

An urban educational leader with over 20 years of successful experience that is driven by relentless and personal commitment to continuous learning, leadership, service, and excellence.

EDUCATION

Ed.D, Educational Leadership, CCSU, 2008; MSW, UCONN, 2000; B.S, UCONN, 1997

INSTRUCTIONAL LEADERSHIP WORK EXPERIENCE

Assistant Superintendent of Instructional Leadership, Hartford Public Schools, Hartford, CT

January 2015 – Present: Primary duties include leading an urban network of 11 schools.

- Provide differentiated support, coaching, and supervision to the network's instructional leadership teams. Design and lead monthly professional learning for community and magnet school leaders centered on instructional leadership for equitable outcomes, cycles of inquiry, systemic transformation, the development of high functioning teams, and continuous improvement; developed and currently facilitating the School Improvement Learning Network for secondary school leaders to engage in and learn from deliberate collaboration focused on strategic school improvement; and co-facilitate the Acceleration Agenda community of practice focused on accelerating school improvement outcomes and student achievement in neighborhood schools.

Associate Program Coordinator of LEAD CT Turnaround Principal Program, CT Center for School Change, Hartford, CT

August 2014 – June 2015: Primary duties included development, coordination, and implementation of leadership development program serving Turnaround School Principals throughout Connecticut.

- Lead, designed and facilitated a community of practice for 26 school principals (PreK-12); differentiated professional learning for instructional leadership teams in alignment with Turnaround Leadership competencies including strategic planning, data analysis, organizational coherence, and relational leadership; collaborated with SDE and school district leadership teams to design, implement, evaluate, and continuously improve leadership development programming; and supported participating principals with their leadership practice.

Principal, CREC Public Safety Academy, Enfield, CT

July 2012 – July 2014: Primary duties included being an instructional leader and supervising daily operations in a magnet school (6-12th)

- Successfully executed a school turnaround strategy; established coherent instruction and operations; ensured comprehensive intervention supports; increased student enrollment; established a School Governance Council; reduced discipline referrals by 40%; cultivated a collaborative culture committed to high expectations and student achievement; and implemented and evaluated school improvement and professional learning.
- Collaborated with architects, construction project managers and public safety experts to ensure innovative designs of theme-specific spaces of the new school construction; provided oversight of the school's fiscal management; procured and managed the 21st Century Learning Grant; and established and maintained effective partnerships with post-secondary institutions, school advisory board, host community agencies, emergency responders, and the Board of Education of the "host" magnet school town.

Principal, CREC Great Path Academy at Manchester Community College (MCC), Manchester, CT

May 2011 - June 2012: Primary duties included being an instructional leader and supervising daily operations and teacher evaluations in a middle college high school.

- Successfully managed and directed the transition of the school to its new managing agent (Hartford Public Schools); established and promoted high academic standards; expanded the Middle College High School Design; implemented strategic operating plans; presented monthly reports to School Governing Board comprised of Superintendents and higher education representatives; member of MCC President's Advisory Committee, MCC President's Leadership Council, and MCC Emergency Operations Council; lead NEASC process; facilitated quarterly parent seminars; provided embedded professional learning; and maintained collaborative relationships with staff, partner districts and superintendents, parents, students, community organizations, and MCC.

Freshmen Academy Director/Grade 9 Assistant Principal, Manchester Public Schools, Manchester, CT

August 2008 – May 2011: Primary duties included being an instructional leader and supervising daily operations in the academy serving 500 ninth graders, within a large comprehensive high school of 2,100 students.

- Instituted the Freshmen Academy model in alignment with SRBI; utilized data to design and assess academic and behavioral intervention programs; implemented data teams and co-teaching models; coordinated and supervised instructional technology for the entire high school; evaluated the Social Studies and Career and Technical Education departments; supervised the state-recognized Student Success Center; created the school-wide student advisory program; managed the Perkins and College Career Pathways Grants for the district; and facilitated School-to Career Advisory Board meetings.
- Chaired the Technology, School Climate, Safety, and Positive Behavioral and Instructional Supports Committees; co-chaired NEASC follow-up committee; and member of District Juvenile Review Board, and of District Improvement Plan, Minority Teacher Recruitment, and District Benchmark committees.

RELATED PROFESSIONAL EXPERIENCE

School Social Worker, E.C. Goodwin Technical High School, New Britain, CT.

August 2000 – July 2008: Primary duties included developing and implementing student support, intervention and leadership development programs in a school of 750 students.

- Developed and implemented Early Intervention Programs; instituted peer mentoring and student leadership development programs with neighboring elementary schools; analyzed data to inform instruction; conducted peer-based classroom observations; provided crisis intervention; facilitated psycho-educational groups; coordinated PPTs, 504s, school safety, and emergency crisis meetings; and lead the annual Health and Wellness Fairs involving over 40 community partners.
- Member of the School-Wide Data, Crisis, Safety, and Principal's Leadership Teams; Chair of the School Health and Wellness, and School-Community Liaisons Committees; and member of the District Teacher Evaluation and Professional Growth Committees.

Social and Behavioral Sciences Adjunct Professor, Capital Community College, Hartford, CT

August 2001 – May 2008: Courses taught included Human Services Skills and Methods; Introduction to Counseling and Human Services; Marriage and the Family; Group Dynamics; Interpersonal Psychology; Social Welfare Policy; Social Services Practicum; and Adolescent Psychology.

- Assisted a diverse student population in attaining educational goals; maintained high academic standards; designed and delivered coherent and rigorous instruction; advised college students in course enrollment; and collaborated with faculty in support of the college's vision.

Interim Executive Director, San Juan Tutorial Program, Inc., Hartford, CT

May 1999 – July 2000: Primary duties included grant development and supervision of daily operations of a non-profit agency providing academic intervention and enrichment programs to 600 Hartford youth.

- Developed a strategic plan in collaboration with Board of Directors; maintained successful partnerships with funders, school and city officials, community leaders, and volunteers; authored and monitored all grants; submitted qualitative and quantitative reports; implemented annual fundraising plans and agency budget; maintained effective relationships with Board of Directors, auditors, consultants, insurance agents, and employee benefit providers.

Assistant Director and Program Coordinator, San Juan Tutorial Program, Inc., Hartford, CT

June 1995 – April 1999: Primary duties included supervision of daily programmatic operations of extended-day and summer programs serving 600 students in grades PreK-12.

- Developed and evaluated academic and youth development programs; led the Summer Youth Employment and Training Program; authored the agency's student code of conduct; conducted positive youth development and parenting seminars; recruited, hired, trained, supervised and evaluated staff and volunteers; assisted Executive Director with program budget development; reviewed grants, proposals and submitted quarterly and annual reports; developed and implemented supplemental curriculum; collaborated with families, school administrators, Hartford Board of Education and community organizations.

PUBLICATIONS

- Torres-Rodriguez, L., Beyard, K., & Goldstein, M. (2010). Critical elements of Student Assistance Programs: A qualitative study. *Children and Schools*, 32 (2), 93-102