR		3						
HsArt	379a	New York Mambo	A-		3						
History	474a	Jewish Culture 1200 Europe	A-		3						
Spanish	146a	Cultural Studies: Spain	B+		3						
Psychl	110a	Intro to Psychology	B		3						
Spring Term 1995											
History	316b	Hist Mod China 1600-1995	C		3						
History	446b	Competing Goals Amer Educ	B+		3						
History	496b	Senior Essay	B		3						
Spanish	138	Adv Crvsatnl Spanish	2 A		3						
END OF RECORD											

This transcript is printed over a reproduction, in blue ink, of  
A Front View of Yale College, from a woodcut printed by  
Daniel Bowen in 1786. The building on the right survives as  
Connecticut Hall, on Yale's Old Campus.

Jill Carlton, Registrar  
Not official without the Registrar's signature and the  
Seal of the University printed and embossed.





The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of Teaching  
Albany, New York 12234

America's Job Bank ([www.ajb.org](http://www.ajb.org)) is an easily accessible nationwide job bank that helps job seekers and employers connect. This service provides job seekers a method to post their resumes on the Internet. Employers regularly search this database to find suitable candidates for their job openings. This service is available **free** to job seekers and employers.

It is expected that a certified teacher be knowledgeable of New York State's new learning standards. For information about the learning standards and new State assessment system, please visit the Department's web site at <http://www.nysed.gov> or write to the Office of Curriculum, Instruction and Assessment, New York State Education Department, Albany, NY 12234.

Erin McMahon  
3F  
280 RIVERSIDE DRIVE  
MANHATTAN NY 10025

University of the  
Education



State of New York  
Department

### Public School Teacher Certificate

*This certificate, valid for service in the public schools, is granted to the person named below who has satisfied the requirements prescribed by the State Education Department.*

ERIN MCMAHON

Certification Area: **School Administrator/Supervisor**

\*Form: **PERMANENT**  
(over)

Certificate Number: **1075591**

Effective Date: **09/01/2011**

Control Number: **[REDACTED]**

  
Deputy Commissioner for Higher Education

Given under the authority of  
the State Education Department

  
Commissioner of Education



**PACE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**GRADUATE PROGRAM IN EDUCATIONAL LEADERSHIP**  
163 William Street  
New York, NY 10038

May 2, 2006

To: MS. ERIN MCMAHON

Dear Ms. McMahon:

I am pleased to inform you that you received rating of "Exemplary" on the Educational Leadership (Administration) Comprehensive Examination given on Saturday, April 29, 2006. My congratulations to you!

Sincerely,



Charles Bonnici  
Asst. Professor of Education

c: Dr. Art Maloney, Chair  
Student Accounts and Registrar Services