

**Wayne Alexander**  
**Superintendent of Schools (Superintendent 021317)**

8 Lee Drive  
Old Lyme, 5 06371  
[kinderjen32@yahoo.com](mailto:kinderjen32@yahoo.com)  
(860) 230-7419

**PERSONAL INFORMATION**

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**Contact Information**

<i>First Name</i>	<b>Wayne</b>	<i>Last Name</i>	<b>Alexander</b>
<i>Middle Name</i>	<b>Steven</b>	<i>Email</i>	<b>kinderjen32@yahoo.com</b>
<i>Primary Phone</i>	<b>860-230-7419</b>	<i>Alternate Phone</i>	<b>860-598-9285</b>
<i>Preferred Contact Method</i>	<b>Phone</b>		

**Address**

<i>Street</i>	<b>8 Lee Drive</b>	<i>City</i>	<b>Old Lyme</b>
<i>State</i>	<b>Connecticut</b>	<i>Zip Code/Postal Code</i>	<b>06371</b>

**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>	<b>Hispanic/Latino</b>	<i>American Indian or Alaska Native</i>	<b>No</b>
<i>Asian</i>	<b>No</b>	<i>Black or African American</i>	<b>No</b>
<i>Native Hawaiian or Other Pacific Islander</i>	<b>No</b>	<i>White</i>	<b>Yes</b>

**CERTIFICATION**

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**Certification Information #1**

<i>Certification Area</i>	<b>School Principal</b>	<i>Certification Area Type</i>	<b>Professional Certification</b>
<i>Grade Level</i>	<b>K-12</b>	<i>Certification State</i>	<b>Florida</b>

**Certification Information #2**

<i>Certification Area</i>	<b>ESE K-12</b>	<i>Certification Area Type</i>	<b>Professional Certification</b>
<i>Grade Level</i>	<b>K-12</b>	<i>Certification State</i>	<b>Florida</b>

**Certification Information #3**

<i>Certification Area</i>	<b>ESE - Varying Exceptionalities</b>	<i>Certification Area Type</i>	<b>Professional Certification</b>
<i>Grade Level</i>	<b>K-12</b>	<i>Certification State</i>	<b>Massachusetts</b>

**Certification Information #4**

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

**Certification Information #5**

<i>Certification Area</i>		<i>Certification Area Type</i>	
<i>Grade Level</i>		<i>Certification State</i>	<b>Rhode Island</b>

**ADDITIONAL CERTIFICATION AREAS***Certification Area**Details**Certification State***Computer Skills**

<i>Years of Experience</i>	<b>25</b>	<i>Keyboarding Words Per Minute</i>	<b>35</b>
<i>Word Processing</i>	<b>Yes</b>	<i>Spreadsheets</i>	<b>Yes</b>
<i>Database</i>	<b>Yes</b>	<i>Web / Internet Browser</i>	<b>Yes</b>
<i>E-mail</i>	<b>Yes</b>	<i>Graphics</i>	<b>No</b>
<i>Microsoft Windows</i>	<b>Yes</b>	<i>Apple Macintosh</i>	<b>No</b>

**EMPLOYMENT HISTORY****Present Position**

<i>Present Title</i>	<b>Director of Alternative Education /Asst. Director of Adult Education</b>	<i>Name of Employer</i>	<b>Bridgeport Public Schools</b>
<i>Start Date</i>	<b>07/01/2014</b>	<i>Supervisor Name</i>	<b>Michael Testani</b>
<i>Supervisor Phone Number</i>	<b>203-275-1513</b>		

*Duties and Responsibilities*

**I developed and coordinated alternative education programs for at risk students, developed programs for adult learners and ELL students. I supervised and evaluated staff. I have also developed, supervised and evaluated the adult education program comprised of 1200 students. I worked closely with State and local community agencies to coordinate a new vocational programs for students.**

*Reasons for Leaving*      **I have not left the position.**

*May we Contact this Employer*      **Yes**

**Experience in Education #1**

<i>From (mm/yyyy)</i>	<b>07/2012</b>	<i>To (mm/yyyy)</i>	<b>07/2014</b>
<i>Employer Name</i>	<b>Bridgeport Public Schools</b>	<i>Assignment</i>	<b>High School Principal</b>
<i>Reason For Leaving</i>	<b>promotion</b>	<i>Supervisor Name</i>	<b>Teresa Carroll</b>
<i>Supervisor Phone Number</i>	<b>203-275-1033</b>		

*Duties and Responsibilities*

**I served as the instructional leader, developed and coordinated the school restructuring and the transformation process. I increased the graduation rate and reduced the failure rates in all grade levels.**

*May we Contact this Employer*      **Yes**

**Experience in Education #2**

<i>From (mm/yyyy)</i>	<b>09/2011</b>	<i>To (mm/yyyy)</i>	<b>07/2012</b>
<i>Employer Name</i>	<b>Grasso Technical High School</b>	<i>Assignment</i>	<b>Assistant Principal</b>
<i>Reason For Leaving</i>	<b>promotion</b>	<i>Supervisor Name</i>	<b>Kevin Mizak</b>
<i>Supervisor Phone Number</i>	<b>860-441-0380</b>		

*Duties and Responsibilities*

**I served as the ESE program coordinator. I developed programs and supervised a variety of technical departments. I also supervised student attendance and discipline.**

May we Contact this **Yes**  
Employer

**Experience in Education #3**

From (mm/yyyy)	<b>09/2009</b>	To (mm/yyyy)	<b>06/2011</b>
Employer Name	<b>Hartford Public Schools</b>	Assignment	<b>ESE Director</b>
Reason For Leaving	<b>promotion, vocational school leadership opportunity</b>	Supervisor Name	<b>Winston Johnson</b>
Supervisor Phone Number	<b>3522638063</b>		

*Duties and Responsibilities*

**I developed an alternative special education program for at risk students and supervised the evaluation, assessment in instructional practices and programs for out of district students.**

May we Contact this **Yes**  
Employer

**Work Experience #1**

Employed from (mm/yyyy)	<b>07/2007</b>	Employed to (mm/yyyy)	<b>09/2009</b>
Employer	<b>School Board of Hernando County</b>	Title	<b>Superintendent of Schools</b>
Reason For Leaving	<b>Family needs in New England</b>	Supervisor Name	<b>John Sweeney</b>
Supervisor Phone Number	<b>3522638063</b>	Supervisor Email	<b>john_sweeney@zoho.com</b>

*Duties and Responsibilities*

**Instructional leadership for a district of 3,600 employees, 23,000 students at 29 schools, budget development, state assessments, ESE, grant writing, strategic plan development, problem solving and program development. I built two new schools including a gifted school.**

May we Contact this **Yes**  
Employer

**Work Experience #2**

Employed from (mm/yyyy)	<b>07/2004</b>	Employed to (mm/yyyy)	<b>07/2007</b>
Employer	<b>New London Public Schools</b>	Title	<b>Director of Human Resources &amp; School Operations</b>
Reason For Leaving	<b>promotion</b>	Supervisor Name	<b>D. Christine Carver</b>
Supervisor Phone Number	<b>8604476000</b>	Supervisor Email	<b>carverc@newlondon.org</b>

*Duties and Responsibilities*

**Supervised transportation, food service, school building and maintenance programs, completed all human resource functions, budget development, grant writing, collective bargaining, administered personnel functions, accounting and reporting, financial planning**

**Experience Summary**

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

Years of teaching experience	<b>5</b>	Years of student teaching experience	<b>1</b>
Years of administrative experience	<b>20</b>		

**EDUCATION**

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**Secondary/High School Information**

<i>School Attended</i>	<b>Rhode Island College</b>	<i>City/State</i>	<b>Providence, RI</b>
<i>Activities/Honors</i>	<b>Dean's List</b>		
<i>Degree</i>	<b>Bachelor of Arts</b>		

**College/University/Vocational Institution #1**

<i>Name of School</i>	<b>Other: Providence College</b>	<i>Attended From (mm/yyyy)</i>	<b>09/1985</b>
<i>Attended To (mm/yyyy)</i>	<b>06/1988</b>	<i>Degree</i>	<b>Master of Arts</b>
<i>Subject</i>	<b>Other: School Administration</b>		

**College/University/Vocational Institution #2**

<i>Name of School</i>	<b>Other: Nova University</b>	<i>Attended From (mm/yyyy)</i>	<b>01/1990</b>
<i>Attended To (mm/yyyy)</i>	<b>01/1993</b>	<i>Degree</i>	<b>Doctorate - PhD</b>
<i>Subject</i>	<b>Educational Leadership</b>		

**College/University/Vocational Institution #3**

<i>Name of School</i>		<i>Attended From (mm/yyyy)</i>	<b>09/1979</b>
<i>Attended To (mm/yyyy)</i>	<b>06/1983</b>	<i>Degree</i>	
<i>Subject</i>			

**Student Teaching #1**

<i>Name of School</i>		<i>Subject</i>	
<i>Grade</i>		<i>Semester</i>	
<i>Year</i>			

**REFERENCES**

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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.

**Teresa Carroll**

<i>Title</i>	<b>Assistant Superintendent of Schools</b>	<i>Relationship</i>	
<i>Address</i>	[REDACTED]	<i>City</i>	<b>Bridgport</b>
<i>State</i>	<b>Connecticut</b>	<i>Zip</i>	<b>06601</b>
<i>Email</i>	[REDACTED]	<i>Phone</i>	[REDACTED]
<i>From</i>	<b>06/2012</b>	<i>To</i>	

**Aresta Johnson**

<i>Title</i>	<b>Interim Superintendent</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	[REDACTED]	<i>City</i>	<b>Bridgeport</b>
<i>State</i>	<b>Connecticut</b>	<i>Zip</i>	<b>06601</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>	[REDACTED]	<i>Phone</i>	[REDACTED]
<i>From</i>	<b>07/21014</b>	<i>To</i>	<b>present</b>
<i>Reference Letter</i>	[REDACTED]		

**Heather Martin**

<i>Title</i>	<b>Executive Director for Business and HR</b>	<i>Relationship</i>	
<i>Address</i>	[REDACTED]	<i>City</i>	<b>Brooksville</b>
<i>State</i>	<b>Florida</b>	<i>Zip</i>	<b>34231</b>
<i>Email</i>	[REDACTED]	<i>Phone</i>	[REDACTED]
<i>From</i>	<b>07/2007</b>	<i>To</i>	

**Kevin Mizak**

<i>Title</i>	<b>Related Education Department Leader</b>	<i>Relationship</i>	
<i>Address</i>	[REDACTED]	<i>City</i>	<b>Groton</b>
<i>State</i>	<b>Connecticut</b>	<i>Zip</i>	<b>06371</b>
<i>Email</i>	[REDACTED]	<i>Phone</i>	[REDACTED]
<i>From</i>	<b>10/2011</b>	<i>To</i>	

**John Sweeney**

<i>Title</i>	<b>School Board Chairperson</b>	<i>Relationship</i>	
<i>Address</i>	[REDACTED]	<i>City</i>	<b>Brooksville</b>
<i>State</i>	<b>Florida</b>	<i>Zip</i>	<b>34601</b>
<i>Email</i>	[REDACTED]	<i>Phone</i>	[REDACTED]
<i>From</i>	<b>07/2007</b>	<i>To</i>	

**Michael Testani**

<i>Title</i>	<b>Executive Director of Adult Ed/Community Partnerships</b>	<i>Relationship</i>	<b>Supervisor</b>
<i>Address</i>	[REDACTED] <b>06601</b>	<i>City</i>	<b>Bridgeport, CT</b>
<i>State</i>	<b>Connecticut</b>	<i>Zip</i>	<b>06601</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>	[REDACTED]	<i>Phone</i>	[REDACTED]
<i>From</i>	<b>07/2012</b>	<i>To</i>	<b>present</b>
<i>Reference Letter</i>	[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.*

**No**

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

**No**

*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)?*

**No**

*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 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

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### Attachment

Cover Letter

Transcript

Reference Ltrs (Include All)

Other

Other

## DISCLAIMERS AND AFFIRMATION

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### *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*

**WA**

*Affirmation Date*

**02/15/2017**

## Resume

No result available.



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



Date : 8/14/2007

Name: WAYNE S ALEXANDER

Certification records indicate that you hold/held the following certificates/permits:

Certificate/Permit Type: Initial Educator  
Certificate/Permit Status: Active  
Valid for the period: 02/01/2008 to 01/31/2011  
Endorsed for:  
Superintendent of Schools

Certificate/Permit Type: Professional Educator  
Certificate/Permit Status: Active  
Valid for the period: 07/29/2007 to 07/28/2012  
Endorsed for:  
Intermediate Administration or Supervision

Certificate/Permit Type: Initial Educator  
Certificate/Permit Status: Expired  
Valid for the period: 07/29/2001 to 07/28/2004  
Endorsed for:  
Pre-Kindergarten through Grade 3

Grades 4-8

Connecticut Department of Education  
Bureau of Educator Standards and Certification  
[www.ct.gov/sde](http://www.ct.gov/sde)  
email: [teacher.cert@ct.gov](mailto:teacher.cert@ct.gov)



# PROVIDENCE COLLEGE

PROVIDENCE, RHODE ISLAND 02918-0001

Office of Academic Records

Telephone (401) 865-2366

Wayne S Alexander

Printed: 03/05/2002 PAGE 1 OF 1

Student No. :   
 Birth Date : 09/15/1960  
 Entry Date : 06/1985  
 Class of : 1989  
 Class Rank :

Major 1 : Ed/Sec Adm (GR)  
 Major 2 :  
 Other :  
 Degree(s) Conferred:  
 Master of Education 05/1989

SEM	COURSE	TITLE	CRDS	GRD	OPTS	SEM	COURSE	TITLE	CRDS	GRD	OPTS
SU85	EDU 567	Adm Sup Sp Ed Serv	3.00	B+	10.50						
	3.00CA	3.00CE 10.50PE	3.50		GPA						
	3.00CA	3.00CE 10.50PE	3.50		CGPA						
FA85	EDU 501	Fund of Research	3.00	B	9.00						
FA85	EDU 503	Org & Adm Sec Sch	3.00	B	9.00						
	6.00CA	6.00CE 18.00PE	3.00		GPA						
	9.00CA	9.00CE 28.50PE	3.16		CGPA						
SP86	EDU 637	Assmt Curr M/M Sec	3.00	B+	10.50						
	3.00CA	3.00CE 10.50PE	3.50		GPA						
	12.00CA	12.00CE 39.00PE	3.25		CGPA						
SP87	EDU 504	Sup Pers Prob Educ	3.00	A	12.00						
SP87	EDU 505	School Law	3.00	A	12.00						
	6.00CA	6.00CE 24.00PE	4.00		GPA						
	18.00CA	18.00CE 63.00PE	3.50		CGPA						
FA87	EDU 506	Secondary Sch Curr	3.00	A	12.00						
FA87	EDU 583	Prsc Writing	3.00	B+	10.50						
	6.00CA	6.00CE 22.50PE	3.75		GPA						
	24.00CA	24.00CE 85.50PE	3.56		CGPA						
SP88	EDU 533	Sel Top in Admin	3.00	B+	10.50						
SP88	EDU 536	Intern in Sec Adm	3.00	A	12.00						
SP88	EDU 606	Read for Handi	3.00	A	12.00						
	9.00CA	9.00CE 34.50PE	3.83		GPA						
	33.00CA	33.00CE 120.00PE	3.63		CGPA						
FA88	EDU 516	School Finance	3.00	B+	10.50						
FA88	EDU 613	Voc Program	3.00	A	12.00						
	6.00CA	6.00CE 22.50PE	3.75		GPA						
	39.00CA	39.00CE 142.50PE	3.65		CGPA						

THIS STUDENT HAS COMPLETED A STATE  
 APPROVED PROGRAM FOR SECONDARY  
 ADMINISTRATION EVALUATED BY AN  
 INTERSTATE TEAM USING NASDTEC  
 STANDARDS

GRADUATE SCHOOL

*Lucille A. Tomaselli*  
 Lucille A. Tomaselli  
 DIRECTOR OF ACADEMIC RECORDS

TRANSCRIPT GUIDE ON BACK

A BLACK AND WHITE TRANSCRIPT IS NOT AN ORIGINAL

IN ACCORDANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 AS AMENDED, YOU ARE HEREBY NOTIFIED THAT THIS INFORMATION IS PROVIDED UPON THE CONDITION THAT YOU, YOUR AGENTS OR EMPLOYEES, WILL NOT PERMIT ANY OTHER PARTY ACCESS TO THIS RECORD WITHOUT CONSENT OF THE STUDENT. ALTERATIONS OF THIS TRANSCRIPT MAY BE A CRIMINAL OFFENSE.



## Bridgeport Public Schools

Teresa A. Carroll  
Assistant Superintendent for Teaching and Learning

203.275.1033  
tcarroll@bridgeportedu.net

June 21, 2014

To Whom It May Concern:

It is a pleasure to write this letter of recommendation for my colleague Wayne Alexander, Ed.D. I have worked with Dr. Alexander during the past two years while he has served as principal of Bassick High School. As principal, Dr. Alexander was charged with the duty and responsibility of turning around our lowest performing high school in the district.

As the instructional leader of the school, he has developed career academies and career interest pathways providing students with opportunities to improve their academic skills with sensitivity to their unique interests and needs. Through a grant from the *Bill and Melinda Gates Foundation*, he has also played an active role in the development and implementation of an interdisciplinary team teaching model and approach to learning. This model has gained national attention as it is cost neutral and provides staff with a full day of professional learning time each week. His leadership as a member of the high school's restructuring and reform process has begun to transform the way we deliver instruction at the high schools in Bridgeport.

As a result of his leadership efforts, Bassick High School experienced a significant improvement in its graduation rate and a significant reduction in its quarterly failure during the 2013-14 school year.

As an instructional leader, Dr. Alexander possesses the courage, vision, and commitment necessary to lead your school and/or district. I have witnessed first-hand his commitment to meeting the needs of all students. His skills as a visionary and his understanding of how schools work and need to work are commendable.

In closing, I highly recommend Dr. Alexander for a leadership position within your organization. If additional information is needed, do not hesitate to call me.

Sincerely yours,

A handwritten signature in cursive script that reads "Teresa A. Carroll".

Teresa Carroll  
Assistant Superintendent for Teaching & Learning

# Wayne S. Alexander, Ed.D.

8 Lee Drive  
Old Lyme, CT 06371  
860-598-9285 (home)  
860-230-7419 (cell)

<b>Education</b>	<b>Nova Southeastern University</b>	Fort Lauderdale, FL
	Doctorate of Education in Educational Leadership	1995
	<b>Providence College</b>	Providence, RI
	Masters of Education in School Administration & Special Education Administration	1988
	<b>Rhode Island College</b>	Providence, RI
	Bachelor of Science in Special Education & Elementary Education	1983
<b>Certificates</b>	Superintendent of Schools, School Principal (K-12), Special Education Administration, Special Education Teacher (K- 12)	

## ADMINISTRATIVE EXPERIENCE

2014-present	<b>BRIDGEPORT PUBLIC SCHOOLS</b>	Bridgeport, CT
	<b>Director of Alternative Education/Assistant Director of Adult Education</b>	
	Developed and supervised alternative programs for “at-risk” students in grades 6-12, including adjudicate youth, developed and supervised day and evening adult education programs and facilities, served as a liaison with families, local and state agencies and universities, grant writing and coordination, program development, supervised and evaluated alternative education and adult education staff, developed digital curriculum for Common Core State Standards, coordinated transportation process.	
2012-2014	<b>BRIDGEPORT PUBLIC SCHOOLS</b>	Bridgeport, CT
	<b>High School Principal</b>	
	Reduced failure rate by seven percentage after one year and increased graduation rate by eleven percent after one year as principal, provided overall instructional leadership, implemented comprehensive school reform and restructuring process as part of the iPD (Innovative Professional Develop) Model and developed interdisciplinary teams, implemented technology plan and school improvement plans, served as a member of school governance council and PTSO, developed school magnet programs, completed SEED (System for Educator Evaluation & Development) Program, completed NEASC accreditation process, developed a mentoring program for “at risk” males, served as member of the district’s budget advisory group, chaired professional development and curriculum development committees, SRBI and PBIS teams, interface with community agencies and local universities to support the school’s and district’s mission, supervised and evaluated all staff.	

- 2011- 2012      GRASSO TECHNICAL HIGH SCHOOL      Groton, CT  
**Assistant Principal**  
 Student attendance & discipline, curriculum development, assessment supervision, CAPT, NOCTI, special education coordinator, program development, community relationships, staff evaluation and supervision
- 2009-2011      HARTFORD PUBLIC SCHOOLS      Hartford, CT  
**Special Education Director**  
 Developed new program for middle & high school special education students, served as special education director for all students in district magnet schools, implemented best practice instructional strategies, knowledge of budget development and management, developed and implemented professional development for staff, knowledge and implementation of SRBI, PBIS, Sec. 504, and IEP Regulations and the PPT process, knowledge of disciplinary practices and state/federal laws/regulations, facilitated effective staff, family, and community relationships.
- 2007-2009      SCHOOL BOARD OF HERNANDO COUNTY      Brooksville, FL  
**Superintendent of Schools**  
 Increased student achievement and improved school district's grade to an "A" in one year, increased graduation rate and decreased dropout rate, earned contract extension, responsible for all aspects of the educational process throughout the district including the leadership, management, organization, and operation of 27 schools and facilities, developed, supervised, and monitored a 440 million-dollar school budget, instructional leadership and improvement process, implemented school re-design, re-zoning, school choice & reorganization as part of school reform process, chaired the policy development & contract negotiations processes, developed district's strategic plan, supervision of school building & construction process, completed and monitored personnel assignments & performance evaluations, transportation, facilities, & maintenance supervision, program development & evaluation (included IB Academy, Gifted Center, Career Academies, Magnet Schools, Performing Arts, Virtual Learning, Vocational Programs, Dropout Prevention, Environmental Center, Superintendent's Ambassadors for Technology, etc.), supervision of assessment and accountability standards, completed the curriculum revision & development process, produced *The Parent Connection* television show, implemented K-8 school model, technology lease-to-purchase program, established community college & school district collaboration, public relations & human resources supervision & development, supervised professional development program, established & developed board policies & protocols.
- 2004-2007      NEW LONDON PUBLIC SCHOOLS      New London, CT  
**Director of Human Resources and School Operations**  
**Human Resources:**  
 Recruitment and hiring of staff, contract negotiations, management of



certified staff, supervision of licensing compliance issues, coordinator of teacher mentor and continuing education units programs, coordinator of highly qualified teacher program, coordinator of staff development and new teacher orientation programs, developed and standardized all job descriptions, wrote, developed and implemented school grant program, chairman of teacher evaluation and staff development committees, collective bargaining negotiations committee member, grievance and mediation coordinator, managed classification and payroll office, direct liaison for job evaluation process at all levels, conflict resolution and problem-solving all personnel issues.

#### **School Operations:**

Supervised new building and renovation construction projects, supervisor of universal feeding program and food services department, coordinator of student transportation program, director of custodial and maintenance services and personnel & security, safety and protection program, maintain capital equipment and surplus, well-versed in state and federal building regulations, codes and reimbursements, coordinated technology program, development of Science, Technology, Engineering, & Math (STEM) Magnet School, developed Marine Biology Magnet School, director of alternative education program

#### **Committee Leadership & Involvement:**

Participant and/or chairperson of the following district-wide committees: Data Team, Mathematics Curriculum Committee, School Building & Maintenance Executive Committee, Assessment Task Force, CMT Improvement Committee, Safety Committee, NEASC Committee, Technology Committee, Budget Committee, Early Learning, Childhood Magnet School Committee, Policy Committee, Central Office Elementary School Site Visitation Team.

2001-2004

NEW LONDON PUBLIC SCHOOLS

New London, CT

#### **High School Principal**

Provided overall instructional leadership, participated in the development of the STEM Magnet School, facilitated, directed and implemented curricula realignment project, reviewed and revamped teacher evaluation process and procedures, developed and implemented a new high school literacy program, a CAD program and a Naval Reserve Officer Training Program (ROTC), established a developmental guidance program, implemented a school-wide advisory council for staff and building planning team, created an annual school improvement plan process and school-to-career initiative including a tech-prep program, supervised school scheduling and budgetary processes, NEASC accreditation process, participant or chairman of the following committees: District Technology Committee, Curriculum/Standards Committee, Teacher Evaluation Committee, Administrator Evaluation Committee, Policy Committee, Magnet School Development Committee, Negotiations Committee, Summer School Director, participant in grant writing and public relations activities, facilitated renovation of science laboratory wing.



- 1999-2001      LEDYARD HIGH SCHOOL      Ledyard, CT  
**High School Principal**  
 Provided overall instructional leadership, supervisor building renovation project, revised school curricula and school schedule, developed school-to-career initiative for students, NEASC accreditation process, hired, supervised and evaluated staff, state testing program coordinator, participant or chairman of several leadership committees.
- 1996-1999      BARNSTABLE HIGH SCHOOL      Hyannis, MA  
**High School Principal**  
 Provided overall instructional leadership, supervised 45 million-dollar school building project, state testing coordinator, established a parent advisory council, developed a house system model (school within a school), development and implementation of school budget, developed curriculum and state initiatives across all disciplines, developed a student career academy program, implemented and directed school's Renaissance Program (nationally recognized program which rewards, promotes, and recognizes students for academic success), completed NEASC accreditation process, developed an alternative learning and dropout prevention program, designed and facilitated school improvement plan, monitored and wrote state and federal grants, developed staff development activities. Participant or chairman of the following committees: Teacher Standards & Professional Development Committee, Contract Negotiation Committee, Assessment Committee, Technology Committee, Curriculum & Instruction Committee, Block Scheduling Committee.

## **RELATED ADMINISTRATIVE EXPERIENCES**

- 2003-2005      GROTON PUBLIC SCHOOLS      Groton, CT  
**Director of Adult Education**  
 Supervised the ESOL, GED, Adult Enrichment, and Alternative Education Programs and taught GED courses as part of the program.
- 2004-2006      MITCHELL COLLEGE      New London, CT  
**Adjunct Professor**  
 Taught undergraduate courses in the areas of special education and early childhood education.
- 1997- 1999      SALEM STATE COLLEGE      Hyannis, MA  
**Adjunct Professor**  
 Taught graduate courses as a part of the school administration program in the areas of curriculum development, assessment, and personnel evaluation and supervision.

## **MEMBERSHIPS & AWARDS**

2009 Florida Superintendent of the Year (Nominee)  
2008 Technology Savvy Superintendent of the Year (Nominee)  
Florida Association of District School Superintendents (FADSS)  
Florida Association of School Administrators (FASA)  
2008 Summit on Youth Presenter & Organizer  
Chamber of Commerce, Rotary and Kiwanis Clubs  
Hernando County Fine Arts Council

## **PUBLICATIONS**

1993            Master's Thesis: *A Plan to Reduce the Discipline Referral Rate at the Middle School Level*. Alexander, W.S.

1995            Doctoral Dissertation: *An Individualized Staff Development Plan for Middle and High School Teachers*. Alexander, W.S

*The School Board of Hernando County, Florida*

919 North Broad Street  
Brooksville, Florida 34601  
352-797-7001

Suncom 619-7001  
Fax (352) 797-7101



*Superintendent*  
Wayne S. Alexander, Ed.D.

*Chairperson*  
Sandra Nicholson

*Vice Chairman*  
Jim Malcolm

*Members*  
Dianne Bonfield  
Charles "Pat" Fagan  
John K. Sweeney

To Whom It May Concern,

It is with pleasure and regret that I write this letter on behalf of Dr. Wayne Alexander. It is with pleasure because I have been impressed from day one with his innovative and courageous leadership. The regret is in the awareness that he will be moving on too soon.

Dr. Alexander immediately displayed his leadership skills in addressing emotionally charged and controversial issues that included rezoning our district and the choice plan guidelines that impacted our magnet school programs. During his first year, he added many programs to meet the diverse needs of our student population. The career academies, environmental science program, dropout prevention program, global studies, elementary world language program, and journalism programs are just a few of his program additions. He developed a one of a kind gifted program that will serve gifted students in ways never established previously. He has added HVAC and electrical programs to our technical school. He initiated a county standard of dress for all 21 schools. In a county where administrators never moved to a new school, he relocated 21 administrators to new schools so they and our schools could continue to grow.

At the conclusion of his first year, he led the school district to its first ever school grade of "A". He established consistency and parity throughout the district while serving as the instructional leader and establishing student achievement as our top priority. He established technology as a district wide priority and secured a lease-to-purchase technology initiative placing cutting-edge technology and tools in the hands of teachers and students. Under his leadership, professional development for all 3,600 employees has become an expected and evaluated performance behavior.

He has been a visible leader, who works tirelessly to attend all civic groups and functions. He is receptive to parents and all community members. As a change agent, he possesses the courage, strength, and fortitude to do what is right for all students. He is patient, understanding and compassionate when meeting the needs of students and staff. Our district will miss his leadership and dedication towards children.

Sincerely,

John K. Sweeney  
School Board Member

"A fully accredited school system" Southern Association of Colleges and Schools  
Education: the vehicle for exploring the past and conquering our future

An Equal Opportunity Employer



## Bridgeport Public Schools

45 Lyon Terrace - Room 303  
Bridgeport, Connecticut 06604

Tel: (203) 275-1035 • Fax: (203) 337-0155

**DR. ARESTA L. JOHNSON**

*Executive Director Secondary Education*

April 22, 2016

To Whom It May Concern,

It is with great pleasure that I serve as a professional reference for Dr. Wayne Alexander, who currently serves as the Assistant Director of Adult Education & Supervisor of Career & Craftsmanship (district's alternative program). I began serving as Dr. Alexander's supervisor during the 2015-2016 school year and as a result of our work together, I am able to report favorably upon his leadership over the course of this year.

Dr. Alexander is a result and goal-oriented instructional leader who has a skill-set in the areas of program development, curriculum and instruction, as well as school culture and climate. I have witnessed his ability to collaboratively implement a program that is sensitive to the diverse and all-encompassing needs of students. He has formed partnerships with outside agencies and families, and he has also provided the supervision required to support the school's staff as they grow professionally in their ability to meet the differentiated learning needs of students. He has created an environment at Career & Craftsmanship that is warm and welcoming, while also working towards establishing high academic and performance expectations the entire school community.

Dr. Alexander is willing to take on additional duties to meet the needs of the school. He is an open, honest and straight-forward leader who places the needs of students first and foremost in his decision making. He believes that all students can learn, must work hard to be successful and that education is the key to advancement in life.

I would highly recommend him for leadership opportunities within your district. Please feel free to contact me if additional information is needed.

Sincerely,

  
Aresta Johnson 4/22/2016

# BOARD OF EDUCATION

**ARESTA L. JOHNSON**  
Interim Superintendent of Schools

City Hall - 45 Lyon Terrace  
Bridgeport, Connecticut 06604

**MEMBERS OF THE BOARD cont.**

## MEMBERS OF THE BOARD

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Chairperson

**SAUDA EFIA BARAKA**  
Vice-Chairperson

**JOHN R. WELDON**  
Secretary



"Changing Futures and Achieving Excellence Together"

**HOWARD GARDNER**

**DENNIS BRADLEY**

**MARIA PEREIRA**

**BEN WALKER**

**ANNETTE SEGARRA-NEGRON**

**RAFAEL FONSECA JR.**

February 15, 2017

To Whom It May Concern

It is with great pleasure that I serve as a professional reference for Dr. Wayne Alexander. I have served as his supervisor for several years. I can report favorably on all aspects of his assignment while he served as the Assistant Director of Adult Education and Coordinator of Alternative Education with the Bridgeport Public Schools.

Dr. Alexander's effort and leadership has had a significant impact on the overall performance of the students and staff that attend our Adult Education program. In a short period, he was able to provide curriculum and instructional support as well as professional development to staff. He provided support to teachers that helped them meet the needs of an extremely diverse adult population.

Dr. Alexander has also successfully developed, supervised and implemented an alternative education school that has provided a safe and positive learning environment for risk students. His ability to develop a safe and secure learning environment that is sensitive to the unique academic, social and emotional needs of each student is commendable. He has successfully worked with various community groups and organizations to create a partnership that ties academics to technical/vocational programming for students.

Dr. Alexander's ability work successfully with students, families, staff and a wide range of community organizations is also commendable. He is a creative and compassionate leader who is always willing to go beyond his job requirements to meet the needs of his students. He will be a welcomed addition to your organization.

Sincerely,

Michael J Testani

Director of Adult Education

## ReferenceChecks

No result available.



# Wayne S. Alexander, Ed.D.

8 Lee Drive  
Old Lyme, CT 06371  
kinderjen32@yahoo.com  
860-230-7419 (cell)

<b>Education</b>	<b>Nova Southeastern University</b>	Fort Lauderdale, FL
	Doctorate of Education in Educational Leadership	1995
	<b>Providence College</b>	Providence, RI
	Masters of Education in School Administration	1988
	□ Special Education Administration	
	<b>Rhode Island College</b>	Providence, RI
	Bachelor of Science in Special Education □ Elementary Education	1983
<b>Certificates</b>	Superintendent of Schools, School Principal (K-12), Special Education Administration, Special Education Teacher (K- 12), School Business Administrator	

## ADMINISTRATIVE EXPERIENCE

2014-present	<b>BRIDGEPORT PUBLIC SCHOOLS</b>	Bridgeport, CT
	<b>Assistant Director of Adult Education/Alternative Education Coordinator</b>	
	Developed and supervised alternative programs for “at-risk” students in grades 6-12, including adjudicate youth, developed and supervised day and evening adult education programs and facilities, served as a liaison with families, local and state agencies and universities, grant writing and coordination, program development, summer school supervisor, supervised and evaluated alternative education and adult education staff, developed digital curriculum for Common Core State Standards, coordinated special education program and transportation services. <i>Reason for Leaving: I want to serve as a member of your leadership team.</i>	
2012-2014	<b>BRIDGEPORT PUBLIC SCHOOLS</b>	Bridgeport, CT
	<b>High School Principal</b>	
	Reduced failure rate by seven percentage after one year and increased graduation rate by eleven percent after one year as principal, provided overall instructional leadership, implemented comprehensive school reform and restructuring process as part of the iPD (Innovative Professional Develop) Model and developed interdisciplinary teams, implemented technology plan and school improvement plans, served as a member of school governance council and PTSO, developed school magnet programs, completed SEED (System for Educator Evaluation & Development) Program, completed NEASC accreditation process, developed a mentoring program for “at risk” males, served as member of the district’s budget advisory group, chaired professional development and curriculum development committees, SRBI and PBIS teams, interface with community agencies and local universities to support the school’s and district’s mission, supervised and evaluated all staff.	

*Reason for Leaving: The opportunity to develop new skills in the area of adult education and to develop a new school for at-risk student in an urban setting.*

- |            |   |                 |
|------------|---|-----------------|
| 2011- 2012 | GRASSO TECHNICAL HIGH SCHOOL<br><b>Assistant Principal</b><br>Student attendance & discipline, curriculum development, assessment supervision, CAPT, NOCTI, special education coordinator, program development, community relationships, staff evaluation and supervision<br><i>Reason for Leaving: I was presented the opportunity to turnaround a low performing urban high school.</i>   | Groton, CT      |
| 2009-2011  | HARTFORD PUBLIC SCHOOLS<br><b>Special Education Director</b><br>Developed new program for middle & high school special education students, served as special education director for all students in district magnet schools, implemented best practice instructional strategies, knowledge of budget development and management, developed and implemented professional development for staff, knowledge and implementation of SRBI, PBIS, Sec. 504, and IEP Regulations and the PPT process, knowledge of disciplinary practices and state/federal laws/regulations, facilitated effective staff, family, and community relationships.<br><i>Reason for Leaving: I was presented the opportunity to use my leadership skills to support the vocational needs of students and develop a new set of skills in vocational education.</i>  | Hartford, CT    |
| 2007-2009  | SCHOOL BOARD OF HERNANDO COUNTY<br><b>Superintendent of Schools</b><br>Increased student achievement and improved school district's grade to an "A" in one year, increased graduation rate and decreased dropout rate, earned contract extension, responsible for all aspects of the educational process throughout the district including the leadership, management, organization, and operation of 27 schools and facilities, developed, supervised, and monitored a 440 million-dollar school budget, instructional leadership and improvement process, implemented school re-design, re-zoning, school choice & reorganization as part of school reform process, chaired the policy development □ contract negotiations processes, developed district's strategic plan, supervision of school building □ construction process, completed and monitored personnel assignments & performance evaluations, transportation, facilities, □ maintenance supervision, program development □ evaluation (included IB Academy, Gifted Center, Career Academies, Magnet Schools, Performing Arts, Virtual Learning, Vocational Programs, Dropout Prevention, Environmental Center, Superintendent's Ambassadors for Technology, etc.), strategic planning and development, supervision of assessment and accountability standards, completed the curriculum revision & development process, produced <i>The Parent Connection</i> television show, implemented K-8 school model, technology lease-to-purchase program, | Brooksville, FL |



established community college □ school district collaboration, public relations □ human resources supervision □ development, supervised professional development program, established □ developed board policies & protocols.

*Reason for Leaving: My new family could not relocate to Florida requiring that I return to New England.*

2004-2007 NEW LONDON PUBLIC SCHOOLS New London, CT

**Director of Human Resources and School Operations**

**Human Resources:**

Recruitment and hiring of staff, contract negotiations, management of certified staff, supervision of licensing compliance issues, coordinator of teacher mentor and continuing education units programs, coordinator of highly qualified teacher program, coordinator of staff development and new teacher orientation programs, developed and standardized all job descriptions, wrote, developed and implemented school grant program, chairman of teacher evaluation and staff development committees, collective bargaining negotiations committee member, grievance and mediation coordinator, managed classification and payroll office, direct liaison for job evaluation process at all levels, conflict resolution and problem-solving all personnel issues.

**School Operations:**

Supervised new building and renovation construction projects, supervisor of food service operations & transportation, director of plant management & maintenance services, personnel & security, safety and protection program, maintain capital equipment and surplus, well-versed in state and federal building regulations, codes and reimbursements, coordinated technology program, development of Science, Technology, Engineering, & Math (STEM) Magnet School, developed Marine Biology Magnet School, financial planning & reporting, accounting & reporting, data processing, grant applications and reporting.

**Committee Leadership & Involvement:**

Participant and/or chairperson of the following district-wide committees:

Data Team, Mathematics Curriculum Committee, School Building □

Maintenance Executive Committee, Assessment Task Force, CMT

Improvement Committee, Safety Committee, NEASC Committee,

Technology Committee, Budget Committee, Early Learning, Childhood Magnet School Committee, Policy Committee, Central Office Elementary School Site Visitation Team.

*Reason for Leaving: I was presented the opportunity to serve as a superintendent of schools.*

2001-2004 NEW LONDON PUBLIC SCHOOLS New London, CT

**High School Principal**

Provided overall instructional leadership, participated in the development of the STEM Magnet School, facilitated, directed and implemented curricula

realignment project, reviewed and revamped teacher evaluation process and procedures, developed and implemented a new high school literacy program, a CAD program and a Naval Reserve Officer Training Program (ROTC), established a developmental guidance program, implemented a school-wide advisory council for staff and building planning team, created an annual school improvement plan process and school-to-career initiative including a tech-prep program, supervised school scheduling and budgetary processes, NEASC accreditation process, participant or chairman of the following committees: District Technology Committee, Curriculum/Standards Committee, Teacher Evaluation Committee, Administrator Evaluation Committee, Policy Committee, Magnet School Development Committee, Negotiations Committee, Summer School Director, participant in grant writing and public relations activities, facilitated renovation of science laboratory wing.

*Reason for Leaving: I was presented the opportunity to serve as a member of the district's leadership team.*

## RELATED ADMINISTRATIVE EXPERIENCES

- |            |  |                |
|------------|--|----------------|
| 2003-2005  | <b>GROTON PUBLIC SCHOOLS</b><br><b>Director of Adult Education</b><br>Supervised the ESOL, GED, Adult Enrichment, and Alternative Education Programs and taught GED courses as part of the program.                            | Groton, CT     |
| 2004-2006  | <b>MITCHELL COLLEGE</b><br><b>Adjunct Professor</b><br>Taught undergraduate courses in the areas of special education and early childhood education.   | New London, CT |
| 1997- 1999 | <b>SALEM STATE COLLEGE</b><br><b>Adjunct Professor</b><br>Taught graduate courses as a part of the school administration program in the areas of curriculum development, assessment, and personnel evaluation and supervision. | Hyannis, MA    |

## MEMBERSHIPS □ AWARDS

1996 Florida's Assistant Principal of the Year (Nominee)  
 2008 Technology Savvy Superintendent of the Year (Nominee)  
 Florida Association of District School Superintendents (FADSS)

## PUBLICATIONS

- |      |  |
|------|--|
| 1993 | Master's Thesis: <i>A Plan to Reduce the Discipline Referral Rate at the Middle School Level</i> . Alexander, W.S.           |
| 1995 | Doctoral Dissertation: <i>An Individualized Staff Development Plan for Middle and High School Teachers</i> . Alexander, W.S. |



CHARLIE CRIST  
GOVERNOR

STATE OF FLORIDA

# Office of the Governor

THE CAPITOL  
TALLAHASSEE, FLORIDA 32399-0001

[www.flgov.com](http://www.flgov.com)  
850-488-7146  
850-487-0801 fax

October 29, 2008

Dr. Wayne Alexander  
Hernando County School District  
919 North Broad Street  
Brooksville, FL 34601

Dear Wayne:

Congratulations on your school district being awarded an overall "A" grade under the state's grading system. This recognition is proof of not only your dedication and hard work but also that of the School Board, administrators, teachers, staff and students in your district. I would personally like to thank you for your dedication to the students of Hernando County.

As you continue your efforts on behalf of Florida's children, I would welcome the opportunity to meet with you to discuss any issues you would like the Governor's office to be apprised of. It is my goal to provide quality service to you and the people of Florida.

For your records, my contact information is:

Michelle Todd  
Office of Governor Charlie Crist  
USF-St. Petersburg Campus  
140 Seventh Avenue South, Bay 208  
St. Petersburg, FL 33701  
Phone: (727) 873-4760  
Fax: (727) 873-4131  
[michelle.todd@eog.myflorida.com](mailto:michelle.todd@eog.myflorida.com)

Again, I look forward to working with you and congratulations on this great achievement. If I can ever be of assistance, please do not hesitate to contact me.

Best,

Michelle Todd  
Special Assistant to the Governor

# HERNANDO TODAY

THURSDAY, NOVEMBER 20, 2008 • HERNANDOTODAY.COM

## Graduation Rate Climbs, Dropout Rate Drops

### COUNTY SURPASSES STATEWIDE AVERAGE

By TONY MARRERO  
Hernando Today

**BROOKSVILLE** — Hernando County's graduation rate crept up during the 2007-08 school year to 76.9 percent, making it among the counties to help the state hit a record high, according to figures released by the state Wednesday.

That's an increase of 1.8 percent compared to the previous year.

Meanwhile, slightly fewer Hernando students opted to abandon school last year. The dropout rate for the 2007-08 year came in at 2.8 percent, down a half percentage point from the previous year.

"I'm very, very pleased with the forward

## RATE

Continued From Page 1

progress," Superintendent Wayne Alexander said Wednesday. "We still have a great deal of work ahead of us, but it tells us we're doing some things correctly and we need to continue to build on it."

Florida also continued its trend of more graduates and fewer dropouts.



The state's average graduation rate is 75.4 percent, up three percentage points from last year.

Florida's dropout rate fell to 2.6 percent, a decrease of .7 percent from last year and a decrease of 2.8 points since 1998-99.

Hernando school officials voiced confidence earlier this year the rate would continue to improve because of a new policy that offers seniors the opportunity to earn one full credit during summer school, giving many students the op-

portunity to graduate in the fall.

There are a few more policy changes that took effect this year that officials said would help. Students can now earn as many as seven credits per year, up from six, on their way to 24 total credits to graduate.

Students can now earn a full credit during summer school, up from a half credit. And students at the STAR Education Center can earn a regular diploma, not just a general equivalency degree.

The district has made progress in the last eight years to increase graduation rates, only to see some of that improvement erode again.

The rate sank to 67.4 percent in 1999-2000 and had risen to 79.5 percent by 2003-04.

### Online program targeted at dropouts

Alexander has an idea to increase the graduation rate and try to give dropouts a chance to earn their degrees.

He will ask the school board next month to consider an online distance learning program from Penn Foster, an accredited company that spe-

cializes in independent home study.

The district would pay a flat fee of \$1,500 per student for unlimited courses or \$585 per course.

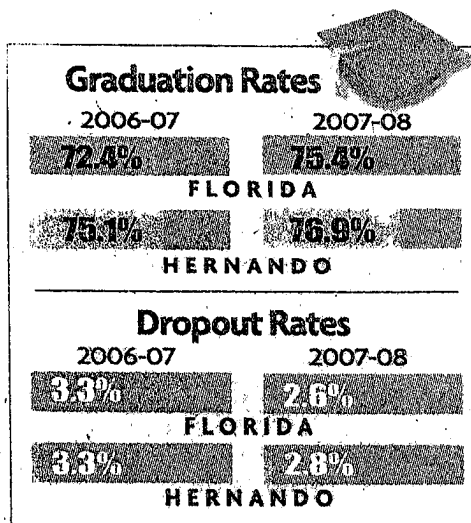
The program would allow the flexibility for students now out in the working world and allow the district to meet its obligation to work to bring them back into the fold, Alexander said.

"Kids that have dropped out have different time clocks," he said.

The program also would work for students who haven't officially left school but, as Alexander put it, "are just going through the motions."

Reporter Tony Marrero can be reached at 352-544-5286 or [tmarrero@hernandotoday.com](mailto:tmarrero@hernandotoday.com).

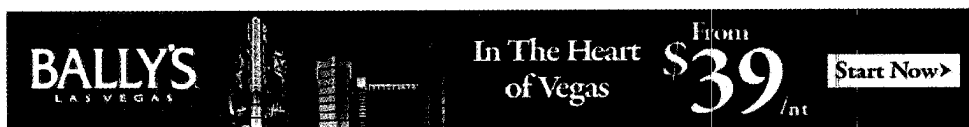
See RATE, Page 7 ▶



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- 5 Crist declares state of emergency because of cold

## Education: K - 12

- 1 Explorer K-8 assistant principal sends son the wrong message about school rules

## Special education has improved, some Hernando parents say

Tom Marshall, Times Staff Writer  
In Print: Tuesday, December 30, 2008

BROOKSVILLE — It's never a good sign when you have to tell people to be quiet.

In March, superintendent Wayne Alexander faced a barrage of parent complaints over the district's special education services during a town meeting on the Hernando County schools.

Some said they felt ignored by district staff. Others worried their children might slip through the cracks if forced to switch schools due to the district's rezoning process.

After fielding at least nine special-needs questions at what was intended to be a general meeting, Alexander declared the subject closed and scheduled a separate forum.

But nine months later, some of those parents say, an unexpected thing has happened. Things have gotten noticeably better.

"We do see progress," said Nikki Pierce, founder of Special Students of Hernando, a parent support group. "And I do think a lot of that progress can be attributed to education on the part of parents, educators and administration."

There are more parents on a county task force looking at ways to include special-needs students in regular classrooms, she said. And district staffers are reaching out to help parents work with schools to address problems.

"I've seen changes at the school site level, and I see changes being made at the district level," said Pierce, parent of a fourth-grader with dyslexia.

Marisa Santela was one of the parents who voiced concerns over last summer's school rezoning. Her autistic son had thrived at Deltona Elementary, and she worried he would be lost at the much larger Explorer K-8.

Santela was right to worry. When school started in August, her 8-year-old was placed in a group with 14 other children, all of whom had more serious disabilities or symptoms.

She immediately called the school and alerted officials to the mismatch. District staff, including Exceptional Student Education director Cathy Dofka, were visiting the school daily, and Santela's son was switched to a new room after Labor Day.

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"I don't know if it was me calling or Cathy Dofka going to the school, but a lot of kids were moved around," Santela said.

Now her son is in a class with students at a similar level, with an experienced ESE teacher and two aides.

"We have some really good days, and we have some days where he's really off," Santela said. "(But) we get papers home every day, describing what he's working on. As long as you're not going backwards, that's a good sign."

The district plans to send a number of staffers to a Jan. 16 conference in Weeki Wachee on special education laws and advocacy, which is being presented jointly by the district and Special Students of Hernando.

That collaboration is an example of the "less adversarial" relationship that has blossomed this year between special-needs parents and the district, Dofka said.

Such gatherings, as well as the inclusion task force, have helped thaw icy feelings between the schools and parents, she said.

The district hasn't yet scheduled a follow-up on last spring's forum for special-needs parents. But it should, said Pierce of the parents' support group.

"As a parent, I would like to see more of that dialogue going on," she said. "Or some follow-up on what's being put in place. Not just be left not knowing."

Tom Marshall can be reached at [tmarshall@sptimes.com](mailto:tmarshall@sptimes.com) or (352) 848-1431.

#### Fast facts On the Web

To learn more, visit [www.specialstudentsofhernando.com](http://www.specialstudentsofhernando.com).

[Last modified: Jan 02, 2009 10:04 PM]

#### Have your say...

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Newest First

*teacher* wrote:

Some teachers really do want the best, but their hands are tied too. There is only so much 1 person can do with so many individual needs. Special ed parents want individualization, but how does that happen with 1 ESE teacher?

Jan 2nd, 2009 10:04 AM

0 0 Report Abuse

*Linette* wrote:

This article is painting a false picture of what really goes on with special need students. My daughter has regressed due to the lack of teacher & administrative support. If a child has a behavior issue, they will use restraints as all the cases.

Jan 1st, 2009 11:49 AM

0 0 Report Abuse

*anonymous* wrote:

If your child has an IEP, then he/she my qualify for a McKay scholarship. The problem is finding a school that will accept your child if he/she has significant issues.

Jan 1st, 2009 11:49 AM

0 0 Report Abuse

*Jane* wrote:

Hats off to Nikki Pierce and the hard work these parents do. Some parents lose the way and emotions take over when dealing with special ed laws. Many thanks for a wonderful Christmas season. Thanks Mr. Alexander. Thanks Chris.

Jan 1st, 2009 11:49 AM

0 0 Report Abuse

*Stephanie* wrote:

We have seen improvement at my son's school. Nothing will happen overnight. This conference is for parents too. I hope it helps.

Dec 31st, 2008 3:08 AM

0 0 Report Abuse

## **Wayne Alexander's Administrative Evaluation Goals 2013-14**

### **Outcome Goals:**

**SLO 1: The number of students graduating from BHS will increase ten-percent at the conclusion of the 2013-14 school year.**

### **Rationale/Strategies/Monitoring Activities:**

- Implement the day time and afterschool credit recovery program
- Implement the Twilight Program
- Implement Academic Excellence Celebrations at the team levels
- Monitor guidance counselor schedule to provide support and personalization for juniors and seniors.
- Complete an audit of student transcripts annually.
- Establish a monitoring process and professional development for all staff concerning our school's failure rate.
- Implement, evaluate and monitor the four layers of SRBI.
- Implement the PBIS program at the team level in grades 9 and 10.

### **Results:**

The graduation rate for the 2012-13 school year increased by 11.3% (from 47.9 % to 59.2%). More than 120 students participate in the after-school credit recovery and Twilight programs. These students earned an average of 40 points during the school year. This year, two academic pep rallies were conducted recognizing students who earned first and second honors. More than 250 students have earned honors during one or more quarters of the school year.

Two guidance counselors worked this year with grades 11 and 12. Informal observations and conversations led me to believe that the needs of students were met in a timely and professional manner. Student transcript audits were completed at the beginning of the school year and at the end of each quarter so that additional support could be provided for at-risk students. As a result for these audits, the number of students that graduate from Bassick High School continues to increase. In June 2012, a total of 146 students graduated. In June of 2013, a total of 237 students graduated. It is anticipated that 264 students will graduate in June 2014.

During this school year, professional development focused on improving instruction and the development of teaching strategies as well as meeting the performance standards that are part of the NEASC School Accreditation Process. Ninth and ten grade teachers worked in interdisciplinary teams to meet the needs of students. They received intense professional development weekly. They were able to work as a team, sharing successful interventions and analyzing data to meet the personalized learning needs of their students. As a result of their effort, Bassick High School's failure has decreased. The first three quarters of the 2013-14 school year showed a decrease in the percentage of failures when compared to the 2012-13 school year. The results by quarter for 2012-13 were 24%, 27%, and 24%. The failure rates for the first three quarters of the 2013-14 school year were 17%, 21% and 21% respectively.

Two types of SRBI have occurred this year at Bassick High School. Within each 9<sup>th</sup> and 10<sup>th</sup> grade team, teachers used all available data including formative and summative assessments to personalize their instruction practices to meet the needs of all students. Each week, their progress monitored students' results and performance to make adjustment to their instruction. Secondly, two SRBI interventionist have provided small group and individual instruction to support the academic needs of students needing Tier 2 interventions. These students have work in groups using tools that have included Wilson Reading, Just Word, Lexia, Symphony Math, Khan Academy and American Reading Company to improve their academic performance.

Finally, PBIS has been successfully implemented as part of the 9<sup>th</sup> and 10<sup>th</sup> grade positive reinforcement and support systems. Students have earned pizza parties and participated in quarterly Academic Pep Rally as we have promote, rewarded and recognized students' academic success.

**SLO 2: The percentage of students failing one or more courses for the 2013-14 school year will decrease by ten-percent as measured by the final report card.**

**Rationale/Strategies/Monitoring Activities:**

- Establish a quarterly review process with each team to evaluate the needs of students and provide SRBIs.
- A SIG funded SRBI interventionist will provide support to students identified as needing additional academic support.
- Available data will be analyzed by team members and trained staff will provide interventions in the areas of Wilson Reading, Lexia, Just Words, Symphony Math and ARC for students in need.
- Use PD time to review student work and provide interventions.
- Use PD time to unwrap the CCSS and develop activities and strategies for student mastery.
- Continue to use LDC and MDC formats to establish a blueprint for lesson development and delivery.
- As part of the evaluation process, work with individual staff members to develop a process for improving instruction that will meet the personalized learning needs of struggling students.
- 9<sup>th</sup> and 10<sup>th</sup> grade teams will pilot a program that uses a grading rubric with student input and investment in the grade they want to earn for each course. Students will review and monitor their own success weekly and make adjustments with teacher support and guidance.

**Results:**

As mentioned previously in my first SLO, our school wide failure rate has consistently decreased each of the first three quarters of this academic year when compared to the 2012-13 school year. Each 9<sup>th</sup> and 10<sup>th</sup> grade team has worked closely with the SRBI interventionist reviewing the progress and establishing academic intentions for student every week during their day-long professional development time. As a result students received the academic support and enrichment necessary to improve their academic performance and reduce our school wide failure rate.

Teams have also wrapped the CCSSs to develop lessons and teaching strategies that provide the support students need to be successful. I have witnessed first-hand during my teacher observations as teachers worked with their students unwrapping and breaking down the learning expectation included in each



CCSS. I have also observed teachers using the LDC and MDC units that they have developed and implemented during their instructional lessons. AS an instructional leader at BHS,I have worked closely supervising 20 teachers during the teacher evaluation process. I have developed SLOs and Professional Growth Goals with staff. I have complete formal and informal observations. I have provided quality instructional feedback that staff have implemented during follow-up formal observations as they have demonstrated professional growth.

Finally, I continue to recognized that our failure remains too high. As the conclusion of the first quarter of the 2013-14, I discussed and requested that one of the tenth grade teams consider using an alternative format for grading students. Il requested that each tem member meet with the student's' on their team a review their grading formula and rubric. I asked that the discuss be focused around establishing the student's commitment to complete the work necessary to earn the mutually agreed upon grade for that quarter. I asked that the team establish a "check-in and monitor" schedule with each student and that students assume a greater responsibility for recording and monitoring their grades and overall academic performance. All team members agreed to plot the project for the quarter. As a result, the reduced their failures rate by an average of 8% per teacher.

### **Leadership Practice Goals**

#### **Focus Area 1: Standard 2 (Teaching and Learning)**

**Element B: Curriculum and Instruction- Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.**

#### **Rationale/Strategies/Monitoring Activities:**

- Through the support of the leadership team, 9<sup>th</sup> and 10<sup>th</sup> grade teams will gain a greater understanding of the CCSS by establishing lesson plans, unwrapping the standards, and developing strategies and activities to support the mastery of standards with differentiation and rigor.
- Professional development days will be used t review student work and all related student data so that adjustments and interventions can be used to provide remediation.

**Results:** The 9<sup>th</sup> and 10<sup>th</sup> grade teams had one full day each week for professional development and planning. I have provided supervision weekly during this professional development day. My work with each team focused on identifying the CCSS that would be taught that week. Our work included unwrapping the standard and identifying the skills that students need to master. We then worked on developing instructional strategies that teachers could use to support student mastery. Staff has also developed an expertise in developing and writing mini-tasks, LDC and MDC. Paideia Seminar has been one instructional approach that staff has implemented in their classroom. I have supervised its implementation and provided feedback as staff refines its usage.

Each professional development day also included time for the teams to work with special education teachers and SRBI interventionist to review student progress and results from formative and summative assessment. Assessments results as well as daily observation were used to determine the need for additional instructional support. Students received the support during small group instruction. This process was ongoing and adjusted weekly.

Finally, I believe that the above mention processes and approaches contributed to a reduction in the school's failure rate.

## **Focus Area 2: Standard 3 (Organizational Systems and Safety)**

### **Element B: Operational Systems-Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.**

#### **Rationale/Strategies/Monitoring Activities:**

- All leadership team members will meet with me quarterly to evaluate their annual goals .Weekly leadership meeting will address all school-related concerns and needs as part of The Think Tank Approach to School Improvement.
- All leadership team members will establish a teacher evaluation roster and complete the process with their assigned teachers seeking my support and guidance when needed.
- All leadership team members are assigned school related duties and expectations including instructional leadership.
- All leadership team members co-chair the SRBI process at their grade level
- Leaders will participate in the weekly PD day with their 9<sup>th</sup> and 10<sup>th</sup> grade teams providing support, direction, guidance and support to meet the teaching and learning needs of all students.

#### **Results:**

My leadership team meets every Monday morning during our Think Tank to discuss management and leadership needs of our school. I prepare a weekly agenda and our team works collaboratively in the decision making and leadership process for the school. At the beginning of the year, I have discussions with each team member. I use that time to assign roles and responsibilities so that all staff has a clear understanding of who is responsible for what particular duty or program. This is also the time that I discuss the leadership and professional growth needs and desires of each team member. I have also met quarterly with each team member to review their progress on their professional goals and SLOs. Our weekly meetings have included discussions focused on the progress and development of our teachers as part of the evaluation and observation process.

Leadership team members work with their grade level students and staff. They also supervise the grade level teams, grade level attendance committee and SRBI intervention teams.

## \*\*Administrator End-of-Year Conference - For Reference: Domain-level Ratings (will not calculate)

for Wayne Alexander by Aresta Johnson

Printed June 22, 2016

All information in this meeting is automatically shared.

### Dr Wayne Alexander 2015 - 2016 EOY

Created by Aresta Johnson on Jun 1st, 2016

AJ - Aresta Johnson

Below Standard

Developing

Accomplished

Exemplary

## Bridgeport CT Leader Evaluation & Support Rubric 2015

**1 - Domain 1 - Instructional Leadership:** Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students and by monitoring and continuously improving curriculum, instruction and assessment.

**1.1 - Shared Vision, Mission and Goals - Leaders**  
collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

    AJ

### BELOW STANDARD

Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students. Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the district improvement plan or does not apply best practices of instruction and organization. Rarely engages with stakeholders about the school or district's vision, mission and goals.

### DEVELOPING

Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students. Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the district improvement plan or does not fully apply best practices of instruction and organization. Engages some stakeholders to develop, implement and sustain the school or district's vision, mission and goals.

### ACCOMPLISHED

Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including college- and career-readiness, for all students. Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization. Engages a broad range of stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.

### EXEMPLARY

All characteristics of Accomplished, plus one or more of the following : Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including college- and career-readiness, for all students. Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization. Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.

### EVIDENCE:

#### Artifacts

BOE\_Meeting\_Agenda\_03282016.pdf

Aresta Johnson

BOE\_Meeting\_Minutes\_03282016.pdf

Aresta Johnson

Alexander\_Artifact\_03282016.pdf

Aresta Johnson

#### Observation (Mar 28, 2016)

Domain 1 - Instructional Leadership:

Aresta Johnson

Dr. Alexander shared his vision for the school, which was to "create an environment of belonging and get students who are over-aged and under-credited back on a track toward a high school diploma", as noted in the ctpost article. There is a tight structure, coupled with the Bullard Haven technical program, and reading comprehension has improved from 20% to 40% by January.

1.2 - Curriculum, Instruction and Assessment - Leaders  
develop a shared understanding of standards-based  
best practices in curriculum, instruction and  
assessment.

AJ

**BELOW STANDARD**

Few or no processes are established to design, implement and evaluate curriculum and instruction. Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students. Provides little to no support to staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.

**DEVELOPING**

Establishes inconsistent processes to design, implement and evaluate curriculum and instruction. Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students. Demonstrates some effort to support staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.

**ACCOMPLISHED**

Works with staff to develop a system to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings. Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students. Works with staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.

**EXEMPLARY**

All characteristics of Accomplished, plus one or more of the following : Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings. Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of students. Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.

**EVIDENCE:**

*Observation (Jan 29, 2016)*

January 29, 2016

Aresta Johnson

During the fall, there was a targeted focus upon improving the level of academic rigor and vigor. During today's visit the climate of the building was palpable, and the academic prowess of the student's was evident in the corridors, on the classroom walls, and through student voice. During today's observation, the feedback from the student's spoke volumes.

The tech ed teacher is in place and has developed a great rapport with student's and staff. The class was engaged in the development of their protocol for 3-D printing. Images of cars and cell phone drawings were observed as student's continued their work. The tech ed teacher also spoke of expanding the program to include video production as a possible elective for students. In addition, his thirst for professional development extends through the weekends, as he plans to network with his colleagues from across the state from other tech ed departments.

The math class included work on mathematical problems, as students' have just completed the Aimsweb Winter assessment. Students shared with me about how they found their student voice at C&C and feel confident to speak up and speak out.

In the science class there was evidence of student work including lab reports, ionic compounds, and drawings of scientific concepts and principles. The entire school has flourished over the past several months under Dr. Alexander's leadership. Students shared how 'beneficial' the program has been, another indicated that the hours of the program allows her to 'get here on time and still be able to go to work'. Another proudly shared the 'A' grade she received on an assignment indicating that 'I never thought I was smart enough to get good grades' and that the C&C program is the best thing that could have happened for her to do well. Others boasted about their Bullard Haven certification and how proud they were, stating that the program was starting up again very soon and they could hardly wait.

In the English class, one student shared that at her previous high school she never thought she was smart enough to get good grades. She indicated that the level of 'individual attention doesn't give you a chance to skip class because the teachers will know that you are missing' and it had not been like that in the large comprehensive high school.

The climate was stellar as student's exchanged classes without incident. The population included an influx of student's on Monday, however, you would never know that it was now a blend of old with the new, it was completely seamless. The corridors proudly displayed student work and ownership of their school (see attached). Moving forward, the student's will develop their charter, further aligning the work to the RULER program, which was rolled-out in the high schools beginning in December.

**Artifacts**

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Aresta Johnson

Career\_MAZE\_Winter\_2016.pdf

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**Evidence****chool-wide totals for Lexile Results**

Number of students, school-wide, whose Lexile Measure increased by more than 200 points (or one grade level): 18/23 or 78%

Aresta Johnson

**9th-Grade totals for Lexile Results**

Number of students in grade 9 whose Lexile Measure increased by more than 200 points (or one grade level): 6/6 or 100%

**10th-Grade totals for Lexile Results**

Number of students in grade 10 whose Lexile Measure increased by more than 200 points (or one grade level): 8/12 or 67%

**11th-Grade totals for Benchmark Results**

Number of students in grade 11 whose Lexile Measure increased by more than 200 points (or one grade level): 4/5 or 80%

1.3 - Continuous Improvement - Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

AJ

### BELOW STANDARD

Uses little to no data to guide ongoing decision-making to address student and adult learning needs. Provides little guidance or support to individual staff regarding the analysis of instruction. Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.

### DEVELOPING

Uses some data to guide ongoing decision-making to address student and adult learning needs. Guides individual staff to examine and adjust instruction to meet the diverse needs of students. Attempts to solve schoolwide or districtwide challenges related to student success and achievement.

### ACCOMPLISHED

Analyzes varied sources of data about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals. Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students. Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.

### EXEMPLARY

All characteristics of Accomplished, plus one or more of the following : Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and adult learning needs and progress toward school or district vision, mission and goals. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes. Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.

### EVIDENCE:

Observation (Jan 29, 2016)

January 29, 2016

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Observation (Mar 28, 2016)

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11th-Grade totals for Benchmark Results

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2 - Domain 2 - Talent Management: Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 - Recruitment, Selection and Retention - Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

AJ

**BELOW STANDARD**

Does not have or apply recruitment, selection and retention strategies. Does not consider evidence as a requirement for recruitment, selection and retention decisions. Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention. Provides support for early career teachers that meets only minimum state requirements.

**DEVELOPING**

Implements recruitment, selection and retention strategies that reflect elements of the school or district's vision, mission and goals. Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and retention decisions. Develops positive or trusting relationships with some school and district staff and external partners to recruit and retain highly qualified and diverse staff. Identifies general needs and provides some support to meet the general needs of early career teachers.

**ACCOMPLISHED**

Develops and implements a coherent recruitment, selection and retention strategy in alignment with the school or district's vision, mission and goals, and according to district policies and procedures. Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and retention decisions. Develops and maintains positive and trusting relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff. Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.

**EXEMPLARY**

All characteristics of Accomplished, plus one or more of the following : Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy in alignment with the school or district's vision, mission and goals; influences district's policies and procedures. Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions. Leads others to cultivate trusting, positive relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff. Builds capacity of staff to provide high-quality, differentiated support for early career teachers.

**EVIDENCE:**

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*Observation (Mar 28, 2016)*

Domain 2 - Talent Management:

Aresta Johnson

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2.2 - Professional Learning - Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

AJ

**BELOW STANDARD**

Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice. Does not use evidence to promote reflection or determine professional development needs. Provides minimal support, time or resources for professional learning.

**DEVELOPING**

Establishes or supports professional learning opportunities that address individuals' needs to improve practice. In some instances, uses evidence that may or may not promote reflection and to determine professional development needs and provide professional learning opportunities. Provides the conditions, including support, time or resources for professional learning that lead to some improvement in practice.

**ACCOMPLISHED**

Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals. Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices. Provides the conditions, including support, time or resources for professional learning, that lead to improved practice.

**EXEMPLARY**

All characteristics of Accomplished, plus one or more of the following : Cultivates collective responsibility and fosters leadership opportunities for a professional learning system that promotes continuous improvement. Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning. Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.

**EVIDENCE:**

*Observation (Jan 29, 2016)*

January 29, 2016

Aresta Johnson

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In the science class there was evidence of student work including lab reports, ionic compounds, and drawings of scientific concepts and principles. The entire school has flourished over the past several months under Dr. Alexander's leadership. Students shared how 'beneficial' the program has been, another indicated that the hours of the program allows her to 'get here on time and still be able to go to work'. Another proudly shared the 'A' grade she received on an assignment indicating that 'I never thought I was smart enough to get good grades' and that the C&C program is the best thing that could have happened for her to do well. Others boasted about their Bullard Haven certification and how proud they were, stating that the program was starting up again very soon and they could hardly wait.

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The climate was stellar as student's exchanged classes without incident. The population included an influx of student's on Monday, however, you would never know that it was now a blend of old with the new, it was completely seamless. The corridors proudly displayed student work and ownership of their school (see attached). Moving forward, the student's will develop their charter, further aligning the work to the RULER program, which was rolled-out in the high schools beginning in December.

**Artifacts**

Alexander\_Artifact\_03282016.pdf

Aresta Johnson

*Observation (Mar 28, 2016)*

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2.3 - Observation and Performance Evaluation -  
Ensures high-quality, standards-based instruction by  
building the capacity of educators to lead and improve  
teaching and learning.

AJ

**BELOW STANDARD**

Evaluates staff using minimal evidence that is not aligned with educator performance standards. Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.

**DEVELOPING**

Evaluates staff using limited evidence such as observation, artifact review, collegial dialogue or student-learning data that is aligned to educator performance standards, which may result in improved teaching and learning. Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff, only when prompted.

**ACCOMPLISHED**

Evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data that is aligned to educator performance standards, which result in improved teaching and learning. Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.

**EXEMPLARY**

All characteristics of Accomplished, plus one or more of the following : Fosters peer-to-peer collaboration based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning. Establishes conditions for peers to lead difficult conversations to strengthen teaching and enhance student learning.

**EVIDENCE:**

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**3 - Domain 3 - Organizational Systems: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.**

3.1 - Operational Management - Strategically aligns organizational systems and resources to support student achievement and school improvement.

AJ

**BELOW STANDARD**

There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district. Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns. Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.

**DEVELOPING**

Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district. Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed. Develops communication and data systems that provide information but is not always timely in doing so. Minimally develops capacity of staff to document and access student learning progress over time.

**ACCOMPLISHED**

Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district. Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant. Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.

**EXEMPLARY**

All characteristics of Accomplished, plus one or more of the following : Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district. Empowers staff to address and resolve any identified safety issues and concerns in a timely manner. Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.

**EVIDENCE:**

*Observation (Jan 29, 2016)*

January 29, 2016

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Alexander\_Artifact\_03282016.pdf

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*Observation (Mar 28, 2016)*

Domain 3 - Organizational Systems:

Dr. Alexander holds a daily staff meeting, along with a daily school community meeting which involves students and staff. He has worked collaboratively with the Perkins Grant Coordinator to ensure all possible resources are available to support teaching and learning. In

Aresta Johnson

addition, he organized a CSDE site visit in preparation of receipt of additional fiscal resources to support the program - staff were fully prepared, but more importantly, students were extremely prepared, gracious, respectful, and put forth their very best effort during the visit. This further attests to Dr. Alexander's leadership in building the capacity of not only the staff, but the student body as well. The same preparation that went into preparing for the CSDE visit, was duplicated during the BOE presentation where parents, teachers, and students were able to clearly articulate their vision and purpose for being at Career and Craftsmanship.

3.2 - Resource Management - Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.

AJ

### BELOW STANDARD

Does not develop a budget that aligns to the school and district improvement plans or district, state and federal regulations. Makes minimal attempts to secure resources that may or may not support achievement of the school or district's vision, mission and goals. Allocates resources in ways that do not promote educational equity for diverse student, family and staff needs.

### DEVELOPING

Develops and implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations. Advocates for school and district resources that can support some achievement of the school or district's vision, mission and goals. Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.

### ACCOMPLISHED

Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible. Advocates for and works to secure school and district resources to support achievement of the school or district's vision, mission and goals. Allocates resources to ensure educational equity for all diverse student, family and staff needs.

### EXEMPLARY

All characteristics of Accomplished, plus one or more of the following : Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. Maximizes shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement. Engages students, staff and community in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.

### EVIDENCE:

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Alexander\_Artifact\_03282016.pdf

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4 - Domain 4 - Culture and Climate: Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 - Family, Community and Stakeholder Engagement  
 - Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

AJ

**BELOW STANDARD**

Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders. Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning. Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues. Demonstrates limited awareness of cultural competencies and community diversity as an educational asset.

**DEVELOPING**

Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders. Promotes family and community involvement in some decision-making that supports the improvement of student-specific learning. Maintains professional and cordial relationships with some families, community partners and other stakeholders regarding educational issues. Identifies some connections between cultural competencies and community diversity that strengthen educational programs.

**ACCOMPLISHED**

Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students. Provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning. Develops and maintains culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues. Capitalizes on the cultural competencies and diversity of the community as an asset to strengthen education.

**EXEMPLARY**

All characteristics of Accomplished, plus one or more of the following : Creates a schoolwide or districtwide culture in which all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors. Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning. Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district. Integrates cultural competencies and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.

**EVIDENCE:****Artifacts**

BOE\_Meeting\_Agenda\_03282016.pdf

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**Observation (Mar 28, 2016)****Domain 4 - Culture and Climate:**

Aresta Johnson

As noted above and the attached artifacts, students, staff, and parents participated in the BOE presentation. While many students were too shy for the microphone, they attended the meeting to support those students who willing to speak on their behalf. Dr. Alexander's community stakeholder involvement was evident during the comments shared by Barbara Mazzonna from the Justice Education Center, as she noted "these students are attending school when they didn't"...."behaving and learning when they weren't."

4.2 - School Culture and Climate - Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

AJ

**BELOW STANDARD**

Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations. Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Teachers. Acts alone in addressing school climate issues. Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.

**DEVELOPING**

Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students. Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Teachers. Seeks input and discussion from school community members to build his or her own understanding of school climate. Maintains a school climate focused on learning and the personal well-being of students.

**ACCOMPLISHED**

Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations. Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Teachers. Advocates for, creates and supports a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.

**EXEMPLARY**

All characteristics of Accomplished, plus one or more of the following : Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct. Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Teachers. Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate.

**EVIDENCE:**

*Observation (Jan 29, 2016)*

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4.3 - Equitable and Ethical Practice - Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

AJ

### BELOW STANDARD

Does not consistently exhibit or promote professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. Does not consistently promote educational equity, cultural competence and social justice for students or staff. Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.

### DEVELOPING

Earns respect and is building professional influence to foster educational equity, cultural competence and social justice for students and staff. Demonstrates ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.

### ACCOMPLISHED

Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators. Uses professional influence and authority to foster and sustain educational equity, cultural competence and social justice for students, staff and other stakeholders. Promotes social justice by ensuring all students have access to educational opportunities. Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.

### EXEMPLARY

All characteristics of Accomplished, plus one or more of the following : Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness. Removes barriers and publicly advocates for high-quality education that derive from all sources of educational disadvantage or discrimination. Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals. Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.

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Dear Selection Committee Members,

I noted with great interest your advertisement for the superintendent of schools with Flagler County Schools that was recently posted on your website. I believe my educational leadership background and experience make me a qualified candidate for the position.

I have served as a teacher and administrator for 32 years. These experiences have included serving as a district-level and as a building level administrator at all levels including special education and adult education. The school districts have ranged in size from 3,000 to 23,000 students.

My career progression has taken a variety of paths throughout the years, though every experience has allowed me to expand my experiential base and grow professionally, some moves were lateral. Several moves were made to meet the needs of my family. For example, leaving my superintendent position in Florida occurred because I could not relocate my new family. Leaving that position allowed me to further develop my special education skills in Hartford, Connecticut. The opportunity to serve as administrator in the Connecticut Technical High School System was also a great learning experience, though serving as an assistant principal limited my leadership capacities. When the superintendent of Bridgeport Public Schools called and asked me to lead one of the lowest performing schools in the state, I could not resist the challenge. When he departed, I was offered the opportunity to serve in a leadership role working with alternative education and adult education students and staff. As a result of my new leadership role, at this point in my career, I have influenced the education of students ranging in age from three to 65 in large and small urban and suburban school districts.

Throughout my career, I have had the opportunity to continue to develop and refine my administrative skills. During my various roles as an administrator, I have had the opportunity to take part in a wide variety of endeavors. As superintendent, I have built several schools, established a technology initiative, and developed many innovative programs to meet the diverse needs of all students. I have supervised and directed several major building renovation projects, developed and implemented school improvement plans and projects, and supervised, developed and initiated district wide high-stakes assessment improvement plans that included curricula revisions.

As superintendent and as part of the central office leadership team, I have also worked closely with state and local school boards to establish school budgets that were financially efficient and focused on meeting the instructional and enrichment needs of all students. I am and continue to be a change agent that is student-centered and teacher-focused while also remaining sensitive to the broad and all-encompassing needs of the community and its various members.

I am looking to join an organization where my strong administrative qualities can be utilized to benefit students, staff and the entire community. The strengths highlighted below best illustrate why I consider myself to be an excellent candidate for your leadership opening.



- Extensive knowledge and understanding of state and federal special education regulations, program development, and research-based instructional practices
- Extensive experience in school reform, school restructuring and transformation
- Supervised all human resources functions including compensation/benefits, employee and labor relations, staffing, management systems, policy and organizational development, strategic guidance, and process/administrative improvements
- Taught school administration graduate courses and undergraduate courses in special education and elementary education.
- Variety of experiences gained at all administrative levels in urban, suburban and rural districts located in four states
- Extensive knowledge in the areas of human resources, school operations, fiscal management, curriculum/instruction, special education & pupil personnel services, assessment, evaluation, and the overall school improvement process
- Developed, monitored and evaluated school budgets totaling 400 million-dollars
- Expertise in working closely with the community, local government, and board of education
- Experienced and creative instructional leader at various levels with a diverse student population
- Leadership qualities including strong interpersonal, instructional, public relations, and communication skills
- Dedication to working closely with staff, parents and community members to provide students with the opportunity to reach their utmost potential
- Organization/management skills including experience with facilities management
- Developed personalized professional development and provided technology leadership

Thank you for your time and consideration. I look forward to hearing from you.  
Sincerely yours,

Wayne Alexander, Ed.D.

## **My Key Professional Accomplishments in Their Order of Importance**

In my 32 years as a teacher and administrator I have accomplished a great deal. It is important to note few if any of these accomplishments were achieved as a result of my efforts alone. I have been blessed to work with a number of outstanding people. The following is a short list of my proudest accomplishments:

### **1. Program Development**

As an instructional leader, I have had many opportunities to develop programs that met the diverse needs of students. I have developed a district-wide gifted program, career academies at four high schools in the areas of web design, agri-science, business/entrepreneurship, and technology. I have also developed a journalism and media program at several middle schools, a new HVAC/electrical program at our technical high school, and a world language and global studies program at the elementary level. I also implemented and developed a same-gender teaching pilot program at an elementary school. These programs were developed in my first year as superintendent. The highlighted list of programs I have developed at various schools is extensive. My goals and priorities have always been to meet the needs of all students by providing learning opportunities that would “hook” the individual child’s interest in learning by making connections to the world of work and career development.

### **2. Curriculum, Instruction, and Assessment**

In the age of accountability and high stakes testing, I have led the charge at the district and building levels, to use data analysis and a research based approach to meeting the needs of all students. I have actively participate in the work completed by data review teams at school and district levels. Team reviewed and analyzed data to establish goals and teaching practices that would provide students with the instruction and curriculum that they needed for their continuous improvement. My most significant focus area is in meeting the needs of lowest performing students and students in our various sub-groups. I have used a unified approach with consistent practices implemented at every school so that students receive the instruction necessary for them to achieve at their highest level. I monitored and inspected what I expect at the building level on a first-hand basis. This has been a challenge given the size of the some districts, but I feel it is essential that I serve as a visible instructional leader.

### **3. Fiscal Responsibility**

As superintendent of schools, I was responsible for the development, implementation, and evaluation of a 440 million-dollar budget. I also was responsible for budgets that were as small as six million-dollars. During difficult and challenging fiscal times, I am very proud that I was able to develop new programs for students, negotiate employee wage increases that exceeded the state’s average while also staying within budget. These accomplishment required creativity while keeping a close eye on all cost centers and line items. With fixed budgetary cost for personnel consuming 80-85% of the budget, there were very little resources available to continue to move the district forward in achieving the goals. I am very proud of this accomplishment.

#### **4. School Construction**

I have built several K-8 schools, one high school and a STEM school. During my various administrative positions, I have been responsible for the building and renovation of numerous schools and additions to schools in several different states. I have been actively involved in all aspects of the school construction process. These aspects have included the securing of bonds and taxes, convincing community members that construction was necessary for students, supervising various building committees, and picking out the school's color schemes. I am proud that I have played a role in building schools that are sensitive and conducive to the learning needs of all students and also serve the needs of the community in a variety of ways beyond teaching and learning.