

Beaufort County School District Online Application

Carpenter, Jeffrey - AppNo: 22217

Date Submitted: 7/1/2019

Personal Data

Name: Mr. Jeffrey L Carpenter
(Title) (First) (Middle Initial) (Last)

Other name(s) under which transcripts, certificates, and former applications may be listed:

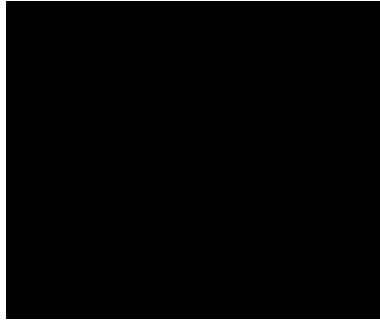
Other: Mr. Jeff L Carpenter
(Title) (First) (Middle Initial) (Last)

Email Address: [REDACTED]

Postal Address

Permanent Address

Number & Street:
Apt. Number:
City:
State/Province:
Zip/Postal Code:
Country:
Daytime Phone:
Home/Cell Phone:



Present Address

Number & Street:
Apt. Number:
City:
State/Province:
Zip/Postal Code:
Country:
Phone Number:

Employment Desired

Position Desired:

Certified - High School

1. BUSINESS EDUCATION
2. SOCIAL STUDIES

Experience in Similar Positions

30+ years
6 years

Certified - Middle School

1. BUSINESS EDUCATION
2. SOCIAL STUDIES

30+ years
6 years

Date of Birth

Please provide your date of birth.

* Date of Birth: (mm/dd/yyyy)

Experience

Please list
"ALL"
of your work experience
beginning with the most recent.

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Experience Continued

Current or Most Recent Position	Employer Contact Information		Supervisor/Reference Contact Information		
Cave Creek Unified School District Teacher: AP US Government & Politics; AP Economics; IB Economics SL; American History	5802 E. Dove Valley Road Cave Creek, AZ 85327 4805752400		Steve Mitten 4805752400 stevemitten@ccusd93.org		
Date From - Date To:	08/2016 - 06/2019	Full or Part Time:	Full	Last Annual Salary:	\$46411.00
Reason for Leaving:	Planning on relocating to Beaufort County				
May we contact this employer?	No				
Responsibilities/Accomplishments at this Position	<p>Currently, I am under a full-time contract to begin my fourth year at Cactus Shadows High School. This will begin my sixth-year teaching. My responsibilities are: to manage all classroom activities and coverage as a full-time teacher for 10th, 11th and 12th grade AP Government, AP Economics, IB Economics, regular level Government and American History classes; including professional development; communications with parents; assessments of students and all department and staff meetings. Collaborated with fellow teachers in designing common core curriculum and lesson plans; perform all classroom administrative duties, as needed.</p> <p>Additionally, I have undertaken the following:</p> <ul style="list-style-type: none"> • Founded and launched the MIT Launch Club to increase awareness of the macro-globalization of today's world, encouraging students to express their ideas and thoughts regarding the geopolitical economic structure of the world's government and economies. • Incorporated constructivism philosophy of teaching into classroom by implementing various student-centered learning methodologies, such as cooperative learning teams and business teams; significantly enhanced the classroom environment by acting as the teacher-coach facilitator to promote student centered leadership and creating positive real world learning opportunities. • Integrated technology into curriculum by supplementing class lectures and assessment through a completely integrated Google Classroom environment. • Utilized Internet for resources on current events, history, economics, and literature to complement all student learning activities. • Established and maintained positive relationships with students, parents, and colleagues, fostering an environment of open communication and support. 				

Previous Position Held	Employer Contact Information		Supervisor/Reference Contact Information		
Scottsdale Unified School District Teacher: AP & IB Economics, regular Economics and American History classes	7575 E. Main Street Scottsdale, AZ, AZ 85251 4804846100		Paul Wimmer 4804846972 Paul.Wimmer@susd.org		
Date From - Date To:	08/2014 - 07/2016	Full or Part Time:	Full	Last Annual Salary:	\$38000.00
Reason for Leaving:	Reduction in Force and within two weeks recalled for part time .8 and as traveling teacher				
May we contact this employer?	Yes				
Responsibilities/Accomplishments at this Position	<p>Managed all classroom activities and coverage as a full time teacher for 11th and 12th grade AP & IB Economics, regular Economics and American History classes; including professional development, communications with parents, assessments of students and all department and staff meetings. Collaborated with fellow teachers in designing curriculum and lesson plans; performed all classroom administrative duties, as needed.</p> <ul style="list-style-type: none"> • Founded and launched the Economics Club to increase awareness of the macro-globalization of today's world, encouraging students to express their ideas and thoughts regarding the geopolitical economic structure of the world's economies. • Developed student participation in the International Economic Summit competition and placed first among 53 other school participants in the category of Video Solutions. 				

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Experience Continued

Responsibilities/ Accomplishments at this Position continued...

â€ Incorporated constructivism philosophy of teaching into classroom by implementing various student-centered learning methodologies, such as cooperative learning teams and business teams; significantly enhanced the classroom environment by acting as the â€ teacher-coachâ€ facilitator to promote student centered leadership and creating positive â€ real worldâ€ learning opportunities.

â€ Integrated technology into curriculum by supplementing class lectures and assessment through a completely integrated Google Classroom environment.

â€ Utilized Internet for resources on current events, history, economics, and literature to complement all student learning activities.

â€ Established and maintained positive relationships with students, parents, and colleagues, fostering an environment of open communication and support.

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
The Management Group LLC Founder, Senior Consulting Partner (self-employed)		3229 W. Buckhorn Trail Phoenix, AZ 85083 6027173382		Jeffrey Carpenter 6027173382 jeffcarpenter1@gmail.com	
Date From - Date To:	01/1999 - 06/2014	Full or Part Time:	Full	Last Annual Salary:	\$100,000.00
Reason for Leaving:	Finished my MA Ed Secondary Education and secured a teaching position at Desert Mountain High School				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	Founded The Management Group, LLC, a management consulting company specializing in strategy development and business process change specifically focused on both company owned and franchise businesses. The Management Group has assisted a wide range of client firms around the world in becoming market-led, customer-driven franchise organizations. The mission is to deliver enhanced business profitability through improved market growth strategies and franchise marketing plan development. The processes and systems were robust, tried and tested in the real world, delivering real and ongoing benefits to our clients. Responsible for all aspects of the operation and achieved successful results for the following clients: Del Taco, Haagen-Dazs, Macayoâ€™s, Peaberry Coffee, Caramba, Fresh Cactus, Healthworks International, Chicago Dogs, The Ozon, The Kahala Corp and YUM Brands.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
YUM Brands Franchise AREA COACH (Long Term Consultant Assignment)		PO Box 6908 Stockton,, CA 95206 2099838879		Dennis McDonald 2099838879 dennis.mcdonald@yum.com	
Date From - Date To:	01/2009 - 12/2011	Full or Part Time:	Full	Last Annual Salary:	\$100,000.00
Reason for Leaving:	Consultation assignment concluded				
May we contact this employer?					
Responsibilities/ Accomplishments at this Position	Engaged to consult and function as the Franchise Area Coach for nine (9) multi brand high volume Company owned and operated restaurants which were â€ brokenâ€ ; both the management staff and team members were in dire need of a sweeping change and revitalization. As the acting Franchise Area Coach, successfully initiated strategic plan to lead develop, coach and grow people, improve franchise operations performance, and profits throughout the area through indirect influence and leadership. Directly responsible for leading all restaurant level operations through a team of managers and team members; deliver leadership that is grounded in the values that enables the restaurant team to keep the promise of an outstanding experience to guests by consistently providing a competitively superior dining experience. Successfully initiated a macro-organic change within the Area that re-established the companyâ€™s focus on the franchise operations: â€ Developed a strategic platform for recruiting, hiring, training and on boarding the franchise operations and				

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Experience Continued

Responsibilities/ Accomplishments at this Position continued...
 staging the business for possible re-sale;
 • Simultaneously executed successful re-establishment of customer oriented Team members via hiring and training processes;
 • Successfully developed and executed rebuilding of relationships with possible franchisee candidates;
 • Reversed declining dollar sales trend and increased same store sales +8% and increased NIBT by 40%.

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Planet Hollywood International, Inc. President, Cool Planet, Inc.		4700 Millennia Blvd Orlando, FL 32839 4079035500		Robert Earl, Chairman, CEO 4079035500 not available	
Date From - Date To:	02/1997 - 06/1999	Full or Part Time:	Full	Last Annual Salary:	\$150,000.00
Reason for Leaving:	Planet Hollywood Inc. filed Chapter 11 operations ceased as did funding				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	Recruited to be the President of a new and unique start up dessert caf ^e concept, Cool Planet, with complete bottom-line responsibility, managing, overseeing and creating the Cool Planet dessert caf ^e in entirety; including Concept Plan and Design Development, Partnership Relations, Franchise System Development, Menu Creation, Hiring and Training, Research and Development as well as all other key areas leading to the implementation and national roll-out of the Cool Planet Caf ^e Franchise System.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
The Pillsbury Company, Inc President, Managing Director, Haagen Dazs Shops Company, North America		1 General Mills Boulevard, Minneapolis, MN 55426 7637647600		Richard Lenny 7637647600 not available	
Date From - Date To:	01/1992 - 02/1997	Full or Part Time:	Full	Last Annual Salary:	\$130,000.00
Reason for Leaving:	Recruited for better opportunity at Planet Hollywood, Inc.				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position	Recruited as the Managing Director of a \$100 million global franchiser of retail frozen dessert shops with full bottom line profit responsibility. The company and the staff were in need of a sweeping revitalization. Successfully initiated a macro-organic change within the organization that: re-establish the company's focus on the H ^a gen-Dazs consumer; develop a strategic platform for system growth and the rebuilding of relationships with over 200 franchisees.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Mid-Florida Yogurt, Inc. Managing General Partner (Owner Operator)		2917 W. Sr 434, Ste 101 Longwood, FL 32779 6027173382		Jeffrey L Carpenter (Self Employed) 6027173382 jeffcarpenter1@gmail.com	
Date From - Date To:	01/1984 - 01/1992	Full or Part Time:	Full	Last Annual Salary:	\$100,000.00
Reason for Leaving:	Franchise operations sold to franchiser and business assets were liquidated.				
May we contact this employer?	Yes				
Responsibilities/ Accomplishments	Founded Mid-Florida Yogurt, Inc., a multi-unit restaurant management company, established for the purpose of developing and operating retail frozen dessert franchise units. Through strategic acquisitions of existing TCBY				

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Experience Continued

Responsibilities/ Accomplishments at this Position continued...

franchise operations and new store development, Mid-Florida Yogurt grew from one store to over 50 stores within three years and controlled area development rights to 16 counties in Central and South Florida.

Disclosures

Contract Status

* Are you currently under contract?

Yes

If Yes, which district?

Cave Creek Unified School District

If Yes, when does it expire?

June 2020

When may your present employer be contacted?

After position is offered by Beaufort County School District

Professional Status

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the Beaufort County School District?

No

Name:

Position:

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?

Yes

What accommodations do you need in order to perform the essential functions of this position? (If no accommodations are needed state "NONE" in the provided area below.)

None

* Have you ever been employed by Beaufort County School District?

No

If "YES" when were you employed and what position did you hold?

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Disclosures continued

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records.

* Are you eligible to work in the United States?

Yes

* Have you ever been arrested, charged or convicted of any type of a criminal offense? (This includes traffic/movement violations as well.)

No

If you answered "YES" to the previous question list all arrest, charges, convictions and traffic/movement information in the space provided. If you answered "NO" to the previous question indicate "NONE" in the space provided.

None

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database within the United States or "Other" Country?

No

Equal Opportunity Employer

Beaufort County School District is an Equal Opportunity Employer. Beaufort County School District ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation or disability. Beaufort County School District has a policy of active recruitment of qualified minority teachers and non-certified employees. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Applicant's Acknowledgment and Agreement

By checking the box below, I declare that all statements contained in this application are true and that any misrepresentation or omission is cause for rejection of my application to be employed or volunteer.

In connection with my application for employment, my continued employment, or in connection with my desire to engage in volunteer activities, I have been advised and I hereby consent and authorize Beaufort County School District and its agent, at any time during or subsequent to my application process, to conduct an investigative consumer report that may include, but are not limited to, a criminal record check, employment and education verifications, personal references; personal interviews; my personal credit history; and driving record.

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I do hereby consent to Beaufort County School District's use of any information provided on this form or during the application process in performing the investigative consumer report. Beaufort County School District has informed me that I have the right to review and challenge any negative information that would adversely impact a decision to offer employment or volunteer opportunities. I agree to release, indemnify and hold harmless Beaufort County School District and any reporting agency used with regard to any information reported by the reporting agency. According to the Fair Credit Reporting Act, I am entitled to know if employment or the opportunity to volunteer is denied because of information obtained from a consumer reporting agency. If so, I will be notified and given the name, address, and phone number of the agency which provided the information. In addition, I have been informed that I will have a reasonable opportunity to clear up any mistaken information reported within a reasonable time frame established within the sole discretion of Beaufort County School District. Under the Fair Credit Reporting Act, I have been advised that upon request I will be provided the name, address and telephone number of the reporting agency as well as the nature, substance and source of all information. I acknowledge that facsimile, copy or email shall be as valid as the original.

I hereby authorize Beaufort County Schools to conduct a personal and professional background check for the purposes of my application of employment/volunteering at Beaufort County Schools. Beaufort County Schools may contact any references, past and current employers, church, youth organizations, agencies where volunteer service has been completed, and any individual or organization which might be relevant to my desired position. I hereby release all of the above stated persons from any and all liability for damages that might occur during the Beaufort County Schools contact with the individuals for purposes of employment or volunteer services.

I understand that confidential information about a student may be shared with me. I further understand that any information about a student is not to be discussed with anyone other than the teacher or other staff members responsible for the education of the student.

I also hereby give complete permission for Beaufort County Schools to conduct a criminal background check, arrest records check, abuse registry check, and driving record check for the purposes of employment/volunteering. I further acknowledge that an offer of employment is contingent upon receiving a clear criminal background report.

I waive any right that I may have to inspect any information provided about me by the persons previously mentioned. I have also read and understood the above stated information within this release and am signing below of my own free will. I understand that a criminal background check will be conducted prior to and during my service and that an offer of employment is contingent upon a clear criminal background report. I authorize investigations of all statements contained within my application. I agree to observe all of Beaufort County School's guidelines and policies.

I UNDERSTAND AND ACKNOWLEDGE THAT THE BEAUFORT COUNTY SCHOOL DISTRICT EXPECTS EMPLOYEES TO MAINTAIN A PROFESSIONAL RELATIONSHIP WITH STUDENTS AT ALL TIMES. NO EMPLOYEE WILL ENGAGE IN IMMORAL OR CRIMINAL CONDUCT OR COMMIT OR ATTEMPT TO INDUCE STUDENTS OR OTHERS TO COMMIT AN ACT OR ACTS OF IMMORAL OR CRIMINAL CONDUCT. IF IT APPEARS AN EMPLOYEE MAY HAVE VIOLATED THE LAW, THE DISTRICT WILL COOPERATE WITH THE LAW ENFORCEMENT AGENCIES.

I declare that I have not perpetrated physical abuse, sexual abuse, emotional abuse, or neglect against a minor or a vulnerable adult and that I have never been accused of these acts. I understand that I can withdraw my application from the employment/volunteer process at any time. I understand and agree that false statements and/or omissions regarding past conduct and/or present situation may be grounds for denial to be employed or serve as a volunteer and that refusal to inform Beaufort County Schools of the contents of a sealed criminal record will result in the automatic denial of my employment/volunteer application.

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I, Jeffrey Carpenter, agree to all of the terms above.

I agree

Education

Please tell us about your educational background beginning with the most recent.

High School Attended: New Mexico Military Institute, Roswell, New Mexico
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
AZ - University of Phoenix	02/2012 02/2014	Secondary Education Hrs: 36	n/a Hrs: n/a	MA Ed Secondary Education	02/2014
CA - University of California, Los Angeles	09/1969 05/1970	Marketing Hrs: 40	Economics Hrs: 8	MBA (not complete)	01/9999
AZ - University of Arizona	02/1963 06/1967	Political Science Hrs: 56	History Hrs: 20	BA	06/1967

Certification

Do you hold National Board for Professional Teaching Standards certification?

No

Do you hold or anticipate a South Carolina certificate?

Certificate is anticipated

How do you plan to obtain a South Carolina certificate?

I currently hold an out-of-state certification that will be transferred to South Carolina.

Type	Date Anticipated	Expiration Date	Status
(20) Social Studies (,)	06/30/2019		Applied For

Please list any other endorsements and/or verifications documented on your certificate(s):

* Have you applied for a South Carolina certificate?

Yes

Do you hold a current out-of-state certificate? Yes

State	Type	Certificate Number	Expiration Date	Current?
AZ	Secondary Education	526642403 Ed Id # 4455165	08/11/23	Yes

List your out-of-state certified teaching/administration fields:

Social Studies all subjects and Political Science/American Government K7 - K12

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Education Continued

Overall GPA	Undergraduate	Graduate
Major GPA		
	3.0/4	3.5/4
	3.6/4	3.5/4
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
MA/MS/etc.	110	Secondary Education

List honors, awards or distinctions you have earned:

President of University of Arizona Traditions Committee; President, Kappa Sigma Fraternity and All State Football, New Mexico.

Extracurricular Activities

Academic	Debate	Student Council		
Athletic	Football			

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

In high school, I participate in four sports: Football @ quarterback; Basketball; Track and Baseball, lettered in all four sports. While playing football, achieved Football All State honors, New Mexico, quarterback; and continued as a freshman at the college level with scholarship to New Mexico Military Institute Junior College and walked on at the University of Arizona where I played quarterback for two years. In terms of experience coaching, Pop Warner (seven years) through the 8th grade level. In baseball, no coaching experience only as a player at the high school level. Played all positions, but mostly pitcher and third base. In track, I ran mostly sprints, 100, 200, 400 relay and I threw the javalin.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Describe the classroom conditions that best facilitate student learning and the strategies you would use to assure maximum learning for all students.

Mr. Carpenter's Classroom Management Plan

I believe that classroom management is very important in any educational setting. If students are in a safe environment, then learning can take place. It is critical to have an engaging curriculum that includes all students and meets their needs. The main goal of my classroom management plan is to help create a positive learning environment

I work hard to make my classroom a safe place for all to learn. The classroom must be democratically run with constant input from the students. I feel that if students are actively involved in the workings of the classroom then they'll feel some sense of ownership and will be further motivated to engage in the class and therefore learn. The needs of the students are crucial and will always be kept in mind when making decisions. I will be an advocate for the students and will make sure they know that I care about their life outside the classroom as well as in class.

Room Arrangement

I believe that there should be as much natural light as possible. The classroom should be a vibrant, fun and safe place to walk into. I will

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have many plants and interesting posters from various cultures and places as well as bookshelves filled with an eclectic mix of books and magazines which are not limited to the subjects which are taught in the classroom.

I believe the desks or tables should be arranged in a circle or a horseshoe (if possible). This would maximize communication between the students me. It would also allow adequate open space for student presentations and other team/group activities.

My desk would be in the corner of the room inconspicuously tucked away. It would be for administrative tasks such as grading and doing attendance. When conducting a lesson, I always either have a seat in the circle (Socratic style) or walk around the room and guide and direct the lesson/discussion. I very rarely "lecture" from a podium. My strategy is that I can and should be everywhere in the classroom. This allows me to connect with the students and encourage their engagement and contribution. I always have a plethora of information sources in the room about the unit which we would be working on. It would be great to have a few computers (if possible, a learning center) that the students could use to research questions that they have as they come up. I would encourage students to volunteer some of their work for public display on the walls. I believe this would give a great sense of belonging in the class.

Rules

I make sure that all the students know that we need a classroom where learning can take place and if we all respect each other then there is no need for rules just for the sake of having rules. I would certainly abide by school-wide rules, although, if I had a problem with any I would meet with administration to see if there were any arrangements that could be made. If it does not interfere with learning, I would allow students to eat snacks and drink in class, but no gum chewing; however, they know that if it does interfere with class or trash is left behind, then the entire class loses the privilege of having snacks and drinks in class. I would make it clear from the beginning that if any of these things were abused or became problematic, then the entire class will lose their privileges for a specified period of time.

If behaviors are consistently bad, then the class might have to put together a constitution or contract. This document would spell out the rules in more detail and address problem areas. I believe that having student involvement in the drafting of the constitution is not only the right thing to do; it would also lead to more buy in and less struggles. The student, the parent and I would sign the constitution. It would be posted in the classroom where all can refer to it when needed.

I would have set times when the class can discuss how things are going and specifically address what's not working and how we can make it better. This would be like an open forum where ideas are shared and hopefully changes could be implemented. This would be a time to talk about school-wide rules and values as well.

I would also put together a monthly newsletter to email or send home. I believe in involving the parent as much as possible. I believe that involved parents are much more supportive to their children. If they have important information coming from the teachers, then they can better address concerns that might come from their children.

I would try all means before sending a student to the office for referral. I believe that sending students to the office is drastically over-used and often does not help the student or the teacher's relationship with the student. If there were consistent misbehavior from a student I would first, ask the student to talk to me after class. I would start by sharing something positive about the student such as their involvement in the class. Then I would tell them why their behavior is disruptive or inappropriate for the classroom. I would have them meet with me later to put together a plan for how they can stop the behavior. If it continues I would call home and possibly set up a meeting with the parents. The only time I would send a student to the office is if he/she is being harmful to him or herself, another students' learning or me.

Classroom Procedures

Classroom procedures need to be fair, structured and consistent. I always have the daily agenda on either the white board, or the over head projector, with homework assignments and other projects so the students can copy it into their notebook when they walk in everyday. Also, all materials and assignments are posted in my Google Classroom, which allows them to follow up after class, or if they were absent, they can review the class lesson and any homework that was assigned. Plus, I have a warm-up (Bell Journal Questions)

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ready for them to do for the five minutes or so while I take attendance.

After attendance and the Bell Journal Questions are completed, I always state the SWBAT (Students Will Be Able To) objectives; and, then at the end of the lesson, I believe it is important to have a wrap-up on the major topics covered for the day. Knowledge is better processed if this is done and it can be used as an assessment of how well they learned the material.

I would like to stay away from standard tests as much as possible. I use alternative means of assessing students such as group/team projects and short answer essays. It is important that students learn the material as well as how to use higher-order thinking skills to analyze, interpret or evaluate the material. I like to give out assignments or tests that enable the students to choose how they will show their learning. This increased flexibility allows students to use their creativity to help show their competency.

I do my best to only give out meaningful homework that supplements what is being worked on in class. I avoid the trap of giving homework for the sake of homework or for a grade. I also want to give the students notice on assignments to help them with their time management skills.

If a student is struggling with getting homework in or is doing poorly on tests or projects, I set up a conference to help them get back on track. Some students just need an extra push, a little encouragement and I make a point to be there to give it to them. I want students to understand that they do have control over their learning; it's not genetics and it does not occur naturally. I make sure to help students who need it the most, working one-on-one with them when necessary.

Supporting All Students

I believe it's important to have a discussion with the students at the beginning of the year that focuses on rights and responsibilities and the balance that is needed between them. The discussion addresses that they have the right to feel safe, be treated with respect and the right to learn.

It is very important to give the students the choice to act appropriately. I believe that this means that redirection should be done in the subtlest way possible. The various stages that can be used include positioning yourself strategically, making eye contact or if needed quietly giving a student direction and saying thank you and moving away right away to avoid confrontation. It's all about giving them choices in which they won't feel pressured to be tough or cool, but instead can reflect on what is best for them.

I believe that other students can often be the best at getting things back on track. For example, when the class is loud while I am talking, I stop and silently wait. My experience has been that after a little pause, the students that are not causing the disturbance start trying to get everyone to be quiet so that the lesson can continue.

I always remember to act from the head and not from the gut. When a teacher acts out of emotion things can go wrong quickly. It makes the teacher vulnerable and often can push the student even further with the behavior. I need to remind myself to have the patience necessary to address conflicts with a level head. One way that I do that is when I am angry is by telling the student that I'm afraid of talking about what they have done or said because, "I'm mad and I don't know what I'll do." I would then tell them to, "Come meet me after class or school to figure out what we can do about the problem or issue. But, don't worry about it until then." They most definitely will think about it quite a bit before the meeting, which is the whole point. When communicating with students, I always use the least threatening means possible. I will use "I" statements and, if necessary, describe how the behavior made me feel.

Consistency is very important as it relates to enforcement of rules. If a student isn't held accountable for an action that has been deemed inappropriate and they know that you know about it, it will just perpetuate itself. The teacher needs to act on it immediately. Any punishment that may be used must be fair and reasonable. This will help the student understand that their actions led to this outcome.

I always do my best to think about and address the reasons why students are acting out in class. It is most likely because some needs of the student are not being met. Once again, I will be an advocate for the student to help them get what they need and deserve.

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Positive Reinforcement

I believe a central part of developing and maintaining a productive classroom revolves around positive reinforcement. I will focus on the good behavior and attitude in the classroom as well as addressing the misbehavior.

This should not be praise based because students can become dependant on praise. Instead, I would work on a system of specific feedback, which enables me to have something positive to say about everyone. I believe that having a system like this will facilitate having an equitable classroom that limits the hierarchical attitude that there are good students versus bad students. It will also help students focus on making progress and putting in effort instead of only thinking about the final product.

In closing, I would note that I believe that a good classroom management plan can foster a safe space for students to learn in while limiting behavior problems. I believe that the most important things are to develop a meaningful connection with your students, encouraging them to succeed and encourage them to set high expectations for themselves and help lead them to be the best they want to be.

2. In what ways are you qualified to address the issue of diversity as a part of your instructional program?

Added to my current five years of classroom teaching experience, my experiences as a corporate business leader, tutor, and classroom teacher have afforded me the opportunity to interact with diverse populations, both business colleagues and students, and engage them in learning, using teaching methods that coincide with the Universal Design for Learning, including and providing high-interest learning materials, multiple means of assessment and instruction, as well as the careful modeling and scaffolding of new skills, I strive to ensure that every student achieves the excellence and success level that they are capable of achieving. In addition to believing that every student deserves and can achieve success, I am passionate about preparing students for the globalized world that they will undoubtedly face as they grow to be adults.

My lessons utilize all technology that is available, giving my students an education in common technological uses including professional writing and presentations, internet research, web design, and proper people-to-people communication. My students are also encouraged to use and create podcasts, web quests, videos and other similar activities as part of their authentic learning experience; this engages them in the subject matter and teaches them valuable real-world skills.

Through my previous experience in business and management leadership with Fortune 50 organizations, I understand the importance of motivation and possessing excellent listening, time management and leadership skills. In previous leadership positions, while training my staff, I created a cohesive team of people from very different backgrounds, modifying my training style to suit the needs of everyone. While serving as the Managing Director of the Haagen-Daz Company for the Pillsbury Company, I participated as a tutor through a local Minneapolis education program, volunteering each week as a teacher's assistant in local public high schools.

3. From your point of view, how important is technology in education? What technology-related skills would you integrate into your curriculum?

From my POV, how important is technology in education today? What tech skills would you incorporate or integrate into you class? The truth is, becoming a wired teacher stems from a deep philosophical belief that technology has the potential to enhance not only my students' learning but my own professional development as well. Translation: My students and I use technology in just about every aspect of our daily classroom routine.

This all-encompassing belief in the positive impact that technology can have begun with me as a quiet hunch. The hunch grew and intensified as I started to observe the results of injecting Internet-related activities into my project assignments, writing my own curriculum-specific online projects and daily lesson plans, and eventually collaborating globally with other classrooms.

Becoming a wired teacher is more of a process than a destination. My beginning steps were small and cautious ones; my later strides were more adventuresome and confident. My latest adventure has led me from scouting out new learning for myself to sharing my learning with my students (and nine times out ten, my students have already discovered it!).

All my classes are set up as Google Classrooms and students are required to "check in" every day after school. That "check in" gives me

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3. From your point of view, how important is technology in education? What technology-related skills would you integrate into your curriculum?

an opportunity to post up their homework, their flipped assignment for the next day, which usually is a Power Point presentation, allows for a recap of the events of the day and gives them a "let me know" assignment that shows me if they have actually checked in. I will usually provide a URL in place of a quote or a "bell ringer" and use that as the discussion starter for the next day. If they have not opened the URL before class, then their lack of participation is obvious and impacts their participation score for the day. Quote of the Day, Quotes of the Day, and Brainy Quote of the Day are all excellent sources of funny, inspirational, or thought-provoking quotes. My students often used PowerPoint to accompany oral reports on curricular topics. One the best integrated project I've utilized involved 10th graders looking at World War II posters on the Internet. Students analyzed the posters and related them to the history of that time. I modeled this using one poster, and then students picked two or three posters to focus on and used the Internet to research their posters. A couple of students assisted me putting the posters into PowerPoints (or was it a joint effort?). In class, groups of students who had focused on a poster discussed their thoughts. Then, each group presented its findings to the class, projecting the PowerPoint images up on the screen. The result was a lively and thoughtful discussion between the reporting groups and the rest of the class.

Besides my Google Classroom connection with my students, here are several other ways that daily I have incorporated technology into my classroom:

? History or government can be very boring if they are presented as a just a subject in a book. I make history real. To let the kids know that there is history being made every day, the use of technology lets students know that history and government are related to real people, real events, or today's news. I personalize history, government or economics lessons for my students by beginning each lesson with a quick visit to "Today in History" or a starter that I call "Reading and Reporting". The "R and R", as I call it, is a team project and all members of the team need to read a current event article (URL) and then report their "findings" to the class. "Breaking News" is one of the students' favorite starters.

? As often as possible, I will utilize quick online work team sheets such as, Scavenger Hunt and a Writing Bug creative writing activity. In addition, technology in general offers a lot of work sheets in a variety of curriculum areas. Incorporate online news sources into discussions of current events. Don't limit students' current events contributions to print newspapers; encourage them to search online media as well. Fox New, CNN and MSNBC are excellent places to start looking for national and international news. Or, check out Online Newspapers to find your local newspaper online.

? Students need to know that the news is a learning tool. Students better understand current events and connect today's news to their own lives by encouraging them to further explore the issues of the day. This website is a great one for allowing students to "acquire knowledge" How Stuff Works. It is an extensive site with information on a vast number of topics.

? Blogging is like an online diary; it provides a quick and easy way for teachers and students to share work, opinions, ideas, and information. Blogging can be used with 5- and 6-year-olds, with high school students, and with elementary age students. To get more information about blogging, I have my students visit Weblogs in Education and get started with a class subject blog.

? This is a great use of technology in the classroom. Fortunately, I have had the opportunity to visit Monticello in person, but most of my students haven't had the opportunity. The virtual field trips to places connected to people or places that students are learning about; are outstanding. Here are just a couple examples of virtual field trips that are spot on for learning and seeing what the real location looks like, Thomas Jefferson's Monticello, Cleopatra's Palace, Alaska, The Federal Reserve or Appomattox.

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Language Skills

Do you know any language other than English? Yes

Language(s): Spanish
 Oral Level: Polite
 Written Level: Polite

Professional References

	Reference 1 of 3	Reference 2 of 3
Name:	Paul Wimmer	Amanda Faigin
School/Org:	Desert Mountain High School, Scottsdale, AZ	Desert Mountain High School, Scottsdale, AZ
Current Position:	Teacher Desert Mountain High School, Scottsdale, AZ	Teacher Desert Mountain High School, Scottsdale, AZ
Home Phone:		
Cell Phone:	(480) 278-1662	(312) 860-0233
Work Phone:	(480) 484-7000 x6298	(480) 484-7000 x6997
Mailing Address:		
Work Email:	paul.wimmer@susd.org	afaigin@susd.org
Relationship to Candidate:	Department Chair - Social Studies	Teacher, Economics
Years Known:	six years	five years
	Reference 3 of 3	
Name:	Clayton Guy	
School/Org:	Arcadia High School, Scottsdale, AZ	
Current Position:	Teacher Arcadia High School, Scottsdale, AZ	
Home Phone:		
Cell Phone:	(480)241-3888	
Work Phone:	(480) 484-6300 x5269	
Mailing Address:		
Work Email:	cguy@susd.org	
Relationship to Candidate:	Department Chair, Social Studies	
Years Known:	six years	

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Referrals

How did you hear about employment with us?

Beaufort County Website

Prior Residential Address Information

Date From	Date To	Street Address	City	County	State	Zip Code
██████	██████	██████ ██████	██████	██████	██	██████

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

Mr. Carpenter's Classroom Management Plan

I believe that classroom management is very important in any educational setting. If students are in a safe environment, then learning can take place. It is critical to have an engaging curriculum that includes all students and meets their needs. The main goal of my classroom management plan is to help create a positive learning environment

I work hard to make my classroom a safe place for all to learn. The classroom must be democratically run with constant input from the students. I feel that if students are actively involved in the workings of the classroom then they'll feel some sense of ownership and will be further motivated to engage in the class and therefore learn. The needs of the students are crucial and will always be kept in mind when making decisions. I will be an advocate for the students and will make sure they know that I care about their life outside the classroom as well as in class.

Room Arrangement

I believe that there should be as much natural light as possible. The classroom should be a vibrant, fun and safe place to walk into. I will have many plants and interesting posters from various cultures and places as well as bookshelves filled with an eclectic mix of books and magazines which are not limited to the subjects which are taught in the classroom.

I believe the desks or tables should be arranged in a circle or a horseshoe (if possible). This would maximize communication between the students me. It would also allow adequate open space for student presentations and other team/group activities.

My desk would be in the corner of the room inconspicuously tucked away. It would be for administrative tasks such as grading and doing attendance. When conducting a lesson, I always either have a seat in the circle (Socratic style) or walk around the room and guide and direct the lesson/discussion. I very rarely "lecture" from a podium. My strategy is that I can and should be everywhere in the classroom. This allows me to connect with the students and encourage their engagement and contribution. I always have a plethora of information sources in the room about the unit which we would be working on. It would be great to have a few computers (if possible, a learning center) that the students could use to research questions that they have as they come up. I would encourage students to volunteer some of their work for public display on the walls. I believe this would give a great sense of belonging in the class.

Rules

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I make sure that all the students know that we need a classroom where learning can take place and if we all respect each other then there is no need for rules just for the sake of having rules. I would certainly abide by school-wide rules, although, if I had a problem with any I would meet with administration to see if there were any arrangements that could be made. If it does not interfere with learning, I would allow students to eat snacks and drink in class, but no gum chewing; however, they know that if it does interfere with class or trash is left behind, then the entire class loses the privilege of having snacks and drinks in class. I would make it clear from the beginning that if any of these things were abused or became problematic, then the entire class will lose their privileges for a specified period of time.

If behaviors are consistently bad, then the class might have to put together a constitution or contract. This document would spell out the rules in more detail and address problem areas. I believe that having student involvement in the drafting of the constitution is not only the right thing to do; it would also lead to more buy in and less struggles. The student, the parent and I would sign the constitution. It would be posted in the classroom where all can refer to it when needed.

I would have set times when the class can discuss how things are going and specifically address what's not working and how we can make it better. This would be like an open forum where ideas are shared and hopefully changes could be implemented. This would be a time to talk about school-wide rules and values as well.

I would also put together a monthly newsletter to email or send home. I believe in involving the parent as much as possible. I believe that involved parents are much more supportive to their children. If they have important information coming from the teachers, then they can better address concerns that might come from their children.

I would try all means before sending a student to the office for referral. I believe that sending students to the office is drastically over-used and often does not help the student or the teacher's relationship with the student. If there were consistent misbehavior from a student I would first, ask the student to talk to me after class. I would start by sharing something positive about the student such as their involvement in the class. Then I would tell them why their behavior is disruptive or inappropriate for the classroom. I would have them meet with me later to put together a plan for how they can stop the behavior. If it continues I would call home and possibly set up a meeting with the parents. The only time I would send a student to the office is if he/she is being harmful to him or herself, another students' learning or me.

Classroom Procedures

Classroom procedures need to be fair, structured and consistent. I always have the daily agenda on either the white board, or the over head projector, with homework assignments and other projects so the students can copy it into their notebook when they walk in everyday. Also, all materials and assignments are posted in my Google Classroom, which allows them to follow up after class, or if they were absent, they can review the class lesson and any homework that was assigned. Plus, I have a warm-up (Bell Journal Questions) ready for them to do for the five minutes or so while I take attendance.

After attendance and the Bell Journal Questions are completed, I always state the SWBAT (Students Will Be Able To) objectives; and, then at the end of the lesson, I believe it is important to have a wrap-up on the major topics covered for the day. Knowledge is better processed if this is done and it can be used as an assessment of how well they learned the material.

I would like to stay away from standard tests as much as possible. I use alternative means of assessing students such as group/team projects and short answer essays. It is important that students learn the material as well as how to use higher-order thinking skills to analyze, interpret or evaluate the material. I like to give out assignments or tests that enable the students to choose how they will show their learning. This increased flexibility allows students to use their creativity to help show their competency.

I do my best to only give out meaningful homework that supplements what is being worked on in class. I avoid the trap of giving homework for the sake of homework or for a grade. I also want to give the students notice on assignments to help them with their time management skills.

If a student is struggling with getting homework in or is doing poorly on tests or projects, I set up a conference to help them get back on

List any additional information which will help in determining your professional qualifications for a position.

track. Some students just need an extra push, a little encouragement and I make a point to be there to give it to them. I want students to understand that they do have control over their learning; it's not genetics and it does not occur naturally. I make sure to help students who need it the most, working one-on-one with them when necessary.

Supporting All Students

I believe it's important to have a discussion with the students at the beginning of the year that focuses on rights and responsibilities and the balance that is needed between them. The discussion addresses that they have the right to feel safe, be treated with respect and the right to learn.

It is very important to give the students the choice to act appropriately. I believe that this means that redirection should be done in the subtlest way possible. The various stages that can be used include positioning yourself strategically, making eye contact or if needed quietly giving a student direction and saying thank you and moving away right away to avoid confrontation. It's all about giving them choices in which they won't feel pressured to be tough or cool, but instead can reflect on what is best for them.

I believe that other students can often be the best at getting things back on track. For example, when the class is loud while I am talking, I stop and silently wait. My experience has been that after a little pause, the students that are not causing the disturbance start trying to get everyone to be quiet so that the lesson can continue.

I always remember to act from the head and not from the gut. When a teacher acts out of emotion things can go wrong quickly. It makes the teacher vulnerable and often can push the student even further with the behavior. I need to remind myself to have the patience necessary to address conflicts with a level head. One way that I do that is when I am angry is by telling the student that I'm afraid of talking about what they have done or said because, "I'm mad and I don't know what I'll do." I would then tell them to, "Come meet me after class or school to figure out what we can do about the problem or issue. But, don't worry about it until then." They most definitely will think about it quite a bit before the meeting, which is the whole point. When communicating with students, I always use the least threatening means possible. I will use "I" statements and, if necessary, describe how the behavior made me feel.

Consistency is very important as it relates to enforcement of rules. If a student isn't held accountable for an action that has been deemed inappropriate and they know that you know about it, it will just perpetuate itself. The teacher needs to act on it immediately. Any punishment that may be used must be fair and reasonable. This will help the student understand that their actions led to this outcome.

I always do my best to think about and address the reasons why students are acting out in class. It is most likely because some needs of the student are not being met. Once again, I will be an advocate for the student to help them get what they need and deserve.

Positive Reinforcement

I believe a central part of developing and maintaining a productive classroom revolves around positive reinforcement. I will focus on the good behavior and attitude in the classroom as well as addressing the misbehavior.

This should not be praise based because students can become dependant on praise. Instead, I would work on a system of specific feedback, which enables me to have something positive to say about everyone. I believe that having a system like this will facilitate having an equitable classroom that limits the hierarchical attitude that there are good students versus bad students. It will also help students focus on making progress and putting in effort instead of only thinking about the final product.

In closing, I would note that I believe that a good classroom management plan can foster a safe space for students to learn in while limiting behavior problems. I believe that the most important things are to develop a meaningful connection with your students, encouraging them to succeed and encourage them to set high expectations for themselves and help lead them to be the best they want to be.

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Jeff Carpenter
Personal Biography

My name is Jeff Carpenter, I live in Phoenix, Arizona and I was born and raised in Tucson, Arizona...so, I have the distinction of being one of the very few Arizona natives in this tourist laden state...and here's my story:

I went back to school and secured a Master of Art Degree in Secondary Education from the University of Phoenix...a second career move on my part. I retired early, about ten years ago. Well, I should say, semi-retired, because even after retiring, I continued to do consulting and semi-permanent assignments within "Corporate America" - some habits are hard to break. After a successful 30 plus year career working for Fortune 50 companies, I quickly realized that "free time" was not my friend and that I wanted to find something to do, something where I could contribute by bringing my life and career experiences to the table and hopefully help guide and lead the future leaders and scholars of our country. This may sound a bit altruistic, but I come from a family where my mother was an elementary school principal and teacher for over 30 years, my father was a lawyer and taught at the University of Arizona law school as an adjunct professor for 10 years and I have seen how rewarding a career in education (at all levels) can be.

As an undergraduate student, I received a B.A. from the University of Arizona, with a major in Political Science (I had law school ambitions at the time, but they didn't materialize) and a minor in History/English. After my undergraduate degree, I attended the M.B.A. program at the UCLA Anderson School of Management and successfully completed 42 units, but did not graduate due to what I would consider "the usual reasons": starting a new family (my first born is now 49 years old and he is a Cornell graduate with an M.B.A from Wharton) a job promotion and relocation required that I move to the east coast. The MBA program at UCLA had to be put on hold with the hopes that I could complete it at another institution. As a life learner, I continued my advanced studies education with additional graduate level work at Rollins College, Webster University and Sacred Heart University; but, unfortunately, after another 30 units of post graduate work in business courses, I was unable to consolidate my total of 72 graduate business course units and complete my MBA.

Over the years, the business career continued, the relocations continued, and the family grew - two more wonderful children (another boy and a girl - both college scholarship athletes and honors graduates).

For most of my career, I was focused on the multi-unit Franchise Development arena and developed over 25 years of experience in the franchise fast food industry. I considered myself to be "bi-lingual": in that I have been both a successful franchisee and a franchisor; and for that reason, I am an individual who thoroughly understands both sides of the franchise/franchisor business model.

For a period, I served as President and CEO of Cool Planet, a division of Planet Hollywood, Inc. In that capacity, I oversaw the finance, development, marketing and daily administrative functions of Cool Planet and was responsible for developing all aspects of new theme franchise restaurant concepts for Planet Hollywood.

Prior to joining Planet Hollywood, I served for almost 6 years as the Managing Director of The Haagen-Dazs Company, a subsidiary of The Pillsbury Company. In this role, I assisted in the "turn around" of the Haagen-Dazs franchisee community. At Pillsbury, I assisted in all aspects of managing a 290-store franchise operation, developing and executing its short and long-term strategy of acquiring and consolidating a diversified portfolio of company owned/operated and franchised units. In this role, I was directly responsible for the establishment and documentation of operating, financial and administrative policies, procedures and systems for the Haagen-Dazs Franchise System.

Before my tenure with The Pillsbury Company, as Managing Director of The Haagen-Dazs Company, I was the founder and developer of Mid-Florida Yogurt, a 51 store TCBY franchise organization. After 8 successful years, I sold the operation back to the franchisor, TCBY, and headed back into the corporate world with my position at The Pillsbury Company.

Prior to my tenure in the restaurant industry, I held various general management capacities responsible for the finance, strategic planning, marketing and management systems for various Fortune 50 consumer package goods companies, such as Bristol-Myers, Lifesavers, ESMARK, and Union Carbide.

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In my "free time", I love spending time with my lovely wife, Linda. We enjoy hiking, cooking, reading, boating and fishing and sometimes just "hangin' out". My wife and I are both committed to this next career step and we are willing to do whatever it takes to complete this next phase in our lives.

I truly appreciate your reading my biography and for your consideration. I know that I would make a major contribution to your school and your organization.

Sincerely,

Jeff Carpenter