



SCHOOL COMMITTEE MEETING

Buker Elementary School
Multi-Purpose Room

Wednesday, May 15, 2019

6:00 PM

1. **Call to Order** 6:00
2. **Interview with Interim Superintendent candidates**
 - Anthony Colannio Exhibit A
 - Lori Gallivan Exhibit B
 - Julie Kukenberger Exhibit C
3. **Consideration of other potential candidates or selection of Interim Superintendent**
4. **Adjourn into Executive Session** purpose #2 to conduct strategy session in preparation for negotiation with nonunion personnel or contract negotiations with nonunion personnel
 - Interim Superintendent

David Polito, Chairperson HWRSC

dmb

Knowledge • Responsibility • Respect • Excellence

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.

April 10, 2019

To whom it may concern,

It is with great interest and enthusiasm that I apply for your Interim Superintendent of Schools opening. Leadership that has positively affected culture, curriculum and change has been a constant in my education career. It started small by creating a teachers' reading group with a fractured school staff at the Agassiz Elementary School in Boston and over time has expanded to inspiring thousands of teachers and leaders across the country in my Senior Fellow role with the International Center for Leadership in Education.

While I may be viewed as a non-traditional candidate, I can ensure you the leadership experiences and skill set I can bring to Hamilton-Wenham Regional School District will provide opportunities for learning and growth from three-year-olds entering preschool to the most experienced staff member. As a fifth grade teacher, an elementary school principal and a national educational consultant, I have made it my business to help children and adults become their very best selves. I am now ready to return to public schools to operationalize both my leadership and consultant experiences to create cultures centered on learning and growth.

What would my leadership mean for Hamilton-Wenham Regional School District?

With the essential elements of your school district direction set through your mission, vision and core beliefs, your next superintendent has the blueprint for what makes Hamilton-Wenham schools unique, and the guidance to improve current levels of success. In either extending or creating a new multi-year plan, I'd tap the expertise and experience of those within the system to help make decisions in the best interest of students, staff and the community. In this way, I would honor both what has been accomplished and set the tone for future school improvements.

No matter where I have taught, led or consulted there have been a spectrum of learners and learning needs that educators had to prepare, plan, teach and assess for. In all communities, children come to and progress through school with belief systems about themselves, affirmed at home and at school. The mission of Hamilton-Wenham Regional School District draws directly from research on belief systems and how to best prepare for improved learning outcomes – Dr. Carol Dweck's growth mindset – that I have used to guide schools and school districts as both a principal and consultant over the last six years.

At the Fiske School in Wellesley my staff and I embarked on three years of growth mindset professional development, in which we changed teacher feedback, planning and assessment that, in turn, led to greater student achievement. These growth-minded practices took time, effort and intentional planning and follow through. Leading such change was not without its difficulties, but with a critical mass of staff bought in, we were able to better reach and teach all our students. In 2016, Fiske was recognized by the state as one of 39 schools to significantly close the achievement gap.

As a consultant, I have traveled more than 400,000 miles crisscrossing the country delivering professional development to school and districts from Compton, CA to Wells, ME. In this capacity, I have been able to assist teachers, school leaders and central office staff on how to improve student outcomes for all students. This has taken various forms including keynote addresses, multi-year, embedded professional development, and culture change at the central office level. Whether I've worked with a staff for several years or presented to a school for just one day, my approaches have informed pedagogical practices and paved the way for positive impacts in school culture that comes with well-supported change.

For 20 years, I have worked to ensure *all children learn* through teaching, leading and consulting. While my latest role has provided great opportunities at a national level, it has also given me the chance to reflect on what I miss most – daily relationship building within the framework of a singular, mission-driven district like Hamilton-Wenham Regional School District. In your well-crafted plans, beliefs and mission, I believe I found a school district that closely aligns to my personal and professional goals.

I thank you in advance for careful consideration of my credentials and look forward to continuing this discussion at an interview scheduled at your convenience. I can be best reached on my cell phone at 617-645-9657.

Sincerely,

Anthony J. Colannino

Anthony J. Colannino
42 Leonard St.
Woburn, MA 01801
(617) 645-9657
Email: growthmindedleader@gmail.com

CERTIFICATION:

Educator License #351328
Superintendent/Assistant Superintendent (Initial)
Principal/Assistant Principal PreK-6 (Professional)
Elementary Education Grades 1-6 (Professional)

CONSULTANT EXPERIENCE:

International Center for Leadership in Education, September 2018 – Present
Senior Fellow

- ◆ Deliver keynote addresses at conferences such as ICLE Leadership Academy, Model Schools and Houghton Mifflin Harcourt National Summits with a focus on leadership, literacy and growth mindset
- ◆ Develop and deliver multifaceted district improvement plans for increased leadership and teaching capacities
- ◆ Contributor for HMH's Shaped Blog

Leading and Teaching for Growth, Woburn, MA January 2018 – Present
President

- ◆ Business owner for growth-minded consultancy serving schools, school districts and businesses throughout the United States
- ◆ Client list includes Virtual Learning Academy Charter Schools, Houghton Mifflin Harcourt – presenter/speaker at Leadership Summits and internal professional development lead – United ISD, Canutillo ISD, Katy ISD and Blackrock Financial

Mindset Works Inc., Walnut, CA July 2015 – December 2017
Leadership and Professional Learning Specialist

- ◆ Led two-year professional development cycle with the School District of Philadelphia (SDP), charged with changing executive team culture in understanding and operationalizing growth-minded practices. Tasks included creating successful Request for Proposal, meeting regularly with school district leadership, aligning growth-minded

goals to SDP's goals, delivering onsite professional development and assessing program effectiveness

- ◆ Cultivated client relationships with Cincinnati Public Schools' district and building leadership while creating and delivering a multi-year, growth mindset professional development plan which included contractual negotiations, support for district roll out of blended, professional development program and leadership coaching/professional development for building leaders
- ◆ Delivered keynote addresses, professional development and virtual consultations to school districts across the country to share an understanding of growth mindset, to show the implications of mindsets in learning and to provide practical leadership/teacher moves that support greater student achievement
- ◆ Assisted in brainstorming, outlining, storyboarding and creating an online teacher course, Powerful Educator, in partnership with Mawi Learning

ADMINISTRATIVE EXPERIENCE:

Fiske Elementary School, Wellesley, MA
Principal

July 2012 – June 2015

- ◆ Closed achievement gap significantly as evidenced in standardized scores while simultaneously supporting student growth for all students: Fiske received a Department of Education Commendation for high progress in October 2016
- ◆ Moved diverse school of learners from Level 2 to Level 1 status in second year of leadership
- ◆ Led district growth mindset professional development for identified school-based leaders

MacArthur Elementary School, Waltham, MA
Principal

July 2007 – June 2012

- ◆ Led yearlong study of teacher beliefs with staff utilizing research, abstracts and videos to discuss, question and better understand how teacher beliefs affect teaching, learning and achievement
- ◆ Developed and implemented in-school Writer's Workshop professional development plan that aligned with school district improvement goals and was used as a model for other schools in the district
- ◆ Developed publishing professional development with Fablevision Inc. and author Peter Reynolds to bring tools and training to staff for both low- and high-tech publishing of student work
- ◆ Served on district's professional development committee realigning district-wide vision, mission and procedures for professional development and wrote new proposal forms

- ◆ Led School Data Team in analyzing data guiding inclusion model for Special Education and ELL students

Veterans' Elementary School, Gloucester, MA
Principal

July 2006 – June 2007

- ◆ Delivered school-wide classroom management initiative through staff training time using the book Setting Limits in the Classroom as a guide
- ◆ Developed School Improvement Plans in line with district goals using DIBELS, DRA, MCAS, GRADE and GMADE data as a basis for decision making and prioritizing goals

Clapp Elementary School, Woburn, MA
Principal

August 2004 – June 2006

- ◆ Developed and implemented math tutoring program targeting low performing students through partnership and grant money from Raytheon Corporation

TEACHING EXPERIENCE:

Morse Elementary School, Cambridge, MA
Fifth Grade Teacher

September 2000 – June 2004

- ◆ Led Guided Reading initiative for teachers in grades three through five
- ◆ Editor and designer Morse School Literary Magazine
- ◆ Fund-raiser and designer for Ted Littlefield Memorial Garden on school grounds

Agassiz Elementary School, Jamaica Plain, MA
Fifth Grade Teacher

September 1998 - June 2000

- ◆ Granted professional status following first year of teaching
- ◆ Faculty Senate Vice President
- ◆ Faculty member School Site Council
- ◆ Organized teacher reading group

MEDIA EXPERIENCE:

Marlborough Enterprise, Hudson Sun, Lowell Sun, 1991 - 1997
Portsmouth Herald, Haverhill Gazette
Newspaper Reporter/Editor

Cablevision of Boston, Boston, MA

January 1991 – May 1993

Television Production Assistant

- ◆ Assisted in all aspects of twelve-hour weekly, live production of "Extra Help," an award-winning homework assistance television program for Boston school children
- ◆ "Extra Help" was a 1991 Action for Children's Television Award winner and was nominated for a Cable Emmy Award

EDUCATION:

Simmons College, Boston, MA

C.A.G.S. Education Leadership, May 2004

Simmons College, Boston, MA

M.A.T., Elementary Education, August 1998

Westfield State College, Westfield, MA

B.A. Mass Communications, May 1990

Name: **Anthony J Colannino** SSN: **033-54-4073**
 Date of Birth: **January 20, 1968** Massachusetts License #: **351328**
 Gender: **MALE** Race/Ethnicity: **Not Reported**
 Address: **42 Leonard St., Woburn, MA, 01801, USA** Email: **kacolannino@yahoo.com**
 Telephone Number:

☒ I prefer that the Department of Elementary and Secondary Education communicate with me via email (unless a physical document is legally required)

The Department of Elementary and Secondary Education strongly encourages you to provide and communicate to us via email so that we can enhance our service to you. Please verify that your email address is correct. A MEPID or Massachusetts Education Personnel ID is a unique identifier assigned to all educators and to school district staff in Massachusetts. MEPIDs were developed as part of the Education Personnel Information Management System (EPIMS) and enable the collection of educator and staff data at the individual level from school districts to the Department. For more information on MEPIDs and EPIMS, visit the EPIMS homepage on the ESE website.

Is a name change required?

Does your request involve a name change? ☐ Yes ☐ No

Name changes require proof and therefore cannot be processed on-line. Please download the paper duplicate request form found at the link below and follow the instructions on the form. After downloading the form, click cancel at the bottom of this screen to return to the welcome page.

Name Change Request Form (PDF)

Current Licenses on File

**Note: Appropriate date on file.

| Field | Level | Type | Application Type | Status | Expiration Date |
|---|------------|--------------|------------------|----------|-----------------|
| Principal/Assistant Principal | PreK-6 | Professional | ACADEMIC | Licensed | June 21, 2019 |
| Superintendent/Assistant Superintendent | All Levels | Initial | ACADEMIC | Licensed | |
| Principal/Assistant Principal | PreK-6 | Initial | ACADEMIC | Expired | June 23, 2009 |
| Elementary | 1-6 | Professional | ACADEMIC | Licensed | June 10, 2019 |
| Elementary | 1-6 | Initial | ACADEMIC | Expired | April 7, 2004 |
| A duplicate request will include all licenses shown above. | | | | | |

Please contact the Department of Elementary and Secondary Education customer service at 781-338-3000 x6600, if your license information above is incorrect or incomplete.

0448388 Graduate

M.A. in Teaching 08/1998
CAGS in Education 05/2004

Anthony Joseph Colannino

06/21/04

Page 1 of 2

FALL 1997 INSTITUTIONAL

| | | |
|---------------------------------|------|----|
| EDUC 364 03 Read'g & Lang Art | 4.00 | A- |
| EDUC 367 03 Cur Meth/Eled Math | 4.00 | A |
| EDUC 445 01 Educational Psych | 4.00 | A- |
| EDUC 360 04 Tch Strat/Inclusive | 4.00 | A |

| | | | | |
|-----------|-----------|------------|--------|------|
| CREDITS | CREDITS | SIMMONS | GRADE | TERM |
| ATTEMPTED | COMPLETED | CALCULATED | POINTS | GPA |
| 16.00 | 16.00 | 16.00 | 61.36 | 3.84 |

SPRING 1998 INSTITUTIONAL

EDUC 470 01 Stu Tchg/Elem Educ

| | | | | |
|-----------|-----------|------------|--------|------|
| CREDITS | CREDITS | SIMMONS | GRADE | TERM |
| ATTEMPTED | COMPLETED | CALCULATED | POINTS | GPA |
| 12.00 | 12.00 | 12.00 | 48.00 | 4.00 |

SUMMER I 1998 INSTITUTIONAL

EDUC 457 02 Cult'l Foundn Educ

| | | | | |
|-----------|-----------|------------|--------|------|
| CREDITS | CREDITS | SIMMONS | GRADE | TERM |
| ATTEMPTED | COMPLETED | CALCULATED | POINTS | GPA |
| 4.00 | 4.00 | 4.00 | 14.68 | 3.67 |

SUMMER II 1998 INSTITUTIONAL

THIS STUDENT HAS COMPLETED A STATE
AND NASTEC APPROVED PROGRAM IN
ELEMENTARY 1-6 (FIELD AND LEVEL) AT
THE ADVANCED PROVISIONAL STAGE AND
IS INSTITUTIONALLY RECOMMENDED FOR
CERTIFICATION IN THIS
AREA.

EDUC 420 01 Read & Write Curriculum M 4.00 A

| | | | | |
|---------------|-----------|------------|--------|---------|
| CREDITS | CREDITS | SIMMONS | GRADE | TERM |
| ATTEMPTED | COMPLETED | CALCULATED | POINTS | GPA |
| 4.00 | 4.00 | 4.00 | 16.00 | 4.00 |
| TOTAL CREDITS | | | | |
| COMPLETED | COMPLETED | CALCULATED | POINTS | CUM GPA |
| 36.00 | 36.00 | 36.00 | 140.04 | 3.89 |

Degree Received: M.A. in Teaching on 08/1998
Date Conferred.: 08/07/1998
Majors.....: Elementary Education

SUMMER II 2002 INSTITUTIONAL

GEDUC 500 10 Leadership Development 4.00 A

GEDUC 501 10 Models of Teaching 2.00 A

| | | | | |
|-----------|-----------|------------|--------|------|
| CREDITS | CREDITS | SIMMONS | GRADE | TERM |
| ATTEMPTED | COMPLETED | CALCULATED | POINTS | GPA |
| 6.00 | 6.00 | 6.00 | 24.00 | 4.00 |

Good Standing

Done by Dolen

SPRING 2004 INSTITUTIONAL

This student has completed a State and NASDTEC approved program for Initial Licensure as Assistant Principal/Principal at the Elementary school level and is institutionally recommended for Licensure in this field.

GEDUC 510 10 Seminar 4.00 A
GEDUC 511 10 Practicum 4.00 A

| CREDITS | COMPLETED | CALCULATED | SIMMONS | GRADE | POINTS | TERM |
|---------|-----------|------------|---------|-------|--------|------|
| 8.00 | 8.00 | 8.00 | | | 32.00 | 4.00 |
| | | | | | | |

| TOTAL CREDITS | COMPLETED | CALCULATED | SIMMONS | GRADE | POINTS | CUM GPA |
|---------------|-----------|------------|---------|-------|--------|---------|
| 36.00 | 36.00 | 36.00 | | | 141.36 | 3.93 |

Degree Received: CAGS in Education on 05/2004
Date Conferred.: 05/16/2004
Majors.....: Educ Leadership

** END OF TRANSCRIPT **

FALL 2002 INSTITUTIONAL

GEDUC 502 01 The Law and Education Pol 4.00 A

| CREDITS | COMPLETED | CALCULATED | SIMMONS | GRADE | POINTS | TERM |
|---------|-----------|------------|---------|-------|--------|------|
| 4.00 | 4.00 | 4.00 | | | 16.00 | 4.00 |

SPRING 2003 INSTITUTIONAL

GEDUC 503 10 Principal as Manager 4.00 A-
GEDUC 506 10 Clsrn Supervision Theory/ 4.00 A

| CREDITS | COMPLETED | CALCULATED | SIMMONS | GRADE | POINTS | TERM |
|---------|-----------|------------|---------|-------|--------|------|
| 8.00 | 8.00 | 8.00 | | | 30.68 | 3.84 |

SUMMER II 2003 INSTITUTIONAL

GEDUC 505 01 Curriculum Methods & Deve 4.00 A
GEDUC 507 01 Technology & The Administ 2.00 A

| CREDITS | COMPLETED | CALCULATED | SIMMONS | GRADE | POINTS | TERM |
|---------|-----------|------------|---------|-------|--------|------|
| 6.00 | 6.00 | 6.00 | | | 24.00 | 4.00 |

FALL 2003 INSTITUTIONAL

GEDUC 508 01 Organizational Management 2.00 A-
GEDUC 509 01 Foundations of Educ Admin 2.00 A-
GEDUC 511 01 Practicum 0.00 S

| CREDITS | COMPLETED | CALCULATED | SIMMONS | GRADE | POINTS | TERM |
|---------|-----------|------------|---------|-------|--------|------|
| 4.00 | 4.00 | 4.00 | | | 14.68 | 3.67 |

Good Standing

Donna M. Dolen

August 20, 2017

To whom it may concern,

It is my pleasure to write this letter of recommendation for Anthony Colannino, whom I have known and worked with over the course of two-plus years at Mindset Works Inc. – the leading e-learning company helping school districts across the country understand and operationalize Dr. Carol Dweck's growth mindset research.

During the time I worked with and supervised Anthony in his role as Leadership and Professional Learning Consultant, I got to know him both professional and personally. Since the time we presented professional development together to middle and high school principals for Compton Unified School District in July 2015, I have seen Anthony develop his engaging and welcoming presentation style to help more school leaders and teachers understand the power a growth mindset approach to teaching and learning holds.

Over the course of two years Anthony's client list has grown steady to include large urban districts such as:

- NYC Public Schools' borough, the Bronx, where he provided professional development for the entire central office team over the course of three days and the teaching staff for the district's six suspension schools.
- Cincinnati Public Schools, where he provided quarter professional development for all 56 principals and central office staff, as well as coaching a small cohort of principals and assisting the district with implementation of Mindset Works Inc. online, blended professional development program for all 4,000 teaching staff over the course of two years time.
- The School District of Philadelphia, where he helped develop, plan and implement a series of professional development sessions for all 85 members of SDP's Executive Team to help them change their workplace culture.

The work Anthony completed with our high profile school districts was in addition to his near constant travel to 21 states and two foreign countries delivering professional development to districts big and small over the course of the last two years. Since I lead Mindset Works professional development, I worked closely with Anthony in assigning and following through on his professional development engagements. Among our trainers, Anthony's work stood out in the fact that all the schools he visited provided positive feedback following his presentations or workshops and many requested his return. Small districts such as Newfound Area School District in Bristol, NH and Sunnyside School District in Sunnyside, WA are two such districts that come immediately to mind.

I know Anthony is ready to return to public schools in a district leadership position. His warmth, authenticity and care for everyone he meets comes across in minutes for Mindset Work's clients he serves, but I've had the pleasure of experiencing his passion for education and educators for almost three years. I'm happy to answer any questions you may have about Anthony's work and experience to help you in your important hiring decision.

Sincerely,



Emily Diehl

emilydiehl@mindsetworks.com

916.215.7159

The Public Schools of Dover and Sherborn

157 Farm Street, Dover, MA 02030
Phone: 508-785-0036 Fax: 508-785-2239
www.doversherborn.org

Dr. Andrew W. Keough, Superintendent
Ms. Elizabeth M. McCoy, Assistant Superintendent
Ms. Christine Smith, Director of Special Education
Ms. Dawn Fattore, Interim Business Manager

September 1, 2017

To Whom It May Concern,

I am writing this letter of recommendation on behalf of my former colleague from Wellesley, Anthony Colannino. It is a pleasure and honor to support his candidacy for a school district leadership position.

I have known Anthony for six years, and worked closely with him for two of those years on a variety of matters ranging from curriculum and instruction and budget development, to supervision and leadership under the new evaluation system. We have remained colleagues while he worked with Mindset Works Inc., consulting with school districts across the country on how to inform leadership and teaching practices through a growth-minded lens. I was not surprised to hear of his success developing and supporting growth minded teaching and leadership practices, since he did the same at the Fiske School in Wellesley.

During our time together in Wellesley, we served on Administrative Leadership Team, on the Academic Council, and on a number of critical, decision-making subcommittees, where I consistently found him to be reflective and thoughtful about the way our decisions were likely to impact the children of Wellesley. In fact, I found him to be the consummate student-centered leader, as he considers the work he does day in and day out as critical and potentially, life altering. He is idealistic about education and views the process as being about improving the lives of young people through the development of programs that fit the needs of *all* learners. He steadfastly resists the theory that some students can achieve, while others cannot. Instead he strives to educate educators, by challenging entrenched mindsets and demonstrating through programmatic change and data analysis that all students can learn at high levels when the proper supports and interventions are in place. I have been greatly shaped by Anthony's courage and example in this regard and have observed the impact he has had on stubborn achievement gaps in his school. I am certain he will continue to grow and influence others in this regard for many years to come.

When we met six years ago, I remember being struck by Anthony's enthusiasm for improving schools. I was envious of his remarkable ability to persuade others to embrace change and closely observed his strategies as he led his school forward, shaping both the culture and the climate. Among the many accomplishments that impressed me were the following:

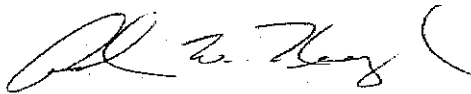
- Recruitment and hiring of a diverse and highly qualified teaching staff, which places the needs of students, particularly disenfranchised students, before all else.
- Shifting of the culture and climate of his school to being one, which emphasizes both high expectations *and* high standards.
- Implementation of professional development activities designed to challenge entrenched beliefs and practices through an examination of mindsets.

- Establishment of Professional Learning Communities, wherein team members are challenged to work collaboratively toward the achievement of measurable goals focusing on student growth.
- A sound and reasonable approach to the new teacher evaluation system in which teachers feel inspired and empowered to grow as learners and educators.

Ultimately, Anthony Colannino is a tireless advocate for meaningful change. He is not a bureaucrat; he is an intellectual, who is convinced that schools can be improved through hard work and perseverance. Were it not for Anthony's vision and dedication in recent years, many young people in Wellesley, especially students with economic disadvantages, diagnosed disabilities and second language learners, would still be of the opinion that they were destined to a life of mediocrity, confined by a glass ceiling. Instead, his graduate's transition to middle school believing in their abilities to grow and learn at the highest possible levels and with an enthusiasm and excitement for learning that is extraordinary.

I am confident that Anthony will continue to pursue "cutting edge" programs for schools because of his profound respect for the value of education and ultimately, his love of children. I wholeheartedly support his decision to consider the next degree of challenge in the realm of educational leadership, particularly in a central office role. He is fully prepared. I recommend him highly to you and would be happy to provide you with further details of my experiences working with him. Please feel free to contact me at your convenience.

Sincerely,

A handwritten signature in dark ink, appearing to read "Andrew W. Keough", with a large, sweeping flourish at the end.

Andrew W. Keough, Ed.D.
Superintendent



**Superintendent's Office
Education Center**
Cincinnati Public Schools
P.O. Box 5381
Cincinnati, Ohio 45201-5381

Phone: (513) 363-0075
Fax: (513) 363-0055

www.cps-k12.org

December 5, 2017

To Whom It May Concern,

I am writing this recommendation for Anthony Colannino in support of his application for a school leadership position. I had the pleasure of working with Anthony for two school years while he provided leadership professional development for all 56 principals, implementation support for an online, blended professional development program for teachers throughout the district and coached a cohort of principals for Cincinnati Public Schools.

From his first presentation with CPS, Anthony's passion, credibility and authenticity were apparent to my leadership team. Each time he presented, our principals were engaged in the act of learning and understanding how to apply important growth-minded leadership principles to the buildings, students and staff they served. In fact, when we were in negotiations with Mindset Works to continue our partnership, our principal professional development committee was adamant that Anthony had to lead the work.

For two years Anthony created professional development that was dynamic, impactful and important for CPS and My Tomorrow, a college and career readiness initiative our district has used to prepare our high school students for success. Whether he was leading an activity on feedback, trust building or change management, our staff learned a great deal from him.

In our correspondence, I always found Anthony to be well versed in teaching, leading and learning. He is a consummate professional, who took his job seriously and sincerely wanted to help our staffs and students achieve more. This same level communication was evident during our principal professional development sessions as well.

When Anthony was given the opportunity to coach a cohort of CPS principals, he made a difference to them both personally and professionally. Since Anthony was a principal and has the ability to empathetically listen, our principals were able to act on resources and suggestions he provided throughout the course of the school year. To his credit, when our building leaders

Location: 2651 Burnet Avenue Cincinnati Ohio 45219 TDD: (513) 363-0124

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were polled, asking if they'd like Anthony as a coach, 15 principals volunteered including the four principals he had already mentored.

Given Anthony's skill set, mindfulness and abilities to comfortably relate to anyone he works with, I'm confident that he can positively impact an entire school district. His knowledge and passion are contagious, and he's ready to lead a district into the 21st century.

If you have any questions or would like to speak with me further about Anthony's credentials, I'd be happy to do so.

Sincerely

Laura Mitchell

April 10, 2019

Hamilton-Wenham Interim Superintendent Search c/o Glenn Koocher

MA Association of School Committees

One McKinley Square

Boston, Massachusetts 02109

Dear Members of the Search Committee:

The students of the Hamilton-Wenham Public Schools need a Superintendent who wants to know who they are, how they learn best and what it is that makes them want to attend school every day? I am that person!

As a search committee you are looking for an individual with outstanding written and verbal communication skills, someone who can not only design and implement a strategic plan but someone who can come in during this interim period who can articulate the objectives necessary to continue the level of student achievement in Hamilton-Wenham, while expanding the opportunities for growth and excellence. This person needs to be able to gain the confidence and engage the interest of a very wide audience, many of which include central office, town administrators, school administrators, school committee members, parents, teachers, paraprofessionals, building support staff, community members and most of all students. Every administrative position I have ever held has required that these skills be honed and sharp. I believe that my success is due primarily to the attention that I have given toward shaping and building relationships with all stakeholders.

The individual you are looking for needs to have the focus and the ambition to be an innovative leader, willing to take risks, try cutting edge techniques and foster a growth mindset in all team members. I value the input of others, I need collaboration for balance and I share equally in the work that needs to be done. As an educator I believe that we all need the opportunity to have a role in designing and creating 21st century learning opportunities for all students. I am committed, focused and believe in my ability to lead in today's educational climate. My responsibilities in both my current and my previous positions are extensive. I feel strongly that these experiences, coupled with my very organized, articulate manner and excellent communication skills, have prepared me well.

I am proud of the work that I have done. I welcome the chance to grow and to learn from others in a new community and I believe that if student achievement is ultimately our goal, our students need to be as much involved in their educational process as are their teachers, school leaders, and their parents. I feel that my ability to lead is rooted in my strong belief that working together we can accomplish any goal if we are all working toward the same end. I feel that I am the candidate you are looking for. I look forward to the opportunity to meet with you and to discuss my strengths and qualifications in more detail.

Respectfully,



Lori A. Gallivan

Lori A. Gallivan

62 Halstead Street

Saugus, Ma 01906

lgallivan@winthrop.k12.ma.us

Cell (617) 548-3053

| | |
|-------------------|--|
| EDUCATION: | <p>National Institute of School Leadership, NISL Certificate of Achievement, May 2009</p> <p>Educational Leadership Licensure Program, May 2007 Gordon College, Wenham, Ma</p> <p>Master of Arts in Education, May 2000 Cambridge College, Cambridge, Ma</p> <p>Bachelor of Arts in Liberal Studies, May 1992 Westfield State College, Westfield, Ma</p> |
| CERTIFICATION: | <p>Massachusetts Teacher Certification # 346726</p> <p>Superintendent/Assistant Superintendent Certification Pre-K - 12</p> |
| QUALIFICATIONS: | <ul style="list-style-type: none">✚ 12 Years Experience as School Leader/District Administrator/23 years in education✚ Member of MASS/North Shore Superintendents Roundtable✚ North Shore Superintendents Roundtable rep. to MASS Summer PD Committee✚ Teacher Evaluation Negotiations Sub-committee member✚ Professional Development Coordination Pre-K - 12✚ Teacher Evaluation and Teacher Certification Director✚ District Mentor/Mentee Program Coordinator✚ Budget Development and Oversight –District Wide Instructional✚ Excellent Time mgmt./communication/organizational skills both verbal and written✚ Extensive knowledge and training in Integrated Therapies & Inclusion in Special Education✚ District 504 Coordinator✚ District ELL Director✚ District Title I/IIA/III & IV Director – Writer/Coordinator all Grants (Non-SPED)✚ District Coordinator of MTSS –<u>Massachusetts Tiered System of Support</u>✚ Saugus Business Education Coalition (SBEC) Board Member✚ Newburyport Education Foundation (NEF) Board Member |
| EXPERIENCE: | |
| JULY/18 – PRESENT | <p><u><i>Executive Director of Curriculum, Instruction & Accountability – Winthrop Public Schools</i></u></p> <p>In my current role I assist the Superintendent in providing leadership in developing, achieving, and maintaining the best possible educational program for each school. I perform a variety of duties that sometimes include highly complex activities and I am responsible for work that often requires the exercise of significant leadership, independent judgment, and initiative in the planning, supervision, and execution of many departments, programs and services to meet the District's needs. Planning and coordination regularly require responsibility for multiple, concurrent major projects. I currently oversee the development of many aspects within the districts strategic plan and serve as a key member of the central administration team. In the absence of the Superintendent I serve as the Chief Executive Officer of the District.</p> |
| JULY/14 -JUNE/18 | <p><u><i>Executive Director of Curriculum, Instruction & Accountability – Saugus Public Schools</i></u></p> <p>My position was equal to that of an Assistant Superintendent. I was responsible for all elements of Curriculum and instruction as well as teacher evaluation, teacher certification and all mandates that fall under each, including all elements of the State Curriculum Standards and their implementation, the Teacher Evaluation tool and the development and coordination of New Teacher Induction Programming. I was responsible for all the grant writing and organization for all non-special education grants, including, but not limited to: Title I, Title IIA, Title III, Title IV, 738 Literacy, 632/625 Academic Support, 220-E and 323-B DSAC grants.</p> <p>I oversaw all curriculum development, adoption and implementation district wide for grades Pre-K – 12 and all levels of professional development that either accompanied a curriculum adoption or that was necessary as a supplemental need of the district. All curriculum purchases for all classrooms at all levels went through the curriculum office for approval.</p> |

JULY/11 – JUNE /14 Lynnhusrt Elementary School – Principal – Saugus, Ma

- ✚ New Teacher Evaluation trained
- ✚ Smart Goals/Educator Plans
- ✚ Mentor Administrator for two 1st year Principals and one new to Saugus Principal
- ✚ Elementary ELA Curriculum Coordinator
- ✚ District Leader in MTSS/RTI
- ✚ Professional Development Instructor for District Paraprofessionals
- ✚ Certified Crisis Prevention and Intervention (CPI/Restraint) *Trainer
- ✚ Facilitator of Data Director Management Program

JULY/09 – JUNE/ 11 Edward G. Molin Upper Elementary School – Principal – Newburyport, Ma

All District 4th and 5th graders - eight sections of each, 365 students

- ✚ Implemented common assessments and data collection system for all grades in ELA and Mathematics four times a year
- ✚ Responsible for 26 teacher evaluations – each year
- ✚ MCAS Administration and Supervision
- ✚ Data Warehouse Analysis: Compilation and Dissemination
- ✚ Working with the school Counselors, designed Anti-Bullying site-based plans for the Upper Elementary and Middle School

OCT/07 – JUNE/09

Rupert A. Nock Middle School – Assistant Principal - Newburyport, Ma

- ✚ Teacher Evaluation/ Hiring / overseeing of curriculum mapping
- ✚ Responsible for student discipline/CHINS/51A filings
- ✚ MCAS Testing schedule and accommodation needs
- ✚ MCAS Data Analysis compilation/Test Wiz
- ✚ Co-Chair Building Leadership Team
- ✚ School Crisis Team Assistant Chairperson
- ✚ Newburyport Education Foundation (NEF) Board Member
- ✚ Member of the District Attorney's Community Collaborative Initiative

JAN/98 – OCT/07

Lynn Public Schools – Teacher/Acting Administrator and Administrative Practicum

- ✚ Administrative Practicum – Thurgood Marshall Middle School – Nov./2006 – May/2007
- ✚ Acting Admin.-History Teacher - *Career Development Center (CDC)*, Alternative High School
- ✚ Acting Principal at CDC
- ✚ Turning Points Presenter
- ✚ School Improvement Plan team member
- ✚ Professional Development Instructor – Technology/Internet & Curriculum
- ✚ MCAS Data Analysis Group

SEP/96 – DEC/97

Robert F. Kennedy Children's Action Corps – Teacher- Springfield, Ma

Maximum Secure DYS Facility, this Secure Treatment Program provided intensive residential, educational, and therapeutic services in a secure setting to 45 adolescent boys who had been committed to the Department of Youth Services. The faculty was skilled at helping these young boys meet the educational standards of the Massachusetts Curriculum Frameworks. The result was an increase in educational prowess and the ability to successfully negotiate their everyday tasks.

MEMBERSHIPS

Massachusetts Association of School Superintendents (MASS)
North Shore Superintendents Round Table (NSSRT)
Women's Educational Leadership Network (WELN)
Five District Partnership (5DP) Winthrop, Revere, Chelsea, Malden and Everett
Curriculum and Staff Development Network (CSDN)
Association for Supervision and Curriculum Development (ASCD)
Council of Administrators of Compensatory Education (CACE)

Educational Beliefs and Philosophy

Lori A. Gallivan

Educational Beliefs and Philosophy

"Leaders are responsible for learning." Peter Senge

My vision is to create and maintain an educational environment where growth and opportunity is the basis for all learning. Growth comes with leaders making a commitment to faculty and staff to provide the necessary instructional strategies to meet the needs of all students.

I believe all children learn. Children learn using a variety of instructional strategies while at the same time they are often challenged by many obstacles. It is our job as leaders and as educators to create the proper environment to allow them to find success. To make this happen we must work as a cohesive team made up of all the stakeholders: students, teachers, parents, principals, administrators, and the community.

I am committed to a leadership style that centers on creating relationships as they are the foundation of professional learning communities (PLC). PLC's foster collegiality and establish a common focus that helps to strengthen the culture and climate of a school. Peter Senge originally introduced learning communities as places "where people are continually learning how to learn together." I believe that this is critical for both individual and organizational growth.

Successfully working together, we as the educational community need to be steadfast in our shared beliefs, goals and commitment to our students. Using data to drive us forward we will see the closing of the proverbial achievement gap. We will focus on establishing 21st century classrooms that will lead our design and implementation of both structure and curriculum.

I believe in the philosophy of Universal Design for learning (UDL) as it applies a set of principles for curriculum development that will give all individuals an equal opportunity to learn in our public schools. The inclusive environment that UDL provides allows all students to be educated in their neighborhood schools, creating schools where students will come excited to learn and achieve!

With all of the challenges facing public education today, it is my firm belief that together we must be deliberate and focused on ensuring the successful growth of all students.

Focused Accomplishments:

In Winthrop:

- Worked with the Superintendent to lead the district in the development of the Winthrop Strategic Plan for 2018 – 2021.
- Worked with teams of Teachers and Administrators to re-write the District Curriculum Accommodation Plan (DCAP), District 504 Manual and forms, MTSS process and forms, and the Bullying Prevention and Intervention Plan.

In Saugus:

- Oversaw the team that wrote the Educational Plan for Saugus' Approved MSBA Building Project for a 6-12 middle high school and worked closely with the Architects to identify the needs, design and possible layouts for the new construction as well as the renovations necessary for the middle school.
- Instituted a new Massachusetts Tiered System of Support (MTSS) program, new forms, protocols and processes. This included the addition of an MTSS Block daily in all the district elementary schools with targeted small group interventions taking place at the same time by grade level.
- Restructured the design and implementation of the district Title I program. This included the re-writing and structure of the grant itself and necessary changes to the LEA Budget to accommodate the restructuring, which allowed for considerably more support for students.
- Brought the First New England group to Saugus to allow students to participate in the First robotics challenge. The program was very successful and continues to expand.
- Designed a new Teacher/Administrator Mentor/Mentee Program for the district. This involved training for teacher leaders for them to begin to take the lead with the program.
- Worked with a former Saugus Superintendent to run focus groups and develop the Saugus 2020 Vision.

Leadership and Management Skills:

- ✦ I am a collaborative, strategic thinker. I pride myself on the relationships that I have built with all the administrators and teachers I have worked with over the years. I credit my leadership style and my proactive versus reactive approach for gaining the respect of the educators that I work with and have worked with in the past. I believe this allows them to trust me in difficult situations and to know that any decisions I make will always be about what is best for students.
- ✦ I have been through two situations that I would characterize as crisis situations. I am someone who remains very calm, in control and able to react quickly when necessary. I believe that this is a leadership trait that is extremely important in the role of Superintendent.

- ✦ I believe that leaders must make sure that there are systems in place to handle the needs of all the employees and the community. Once established these systems need to be checked on a regular basis to make sure they are operating efficiently and effectively.
- ✦ As a leader I look to encourage the continuous learning of all within the district. Sometimes this means pushing the boundaries to drive the growth at the individual level, which will then be passed on to others within the district. I truly believe that a district leader needs to lead the learning, and then turn around and be the spokesperson for all that is going on within the district. Public schools can never have enough positive public relations!
- ✦ I lead by example and I set very high expectations for myself!

Massachusetts Department of
Elementary & Secondary Education

UNOFFICIAL LICENSE INFORMATION

Lori Gallivan
62 Halstead Street
Saugus, MA 01906

This license information was generated by the educator from the Department's electronic licensure file, ELAR. It should not be taken as proof of current licensure or as an official record. The Department advises that verification of this information via ELAR is always necessary.

Educator: Lori A Gallivan

License #: ****346726

MEPID: 50517405

Original Certification Date: 12/15/1997

| FIELD(LEVEL) | CATEGORY | APPLICATION TYPE | ISSUE DATE | EXPIRATION DATE |
|---|----------|------------------|------------|-----------------|
| Middle School (5-9) | ACADEMIC | Initial | 06/07/00 | ** |
| History (5-9) | ACADEMIC | Initial | 06/07/00 | ** |
| History (9-12) | ACADEMIC | Initial | 02/16/05 | ** |
| Social Studies (9-12) | ACADEMIC | Initial | 02/16/05 | ** |
| Social Studies (5-9) | ACADEMIC | Initial | 06/07/00 | ** |
| Principal/Assistant Principal (PreK-6) | ACADEMIC | Professional | 04/16/15 | 04/14/20 |
| Principal/Assistant Principal (9-12) | ACADEMIC | Initial | 01/02/08 | ** |
| Principal/Assistant Principal (5-8) | ACADEMIC | Professional | 04/21/15 | 04/19/20 |
| Superintendent/Assistant Superintendent (All Levels) | ACADEMIC | Professional | 10/24/17 | 10/23/22 |
| SEI-Admin (Level depends on prereq license) | ACADEMIC | Endorsement | 08/27/14 | *** |
| ** Valid for five (5) years of employment. | | | | |
| *** Due to varying requirements, please pay attention to the specific requirements for the potential of renewing an endorsement. | | | | |

Please contact the Department of Elementary and Secondary Education customer service at 781-338-6600, if your license information above is incorrect or incomplete.





Cambridge
College

Office of the Registrar

STUDENT ID: 23847

RECORD OF:
Lori A. Gallivan
28 Lothrop Street
Saugus, MA 01906

WESTFIELD STATE COLLEGE BA 1992

BASIS OF ADMISSION:

February 1999
DATE AND STATUS OF ENTRANCE:

TO:
Lori Gallivan
28 Lothrop St
Saugus, MA 01906

OFFICIAL TRANSCRIPT
Official transcript mailed to student
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Form 15.776.240

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| NUMBER | COURSE TITLE | GRADE | CREDITS | NUMBER | COURSE TITLE | GRADE | CREDITS |
|--------|--------------|-------|---------|--------|--------------|-------|---------|
|--------|--------------|-------|---------|--------|--------------|-------|---------|

Graduate Division

1998-1999 : Spring Semester

| | | | |
|--------|--|----|------|
| ED-618 | EFFECTIVE CLASSROOM STRATEGIES | CR | 3.00 |
| GE-591 | THEORY AND PRACTICE OF EDUCATION | CR | 1.00 |
| GE-591 | PROF. SEMINAR: ISSUES IN LEARNING THEORY | CR | 2.00 |
| TP-510 | DEVELOPMENTAL PSYCHOLOGY | CR | 3.00 |

Term Totals : 9.00
Career Totals : 9.00

1998-1999 : Summer Semester 1

| | | | |
|--------|--|----|------|
| ED-620 | 1/DRAMA/IMPROV FOR CREATIVE LEADERSHIP & TCHNG | A | 3.00 |
| ED-669 | 2/LANGUAGE & LITERACY FOR TEACHERS K-12 | A | 3.00 |
| ED-782 | 5B/RECONCEPTUALIZATION OF SCHOOLS FOR ADMINIS | CR | 3.00 |
| GE-692 | PROFESSIONAL SEMINAR: ISSUES IN GRAD RESEARCH | A | 2.00 |

Term Totals : 11.00
Career Totals : 20.00

1999-2000 : Fall Semester 1

| | | | |
|--------|--|----|------|
| ED-610 | STRATEGIES FOR TEACHING CRITICAL THINKING | CR | 3.00 |
| ED-692 | FINANCE AND BUSINESS ADMINISTRATION FOR SCH | B+ | 3.00 |
| GE-590 | THEORY AND PRACTICE OF EDUCATION | CR | 1.00 |
| GE-693 | PROFESSIONAL SEMINAR: ISSUES IN GROWTH & DEV | CR | 2.00 |
| GE-800 | INDEPENDENT LEARNING PROJECT | CR | 3.00 |

Research Project:

A Handbook for Coaches of Fastpitch softball

Term Totals : 12.00
Career Totals : 32.00

Graduate Division Career Totals: 32.00

Degree Information:

(1) 'Master of Education' Date Conferred : 01/24/2000

Major(s)

Education

End of Transcript

05/17/2013

L. Mark Flawson
Registrar

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Gordon College - Massachusetts

Office of the Registrar

255 Grapevine Road

Wenham, MA 01984

Telephone: 978-867-4243

School Web Page: www.gordon.edu

Accreditation: New England Association of Schools and Colleges, Comm on Institutions of Higher Ed (NEASC-CIHE)

Student Information

Student Name: GALLIVAN, Lori A.

Numeric Identifier: 9576752

Birth Date: Sep 20

Student Email: lgallivan@saugus.k12.ma.us

Receiver Information

Lori Gallivan

lgallivan@saugus.k12.ma.us



Document Information

Transmitted On: Mon, 20 May 2013

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Gordon College

255 Grapevine Road • Wenham, MA 01984

GALLIVAN, Lori A.
28 Lothrop St.
Saugus, MA 01906
SSN#: ***-**-6989
, Date of Birth: Sep 20
ID#: 9576752

Major: EDUCATIONAL LEADERSHIP

Degree:
Conferred:
Class Rank:

Page 1 of 1

| Course | Description | Grade | Hrs/Att | Hrs/Div | Hrs/Ern | Pnts | Course | Description | Grade | Hrs/Att | Hrs/Div | Hrs/Ern | Pnts |
|------------------------------------|------------------------|-------|---------|---------|---------|-------|--------|-------------|-------|---------|---------|---------|------|
| TRANSFER CREDIT FROM: | | | | | | | | | | | | | |
| CAMBRIDGE COLLEGE 3 SEMESTER HOURS | | | | | | | | | | | | | |
| Summer 2005-06 | | | | | | | | | | | | | |
| ED701 | EDUCATIONAL LRDSHIP A- | @ | 3.00 | 3.00 | 3.00 | 11.10 | | | | | | | |
| ED702 | EDUCATNL LRDSHP II A- | @ | 3.00 | 3.00 | 3.00 | 11.10 | | | | | | | |
| Graduate | | | | | | | | | | | | | |
| GPA | | | | | | | | | | | | | |
| Term | | | | | | | | | | | | | |
| 3.70 | | | | | | | | | | | | | |
| Cumulative | | | | | | | | | | | | | |
| 3.70 | | | | | | | | | | | | | |
| Fall 2006-07 | | | | | | | | | | | | | |
| ED720 | HUMAN RES & PERS ADM A | @ | 3.00 | 3.00 | 3.00 | 12.00 | | | | | | | |
| Graduate | | | | | | | | | | | | | |
| GPA | | | | | | | | | | | | | |
| Term | | | | | | | | | | | | | |
| 4.00 | | | | | | | | | | | | | |
| Cumulative | | | | | | | | | | | | | |
| 3.80 | | | | | | | | | | | | | |
| ENDICOTT COLLEGE | | | | | | | | | | | | | |
| SPRING 2007 | | | | | | | | | | | | | |
| EDP520 | UNDRSTDG TEACHING I | A | 3 | SH | | | | | | | | | |
| Spring 2006-07 | | | | | | | | | | | | | |
| ED783 | PRACT/SEM:PRIN 5-8 | A | @ | 6.00 | 6.00 | 24.00 | | | | | | | |
| Graduate | | | | | | | | | | | | | |
| GPA | | | | | | | | | | | | | |
| Term | | | | | | | | | | | | | |
| 4.00 | | | | | | | | | | | | | |
| Cumulative | | | | | | | | | | | | | |
| 3.88 | | | | | | | | | | | | | |
| END OF TRANSCRIPT | | | | | | | | | | | | | |

* means course appears more than once
() means course credit not counted

DATE: May 20, 2013

REGISTRAR:

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Transcript Interpretation
GORDON COLLEGE
 Wenham MA 01984-1899
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registrar@gordon.edu www.gordon.edu

CREDIT – Beginning with 1987, one semester hour represents one 60-minute lecture period for 15 weeks.
ACCREDITATION – Gordon College is regionally accredited by the New England Association of Schools and Colleges. See catalog for complete listing of all accreditations.

UNDERGRADUATE GRADING SYSTEM – 1983 to Present (unless otherwise specified)

| Grade | Grade Points | Meaning |
|-------|--------------|--|
| A+ | 4.0 | Exceptional |
| A | 4.0 | Excellent |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | |
| B- | 2.7 | Good |
| C+ | 2.3 | |
| C | 2.0 | Satisfactory |
| C- | 1.7 | Unsatisfactory |
| D+ | 1.3 | |
| D | 1.0 | Low Pass |
| D- | 0.7 | |
| F | 0.0 | Failure to Pass – 1996 to present |
| NC | 0.0 | Failure to Pass a Course (Equivalent to F) – 1987-1996 |

The following grades are not reflected in the GPA calculations:

| | | | |
|----|---|-----|--|
| AP | Advanced Placement | P | Pass for No-credit course - 1998 to present |
| AU | Audit | S | Satisfactory S/U Grading (at least C or 2.0) |
| CP | Co-Operative Ed Completed | TR | Transfer Credit Accepted by Gordon |
| CR | Pass for No-credit course – 1987 - 1998 | U | Unsatisfactory S/U Grading |
| GP | Grade Pending – 1996 to present | VAL | Validation by Examination |
| I | Incomplete | W | Withdraw |
| IB | International Baccalaureate Credit | WIP | Work in Progress – Current Semester |
| NC | Failure to Pass for No-credit course – 1987 to 1998 | | |

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GRADUATE GRADING SYSTEM – Graduate level courses are numbered 500 or above.

| Grade | Grade Points | Meaning |
|-------|--------------|-------------------------------------|
| A+ | 4.0 | Exceptional |
| A | 4.0 | Excellent |
| A- | 3.7 | |
| B+ | 3.3 | |
| B | 3.0 | Good |
| B- | 2.7 | Satisfactory |
| C+ | 2.3 | Unsatisfactory |
| I | — | Incomplete |
| F | 0.0 | Failure to Pass |
| W | — | Withdraw |
| WIP | — | Work in Progress – Current Semester |

REPEATED COURSES – Except for courses designated as available to be taken more than once, students may repeat courses previously passed or failed in order to improve grades. All attempts of a course are reflected on the student's transcript. However, only the course with the highest grade is credited towards the hours earned and calculated in the cumulative grade point average.

PRESIDENTIAL HONORS – Effective Fall 2000: Awarded to students completing at least 12 semester hours, excluding Incompletes or S/U graded courses, with an average of 3.75 or better and no grade below C.

DEAN'S LIST – Effective Fall 2000: Awarded to students completing at least 12 semester hours, excluding Incompletes or S/U graded courses, with an average of 3.50 to 3.74 and no grade below C. (Dean's List was awarded to students with an average of 3.60 or better through 1999-2000.)

HONOR ROLL – Discontinued as of Fall 2000: Awarded to students completing at least 12 semester hours, excluding Incompletes or S/U graded courses, with an average of 3.00 to 3.59 and with no grade below C.

Additional References for

Lori A. Gallivan

lgallivan@winthrop.k12.ma.us

| Last Name | First Name | Position | Location | Phone |
|------------------|-------------------|---------------------------------|---------------------|--------------------------|
| Howard | Lisa | Superintendent of Schools | Winthrop, Ma | (617)846-5500 Ext. 7110 |
| Langlois | Richard | Superintendent of Schools | Windham, NH | (603) 475-1673 |
| Lyons | Dr. Kevin | Superintendent of Schools | Masconomet Regional | (978) 887-2323 Ext. 6111 |
| Malone | Dr. Matthew | Superintendent of Schools | Fall River, Ma | (508) 675-8423 |
| Bik | Angela | Asst. Superintendent of Schools | Newburyport, Ma | (978)465-4456 |
| Lawson | Catherine | Executive Director | SEEM Collaborative | (781)279-1361 Ext. 1114 |



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April 1, 2019

Hamilton-Wenham Interim Superintendent Search c/o Glenn Koocher
MA Association of School Committees
One McKinley Square
Boston, MA 02109

RE: Lori A. Gallivan, Applicant for Interim Superintendent of the Hamilton-Wenham RSD

Dear Members of the Search Committee:

I have known Lori Gallivan for 12 years since first hiring her as an Assistant Principal and then Principal in the Newburyport Public Schools. I have followed her career and professional activities closely to the present time and I have watched her grow in both skills and knowledge about excellence in teaching and school administration. I have also seen her grow in the nature and scope of her responsibilities and authority. I strongly believe that she could be the sought after match for the Hamilton-Wenham Public Schools.

Lori has taken on increasingly more complex positions and responsibilities. Over the past 12 years she has gained a wide breadth of organizational know-how as she has worked hands-on in the development of teaching and learning, state and federal accountability, personnel, finance and budget, and policy. She is extremely competent in every area of central office operations and leadership; I know this from conversations with the Superintendents with whom she has worked, as well as my own professional work and conversations with her in activities of the MA Association of School Superintendents, and the Northshore Superintendents Roundtable.

Ms. Gallivan is innately talented and a fast learner. She has also gained expertise in many different areas with advanced training and practice including highly specialized training in special education, English Language Learners, integrated therapies, grant writing, educator evaluation, high quality professional development, and accountability and assessment. She is a voracious learner and seems to be able to store vast quantities of information and know-how from her training and experience. She is a resource to many superintendents in this area because of her expertise— I frequently seek her assistance with both operational and leadership problems in my district.

There is one area in which Lori excels beyond most leaders that I know. She has never forgotten how teachers think, what motivates teacher to produce their best work, and what kinds of chaos that we are capable of introducing from central offices that impedes good teaching and learning. This is where I value Lori's insights more than any other place. I trust her intuition and understanding more than anyone in regard to what parts or ideas in an initiative will work, which parts will not work, the human dimensions of required change, and how to make proposed changes more teacher-friendly and more

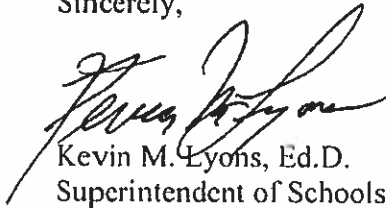
respectful of teachers. This is a lost art to some degree, perhaps most obscured by those of us that can get our own egos overly involved in our ideas and activities. Lori's humility and down-to-earth nature are needed in senior administration if we hope to institute positive changes that will stick with the culture and endure long enough to make a real difference in student outcomes.

Ms. Gallivan is philosophically committed and devoted to the ideas of inclusiveness, respect, fairness, and equity in regard to her relationships with students, parents, and staff. She is honest, direct, and kind in her manner. She can find compromise when it is needed, and she is uncompromising in her core beliefs which include the responsibility to teach every student well, and the belief that every child is inherently valuable and has something important to add or give.

Lori is very ready to be a very high performing superintendent, an agent of positive change, and a positive contributor to and builder of school and community culture. She is prepared, experienced, committed, enthusiastic, and energetic. I carefully read the Selection Criteria in your brochure announcing the vacancy. Ms. Gallivan is well-versed in the skills and possesses the qualities for which you are searching. I would be more than pleased to talk through Lori's specific and direct experience on any or all of your selection criteria. She is, in my opinion, a wonderful match!

Please don't hesitate to contact me on my cell 603-275-5190, or at home 603-929-6608, any day of the week.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin M. Lyons".

Kevin M. Lyons, Ed.D.
Superintendent of Schools

FALL RIVER PUBLIC SCHOOLS

"The Scholarship City"

417 Rock Street, Fall River, MA 02720

Matthew H. Malone, Ph.D., Superintendent

April 4, 2019

I first met Lori Gallivan almost four years ago during my time as Interim Superintendent of the Saugus Public Schools during the 2015–2016 school year. I offer this recommendation on her behalf for the heralded position of Superintendent of Schools. Ms. Gallivan currently serves as the Executive Director of Curriculum, Instruction and Accountability for the Winthrop Public Schools. Prior to making the move to Winthrop she held the same title and position for the Saugus Public Schools, when we met.

Ms. Gallivan's leadership style is collaborative, innovative, and visionary. She is quick to form relationships and establishes trust with those around her. These relationships are truly born out of respect. Regardless of your position or title, Ms. Gallivan treats all individuals in the same respectful manner. As a former Principal she is skilled in building management and leadership at the site-based level. She is clearly a very thoughtful, proficient, ethical, and effective leader – standing out among of those whom I have encountered in my many years of public education – I put her in the top 5% of educators I have had the privilege of serving with.

Ms. Gallivan is committed to focusing on curriculum and instruction with student achievement always being at the core of every decision she makes. Her strength is the connections that she makes with administrators and teachers. She has held those same positions and she is still able to see the challenges, in much of our work, from their points of view. As such, she is more of a "servant leader" in style than a traditional "theory X, Y, or Z" leader – driven by her core values and understanding how to drive change through collaboration and teamwork with the needs of students always at the center.

In her many roles at both the site level and the district level, Mr. Gallivan has been successful in managing disparate operations to align the locus of effort on systemic improvement and efficiency. Ms. Gallivan has spent a considerable amount of time working on and preparing for safety and security within the district, maintenance, transportation, and food services, as well as always looking to provide the appropriate special services for children. I have always known Ms. Gallivan to be a highly effective leader, she is extremely organized, thorough, and efficient. Ms. Gallivan's actions are evidence-based, data driven, current in practice, and outcome focused. When implementing new initiatives, she researches the positives and identifies any possible negative

affect beforehand. She is engaging and participates in professional development and programs along with her staff and other administrators. Her actions are credible and respected by her colleagues.

Ms. Gallivan has continued to develop educational initiatives everywhere she goes (MTSS (RTI), UDL, and data management), crisis prevention and intervention, teacher evaluation and necessary ongoing professional development in instructional practices. She is a continuous learner, completing the National Institute for School Leadership (NISL). She is an asset to her colleagues within the district and regionally, demonstrating leadership among leaders.

Ms. Gallivan presents strong character, maintaining a high regard for her integrity and dignity. She demonstrates empathy and compassion toward others, and a willingness to help individuals succeed. She has established strong relationships with staff, students, and parents, valuing their input in decisions, strategies, initiatives, activities, etcetera, allowing all stakeholders to come together as one. This is reflective of her leadership style and character.

I admire Ms. Gallivan for her quality leadership, her spirit, commitment, support, and pursuit of continuous growth as an educator. Her accomplishments speak for themselves and once you meet her you will see the quality of her candidacy. I recommend Lori Gallivan for the position of Superintendent, without reservation. She is undoubtedly ready and prepared to serve as a highly effective Superintendent of Schools.

If you would like any additional information, please do not hesitate to contact me at (508) 675-8423.

Cordially,



Matthew H. Malone, Ph.D.

Superintendent of Schools

Fall River Public Schools, Ma



Winthrop Public Schools

One Metcalf Square

Town Hall

Winthrop, Massachusetts 02152

617-846-5500 x 7110 Fax 617-539-0891

Lisa A. Howard

Superintendent of Schools

Lori A. Gallivan

*Executive Director of Curriculum,
Instruction & Accountability*

April 9, 2019

Dear Search Committee Members,

It is with pleasure and confidence that I recommend Lori Gallivan for the position of Superintendent of Schools. I worked with Lori from July 2013 - July 2017 during which time she was the Executive Director of Curriculum for the Saugus Public Schools and I was the Executive Director of Pupil Personnel Services. During that time, we worked collaboratively on several projects including professional development programming, budget management, curriculum alignment, updating procedures and policy and improving overall communication between staff, families and the Administrative Team. Lori's outstanding communication skills and ongoing collaborative efforts have assisted in creating our strong relationship, which is one of respect and admiration for each other's area of expertise.

While in Saugus, Lori's foresight and invested understanding of the needs of the school system and community were a major part of the successful writing of a Statement of Interest and MSBA Educational Plan that is currently affording the community an opportunity to build a new school, supported by the Massachusetts School Building Authority. Lori's strategic planning, skillful engagement of key stakeholders and positive attitude proved to be a major factor in the continued successful management of the District during what was a very stressful time.

In July of 2017, I transitioned to Winthrop as the Superintendent of Schools and quickly recognized the District's need for additional positive leadership, vision and innovative thinking. Lori Gallivan was who I knew I needed for this role.

In July of 2018, I was able to secure Lori Gallivan as the Executive Director of Curriculum, Instruction and Accountability for the Winthrop Public Schools and she has been a "game changer" for our school district.

Lori's knowledge base relative to curriculum, grant management, teacher licensure, personnel management, ELL requirements, budget development, professional development and overall school leadership has allowed her to enter our district and guide significant change and improvements across all grade levels and within multiple dimensions of the system. Lori's professionalism, work ethic, caring and love of teaching and learning quickly became apparent to the WPS staff and allowed for a seamless transition to this new role.

As an Administrator, Lori consistently demonstrates a genuine concern for, interest in, and understanding of our staff, students, families and community. She understands the needs of the District, but, more importantly, she can make suggestions and take actions that enable us to appropriately service all students. Her organizational skills and ability to effectively work in stressful situations separate Lori from the rest. She can lead by example and has earned the respect and admiration of the Winthrop Public School's Leadership Team.

Lori is a skilled, tireless, and capable school leader. Her energy and "lead by example" personality is contagious and motivating. Nothing has served Lori better in her role as Executive Director of Curriculum, Instruction & Accountability than good judgment and consistent communication with all. It is without hesitation that I recommend Lori Gallivan to you, as she is an exemplary leader. She is a credit to our profession and will be a welcome addition to your School System.

Sincerely,



Lisa A. Howard, M.Ed.

Superintendent

Winthrop Public Schools

April 18, 2019

Julie R. Kukenberger, Ed. D.
66 Jasper Street
Scarborough, ME 04074
Phone: (207) 730-0852
Email: juliekukenberger@gmail.com

Dear Mr. Koocher,

I am writing to express my interest in the Hamilton-Wenham Interim Superintendent position. Currently, I am the Superintendent of Schools in Scarborough, Maine. The Scarborough Public Schools is comprised of six schools serving over 2,900 students in grades K-12 and employees over 500 employees. In my previous position, I was the Assistant Superintendent in Haverhill, an urban school district in Massachusetts a K-12 Massachusetts district incorporating over 1793 teachers and staff members serving 8060 students in 17 separate schools. I have held building-level leadership positions (Vice Principal and Principal), teaching positions, and recently earned a doctorate at Boston College Lynch School of Education leadership for social justice program.

My leadership background has positioned me at the forefront of organizational change during a critical inflection point for public education. Working closely with various internal and external stakeholders, I have facilitated many improvement initiatives including standardizing curricula and assessments to align with state-specific criteria and national Common Core State Standards, adjusting school start times, and implementing standards-based educational practices in addition to other significant changes. These great undertakings required me to ensure that the right leadership, systems, policies, processes, technological resources, budgets, and infrastructure were in place to enable a highly effective and continually improving educational environment.

Since my experience affirms that context determines the best course of action, my leadership style is best described as shared and situational (as more detailed in the enclosed personal statement). This includes understanding principals' and teachers' varying levels of motivation, knowledge, skills, and abilities in any district. Depending on the need, in some cases, I focus on empowerment, autonomy, and unique challenges, and at other times I prioritize coaching and developmental opportunities. Moreover, I understand leadership and coaching is necessary for achieving student-centered goals, while at the same time creating a culture that supports personal and professional growth.

While I have enjoyed my time as Superintendent in Scarborough, Maine, I have a strong desire to return back to Massachusetts and apply my experience, knowledge and skills. I am confident that my leadership experience within three very different school districts and doctoral work focused on leadership for social justice in an urban turnaround district, combined with my work ethic and passion for education, makes me an excellent candidate for the Hamilton-Wenham Interim Superintendent position.

Thank you for your consideration, and I look forward to the possibility of discussing this position in more depth.

Kind regards,

Julie

Julie R. Kukenberger, Ed. D.

Julie R. Kukenberger, Ed. D.

66 Jasper Street
 Scarborough, ME 04074
 Phone: (207) 730-0852
 Email: juliekukenberger@gmail.com

EDUCATIONAL LEADER

Passionate public school leader with a commitment to student growth, equity, social-emotional learning, and academic excellence utilizing 21st-century methodologies and approaches to school, faculty, student, and curriculum development. Enjoys leading change by instilling confidence and commitment from critical stakeholders using data and evidence to be at the forefront of educational reform to ensure all students achieve success. A talented manager of people who loves coaching and helping educators and educational leaders achieve aggressive goals while creating a culture in which people can grow personally and professionally.

EDUCATION

| | | |
|--------|---|------|
| Ed. D. | Boston College, Lynch School of Education Educational Leadership for Social Justice | 2018 |
| M.A. | Rowan University, Glassboro, NJ Educational Administration | 2006 |
| B.A. | Rider University, Lawrenceville, NJ Elementary Education | 2002 |

PROFESSIONAL EXPERIENCE

District Level

| | |
|---|----------------------|
| Superintendent of Schools Scarborough Public School District, Maine | July 2016-Present |
| Assistant Superintendent Haverhill Public School District, Massachusetts | July 2014-June 2016 |
| Director of Curriculum and Instruction North Hanover Township School District, New Jersey | March 2012-July 2014 |

*District Level Leadership Experience**Leadership*

- An organizational leader who can clarify the district mission, vision, values, and goals to ensure a solid foundation that allows for sufficient pressure and support in an increasingly demanding profession
- Talented manager of workflow and people; developing effective ways to streamline and create processes and protocols for maximum efficiency
- An organizational guru who enjoys digging into complex initiatives, providing support with flexibility that always results in action

- Leading the shift from teaching to learning by shifting to a culture of professional learning communities, moving from teaching in isolation to teaching with collaboration
- Leadership team development, changing the teams thinking, work habits, building leadership, etc.
- Use of data and evidence to ground stakeholders in a compelling vision

Curriculum, Instruction, and Assessment

- In-depth and relevant district curriculum, instruction and assessment alignment to the 2010 Common Core State Standards and best practices
- Organizer and leader of ongoing, job-embedded, systematic professional development for both certified and non-certified staff focused on standardizing fundamental practices while still providing school leaders with the flexibility and autonomy to lead their schools
- Comfortable translating a variety of information (qualitative and quantitative) into clear, actionable steps that help diverse audiences work smarter

Professional Development

- Highly focused on the maintenance of my professional learning, continually working toward outgrowing myself to contribute to the overall greater needs of our students, parents, staff, and community
- District professional development organizer aligning meaningful professional learning experiences to state and district goals
- Constructed district Reader's and Writer's workshop lab sites which create opportunities for teachers to learn from one another
- Established individual, specialized professional learning opportunities for individuals and subgroups of staff to build capacity and develop leadership

Fiscal Leadership

- Collaborative development and allocation of district funds
- Redesigned the Scarborough budget book to simplify the language to gain broader voter approval and support
- Effectively developed a Scarborough School budget that the voters were able to pass in the first referendum vote in June 2018, the first time this had accrued in many years
- Collaborative, in-depth analysis of Haverhill's \$90 million budget determining the most efficient and effective allocation of resources to best meet the needs of all students
- Development of building level systemic budget process
- District management of over 30 competitive and non-competitive grants
- Submission and approval of Title I, Title II and Title III grants
- Readjustment prioritization due to massive budget adjustments resulting from sequestration in North Hanover FY14 budget

Supervision and evaluation

- Overseeing the activities and leadership development of building principals and all curriculum supervisors and directions across the District.
- Working one-on-one with district leaders and principals to develop teacher training, SMART student-centered learning goals, professional practice goals and school improvement plans
- Improved implementation of evaluation software such as iOberservation, McRel, and TeachPoint
- Participation in ESE Model Survey
- Organized and lead district-wide training to ensure proper implementation of teacher evaluation tools and systems
- Responsible for conduction meaningful pre-observations conferences, observations and post-observation conversations
- Development of collaborative administrative team rater reliability exercises and protocols

- Maintenance and support of a K-12 one-to-one program
- District-wide implementation of Google Apps for Education (GAFE)
- 2014-2015 Web and Paper-based PARCC participation for students in grades 3-9 and 11
- Developed PARCC Parent Nights, Staff and student training
- Active involvement on the district technology team
- Technology team leader experience: facilitated an approved technology plan involving board members, teachers, tech support, community members, etc.
- Created district technology infusion program titled Technology Across the Curriculum (i.e., TAC), Time on device goals and schedules developed in collaboration with building principals
- Attended Google in Education Summit - 2012
- The launch of Chromebooks and Google Apps for Education

Professional Maine Superintendent of Schools, K-12
Massachusetts Superintendent/Assistant Superintendent, All Levels Licensure Sheltered
Standard New Jersey School Administrator Certificate
Standard New Jersey Principal's Certificate
Standard New Jersey Supervisor's Certificate
Standard New Jersey Teacher's Certificate-Elementary School
State of New Hampshire Experienced Educator Certificate (EEC)

PROFESSIONAL SERVICE AND COMMUNITY INVOLVEMENT

Member, AASA, the School Superintendents Association, 2016-present
Member, District Administrators Leadership Institute (DALI), 2016-present
Member, Maine School Management Association (MSMA), 2016-present
Member, Maine School Superintendents' Association (MSSA), 2016-present
Member, Cumberland County Superintendents' Association (CCSA), 2016-present
Member, Greater Sebago Education Alliance (GSEA), 2017-present
Member, Urban Superintendents' Network
Member, Massachusetts Association of School Superintendents
Member, Assistant Superintendent Leadership Seminars
Member, Merrimack Valley Curriculum Leaders Exchange
Vice Chair, Burlington County Curriculum Consortium - 1 year
Chairperson, Northern Burlington Regional Math Consortium - 2 years
Chairperson, Key Communicator Network, NTSD - 5+ years
Honorary Commander, McGuire Air Force Base
Member, North Hanover Township Municipal Alliance, NJ – 3 Years
Participant, NAFIS Conference, Washington DC - 2 years
Participant, New Jersey School Board Association Conference, Atlantic City, NJ - 3 years
Participant, TECHSPO 2013, Atlantic City, NJ
Member, Eastampton Mews Home Owners Association, NJ–7 years
Member, Architectural Review Board, Eastampton Mews HOA, NJ – 5 years

Julie Kukenberger
Personal Statement
Educational Accomplishments & Leadership Philosophy

For most Americans growing up in poverty, public education has yet to meet the original goals as described by one of the principal architects, Horace Mann: "Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery." Indeed, this dream has not been realized as there are enormous inequalities in education throughout the United States. A recent study cited in the New York Times has provided evidence that a child born into a low-income family has a 9 percent chance of getting a college degree, but the odds are 54 percent for a child in a high-income family.¹ These gaps are also demonstrated in the strong correlation between parent's income and a child's future income indicating that the American dream of upward mobility is currently not being realized. As an Assistant Superintendent within an urban school district (Haverhill, MA) I witnessed the influence of socioeconomic status has on student outcomes.

To more fully understand and examine the intersection between the inequalities noted above and student achievement I pursued and completed a Doctor of Education in educational leadership at The Lynch School of Education at Boston College focusing on leadership for social justice, school reform, community building, and leadership for learning. This experience allowed me to work alongside both students currently placed in diverse and challenging leadership positions across the commonwealth and faculty conducting cutting edge research in the areas of educational leadership, social justice, and school reform. In addition to exploring the most recent best practices and forward-looking research in this area, I was able to develop a powerful network of district-level leaders throughout Massachusetts, New Hampshire, Maine, and Rhode Island. My experiences at Boston College resulted in a dissertation within an urban turnaround district focused on understanding the role leadership networks play in identifying strategies and practices that support marginalized student populations.

Beyond my educational experience, as a passionate educational leader and reformer, I have worked hard to create the conditions that would close achievement gaps thus increasing opportunity and decreasing inequality for all learners. My philosophy begins with the belief that every student is a unique individual who needs a caring, stimulating environment in which to grow and develop emotionally, intellectually, physically and socially for them to fully self-actualized. Based on this perspective, I believe that the educators' role is one of guidance and facilitation, providing access to information and educational experiences rather than acting as a single source of information. Within this environment, the educator becomes the model learner questioning and searching in collaboration with colleagues and students alike with the ultimate goal of creating deep critical thinking skills. To create this type of culture, it becomes incumbent upon educational leaders to empower teachers to take instructional risks based on well researched 21st century best practices and a mindset of continuous improvement.

To develop a culture of continuous improvement, building leaders and teachers need to be engaged, empowered, motivated and take a shared leadership approach to decisions. Within my

¹ Bailey, M. J. & Dynarski, S. M. (2011). *Inequality in Postsecondary Education*, In G. J. Duncan & R. J. Murnane (Eds.), *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*, New York: Russell Sage Foundation.

Dynarski, S. (2015, January 18). *Helping the Poor in Education: The Power of a Simple Nudge*. New York Times. pp. BU6.


Julie Kukenberger
Personal Statement
Educational Accomplishments & Leadership Philosophy

current and past roles as a Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Principal and Classroom Teacher, I have worked hard to develop a shared leadership and teaming approach in both the daily operations and reform initiatives. This has required me to ensure that the right leadership, systems, processes, social psychological behaviors, and technological resources and infrastructure are in place such that shared leadership and teaming becomes a norm.

I have enjoyed leading and coaching principals, teachers, curriculum writing teams, and directors in achieving aggressive goals while creating a culture in which people can take an active leadership role. To encourage shared leadership and teaming, I have worked to model 'follow-ship' as much as leadership. I feel comfortable working closely with team members and have learned that the benefit of a teaming culture is not the sum of similar strengths, but the value of differences. These differences can come in the form of functional areas, educational backgrounds, values, perspectives or demographic factors.

As a passionate, extremely hardworking and at times intensely student-focused professional, I have learned that doing the right thing for students during reform initiatives is not enough. While I have always worked to understand and incorporate various stakeholder viewpoints, my experience as the Superintendent of Schools at Scarborough has taught me that the narrative can be as important as reality. This can be challenging in our current social media environment where misinformation is common and evidence-based positive change, even if it's in the best interest of all stakeholders, will always have distractors. I have learned a great deal about how to engage and gain support from such distractors and how to manage the significant politics of being a superintendent of schools. Notably, the changes made at Scarborough, while controversial at the time, have already resulted in positive outcomes and have support from even the most ardent distractors. I am confident that the systems and policies that I have put in place will result in long term improvement and have a positive impact on students.

I believe that my experience as Superintendent within a divisive community and background as Assistant Superintendent within an urban school district and intensive training and research focused on turn-around urban districts along with my passion and work ethic makes me an ideal candidate for the Interim Superintendent position in the Hamilton-Wenham Regional School District.

 Go to Mass.gov home.



Elementary and Secondary Education

Public Lookup for Educator Licensure

Educators, including teachers, professional support personnel, and administrators, are generally required to hold a license issued by the Massachusetts Department of Elementary and Secondary Education (the "Department") to be eligible for employment in public schools in the Commonwealth. The Public Lookup tool provides information about the current status of educator licenses in Massachusetts.

Educator Search

To search for licensure information about an educator, please enter the educator's first AND last name OR the educator's license number. Do not include prefixes or suffixes as part of an educator's name.

First Name:

Middle Initial:

(Optional)

Last Name:

OR

License Number:

Your search returned the following 1 results as of 4/2/2019 12:34:19 PM:

| Full Name | License Number | Category | Field | Level | Status | Type | Effective Date |
|------------------------|----------------|----------------------------|--|---------------|----------|-------------|----------------|
| Kukenberger, Julie, R. | 486775 | Academic: Administrator | Superintendent/Assistant Superintendent | All Levels | Licensed | Provisional | 10/23/2015 |

Definitions:

Licensed - Indicates that a license is current and the educator is eligible for employment under the license.

Important Notes

The Public Lookup tool provides information about the current status of educator licenses (endorsements will not appear in the Public Lookup) that individuals hold and any professional discipline the Department of Elementary and Secondary Education (the "Department") has imposed on a license since 2009, pursuant to 603 CMR 7.15(8) or 603 CMR 4.13(6). Current information will not reflect ongoing Department action that may change the status of a license. With respect to license suspensions, the Public Lookup tool will indicate whether a license is currently suspended but not any history of prior suspensions.

The Public Lookup tool will indicate "your search returned no results" in a variety of situations, such as when an educator is not licensed, the license was revoked prior to 2009, the educator's name has changed, or the educator's name is misspelled. Also, please note that state law allows a few exceptions to the general rule that educators must be licensed in order to be employed in a public school or an approved private special education program.

The Department has made every effort to ensure the accuracy of information contained in the Public Lookup. Questions regarding the information displayed in the Educator Licensure Public Look up tool can be directed to the Licensure Call Center at 781-338-6600. The Licensure Call Center is open each business day from 9-12 and 2-5.



**BOSTON
COLLEGE**

140 COMMONWEALTH AVENUE
CHESTNUT HILL, MA 02467
617-552-3300

OFFICIAL TRANSCRIPT

NAME: JULIE R KUKENBERGER
SCHOOL: LYNCH SCHOOL OF EDUCATION
DEGREE: DOCTOR OF EDUCATION 05/21/2018
MAJOR: EDUCATIONAL LEADERSHIP
CONCENTRATION: PSAP

STUDENT ID#: 73857453
DATE PRINTED: 05/24/2018

PAGE: 1 OF 1

FALL 2015 EDUCATIONAL LEADERSHIP
ELHE7703 ED LAW FOR DSTRCT LDRS 03 A-
EARNED CREDITS: 03 GPA: 3.670
SPRING 2016 EDUCATIONAL LEADERSHIP
ELHE7780 THEORIES OF LEADERSHIP 03 A
ELHE7609 SEMINAR ON EDUC REFORM 03 A
EARNED CREDITS: 06 GPA: 4.000
SUMMER 2016 EDUCATIONAL LEADERSHIP
ELHE4449 HUMAN RESOURCE ADMIN 03 A
EARNED CREDITS: 03 GPA: 4.000
FALL 2016 EDUCATIONAL LEADERSHIP
ELHE7707 LEADERSHIP/SOCIAL JUSTICE 03 A
ELHE8820 RESEARCH DESIGN I 03 A-
EARNED CREDITS: 06 GPA: 3.835
SPRING 2017 EDUCATIONAL LEADERSHIP
ELHE8821 RESEARCH DESIGN II 03 A
ELHE9903 DIS LEVEL INSTRUC LEADER 03 A
EARNED CREDITS: 06 GPA: 4.000
SUMMER 2017 EDUCATIONAL LEADERSHIP
ELHE7740 ETHICS FOR DSTRCT LDRS 03 A
EARNED CREDITS: 03 GPA: 4.000
FALL 2017 EDUCATIONAL LEADERSHIP
ELHE8823 RESEARCH DESIGN III 03 A
ELHE8703 DISS IN PRACTICE SEMINAR 03 P
EARNED CREDITS: 06 GPA: 4.000
SPRING 2018 EDUCATIONAL LEADERSHIP
ELHE8704 DISSERTATION IN PRAC DIR 03 P
ELHE9988 DISSERTATION DIRECTION 03 P
EARNED CREDITS: 06

=====

TOTAL EARNED CREDITS: 39 GPA: 3.934
DOCTORAL COMPREHENSIVE EXAM -PASSED- 05/04/2017
-----END OF RECORD-----

ISSUED TO: JO ANNE SIZEMORE
SCARBOROUGH PUBLIC SCHOOLS
PO BOX 370
SCARBOROUGH ME 04070

Kathleen M. McGuinness

Kathleen McGuinness, University Registrar

This official transcript is printed on secured paper and does not require a raised seal. The word COPY will appear when photocopied.

6 Haystack Circle
Scarborough ME 04074
207-671-8378
marystarr4@yahoo.com

To Whom it may concern,

I am writing on this letter of reference for Dr. Julie Kukenberger. I have known Dr. Kukenberger for the past two years. I first met Dr. Kukenberger as a parent in the Scarborough school district and later worked with her as a school board member and most recently as Chair of the Board. From the beginning of her tenure as Superintendent, I admired Dr. Kukenberger's professionalism, dedication, and vision for our school district.

I have been impressed with her desire to be a highly visible and approachable Superintendent. She spends countless hours of her time meeting with individuals in our town- she invested time to better understand our district and create relationships with all stakeholders. She is well respected by our town council, staff, and by her peers in the educational community. In our town, there are community members that do not support investment in education and frequently, the school budget does not pass and is reduced. Dr. Kukenberger faced that challenge, and increased communication with the community, with Listen and Learn events, reconfigured the budget book to provide more descriptive information, and assisted the board in reaching out to the community regarding the budget process. As a result of her efforts, the school budget passed, which has only happened twice in the last 5 years.

She is invested in the success of all students in the schools and has worked to provide guidance so that we can be a more data-driven school district. In Maine, the DOE had required that all districts move to proficiency-based education, Scarborough schools made changes, but after reviewing the data from the first year of implementation, changes were made to make it better fit Scarborough's needs. Dr. Kukenberger leads the district to find ways to use data to inform learning and we continue to see improvements in our student's education as a result of her efforts.

Over her time as Superintendent, she has faced some turbulent times, but she has remained positive and kept moving the district forward. When as a board, we realized that moving start times was not the right step for our district, she worked with school leadership to change plans and assure parents and students. I admire her ability to continually move forward and look for ways in which we can better serve the students in our district.

She provides guidance and mentors the leaders in our school district, one example is that she asks for evaluations of her own job performance from the leadership council. She actively seeks out ways to not only improve her own job performance but to model leadership to her school leaders. She also models self-care and life-work balance and encourages them to manage home and work demands equitably.

In my work with her on the board, I value Dr. Kukenberger's intelligence, honesty, and integrity. Her energy and work ethic is unmatched and her passion for driving our district forward has allowed our schools to continue to grow and prosper. I am grateful for the opportunity to work and collaborate with Dr. Kukenberger and I am certain that she will be an asset to your organization. I enthusiastically endorse her and I am happy to answer any questions you may have about her work in Scarborough. Please contact me if you have further questions regarding her qualifications.

Sincerely,

Mary Starr
Chair, Scarborough Board of Education

Submitted by Dr. Richard Carson on behalf of Julie Kukenberger via SchoolSpring (2018)

12 Independence Drive
Bordentown, New Jersey 08505
609-744-3700
carsonrj@verizon.net

Ref: Julie Fluet Kukenberger, Ed.D.

I have been asked by Dr. Julie Fluet Kukenberger to write her a letter of recommendation and I do so with great pleasure. Ms. Kukenberger started her teaching career at North Hanover Township Schools on Joint Base McGuire-Dix- Lakehurst as an elementary school teacher in 2002. During her tenure, as a teacher, Ms. Kukenberger taught grades kindergarten through third grade. Her classroom was well organized with curriculum targeted goals while allowing for creativity on the part of her students. North Hanover Schools has a large percentage of military dependent students with a forty percent per year mobility rate. While losing and gaining forty percent of her students during each year Ms. Kukenberger adjusted her teaching style allowing for individual needs and growth. Ms. Kukenberger was well respected among her peers both in and outside of the district.

Ms. Kukenberger started her administrative career in 2007 as an assistant principal at the Atlantis School which housed first and second grades. Although her title was Assistant Principal she was charged with the responsibility of administering all aspect of the school. She earned the position of Principal the following year. Julie's professional growth exceeded expectations. She administered the school with professionalism and respect for students, parents, teachers and fellow administrators. Ms. Kukenberger was not afraid of being inclusive in the decision making process allowing for input or advice from her faculty, parents and other administrators. She made decisions based upon data and what she believed was in the best interest of her school community. Julie was not afraid of respectfully voicing her thoughts but always supported and implemented district policies and goals. In the process of implementing district goals, Ms. Kukenberger had the unique ability to make short term decisions while keeping the long-term goals in mind.

In closing, I want to assure you of two things, first, Dr. Kukenberger will be a welcome addition to your staff and secondly, you will not be disappointed with your decision. If you need any additional information or concerns please, do not hesitate to contact me at (609) 744-3700.

Sincerely,

Richard J. Carson

Richard J Carson, Ed.D.
Superintendent of School (Retired)

Rebecca Lowenhaupt
140 Commonwealth Avenue, Campion Hall Room 205A
Chestnut Hill, Massachusetts 02467
608-345-4701
lowenhre@bc.edu

I am writing on behalf of Julie Kukenberger's application. As a faculty member in Educational Leadership at Boston College, I taught Julie throughout the course of her doctoral studies and served as the advisor for his culminating dissertation. After three years of working closely with her, I believe she has great potential for working across research and practice to support systemwide school improvement. Over the course of the program, she demonstrated her ability to conduct deep intellectual work, engage strategically and collaboratively with educational issues, and acquire new skills to answer questions of interest to her.

Julie is a passionate and committed educator who strongly believes in the power of research and evidence to improve the education system. Throughout her coursework, she demonstrated this commitment, applying her learning about educational theory and research to issues facing district level leaders, and her own practice as a new school superintendent. At the same time that she was navigating a new and complex role as superintendent, she was acquiring new knowledge and skills as a researcher. This combination of academic and practical learning served her well in the doctoral program, as she was able to contribute a sophisticated understanding of both theory in practice in class assignments and discussions.

A diligent and effective student, she always completed her work on time, continued to engage and improve her own research projects to ensure she achieved an excellent outcome, and pursued additional readings and resources to deepen her understanding.

During the collaborative dissertation process, Julie worked with a team of four doctoral students to conduct a district-level case study of district leaders' practices as they related to improving education for traditionally marginalized students. Although the project was conducted as a collaborative case study, Julie focused her individual work on social network analysis, convinced that the dynamic interactions among leaders was a promising site for investigating improvement efforts. To carry out the research, she taught herself the principles and methods of social network analyses, adapted her learning to fit the parameters of the project, and created a compelling set of findings. Through her project, she demonstrated her initiative and capability for self-guided research and proved an integral team member as well.

When she was completing her doctoral degree, she was also working full-time as a district leader in a context that proved to be challenging in many ways. Her ability to juggle multiple roles, challenges, and types of work at the same time always impressed me. Through it all, her commitment to the work and to her personal mission to improve the educational system has always been clear. Overall, her work as a doctoral student demonstrated her strength as a researcher, writer and scholar, as well as her deep understanding of the education system and the role of district leadership in school improvement. For these reasons, I believe Julie has great potential to work at the nexus of policy, practice, and research.

Submitted by Dr. Rebecca Lowenhaupt on behalf of Julie Kukenberger via SchoolSpring

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