



SECTION III STRATEGIES FOR RECRUITMENT OF AFRICAN AMERICAN TEACHERS

SECTION OVERVIEW

Seeking to reasonably approximate the Florida state-wide racial composition of teachers and other instructional staff at each level (elementary, middle, and high school), the School District of Indian River County has used several appropriate strategies. These include building relationships with HBCUs in the state of Florida and outside the state of Florida, attending job fairs at HBCUs, marketing our New Teacher Mentor program at job fairs, and partnering with the teacher's union (IRCEA). Hiring principals are required to follow a structured interviewing process, have a diverse interview committee as well as interview a diverse group of applicants. Utilizing these strategies, SDIRC has increased our percentage of African American instructional staff members from 9% to 11% of total instructional staff for the district.

REQUIRED ACTION AS A RESULT OF THE JOINT PLAN:

Required Action 1: Use existing staff to facilitate recruiting.

Required Action 2: Visiting colleges, universities, and career fairs to recruit and provide offer letters of intent to potential African American teachers and other instructional staff, with such recruiting to include at least annual visits to Historically Black Colleges and Universities ("HBCUs") in Florida (namely, Bethune-Cookman University, Florida A&M University, and Florida Memorial University), as well as the Florida Fund for Minority Teachers' annual meeting.

Required Action 3: Having the School District's Human Resources Director endeavor to establish and develop relationships with the career placement offices and officials at the HBCUs.

Required Action 4: Continuing to recruit at HBCUs outside Florida.

Required Action 5: Identifying African American high school students in the District who would make great teachers, offering the students mentors while in school, and, if they are successful in graduating college with appropriate credentials, will attempt to contact these identified students for recruitment purposes.

Required Action 6: Having potential African American candidates for teaching and other instructional positions visit Indian River County if the candidate so desires.

Required Action 7: Working with the teachers' union to facilitate the employment of African American teachers and other instructional staff.

Required Action 8: Utilizing current Indian River County hiring practices of application, structured interviewing by individuals in the School District office, and interviewing by individual school principals and/or members of the School Improvement Teams.

Required Action 9: Listing the Indian River NAACP as a community partner on the School District's website.

Required Action 10: Publicizing the program for Mentoring of New Teachers and Instructional Staff, including by posting the program on the School District's "jobs" webpage and bringing promotional materials to recruiting events.

Required Action 11: Ensuring that the School District advertises teaching job openings in the Diversity in Ed Magazine and on the Diversity in Ed website (www.diversityrecruitmentpartners.com).

Required Action 12: Require District principals to interview, whenever possible, a diverse pool of applicants.

ADDITIONAL RECOMMENDATIONS FROM EQUITY COMMITTEE:

Recommendation 1: District submits a step by step plan of how African American teachers and instructional staff are recruited.

Recommendation 2: District submits a monthly report to Equity Committee of African American recruitment detailing recruitment efforts. Report should include:

- Dates of recruitment activities, staff members involved, recruitment event attended, resources (budget, staff, etc.) incurred for recruiting active/trip and outcomes.
- Information regarding race/ethnicity and specific teacher or instructional staff position interviewed for, extended offers and hired.

Recommendation 3: Submit documentation showing that strategies of Section III: A-L have been implemented. If strategy is not working, show what steps have been taken to improve or replace said strategy.

Recommendation 4: Develop community partnerships to bring incentives to District for African American hiring. Sponsorships to cover hiring visits and moving expenses with yearly lease commitment. Partnerships with realtor associations/real estate owners to supply affordable housing.

Recommendation 5: Allocate funding and resources in budget for recruitment of African American teachers, incentives, and assistance with relocation.

Recommendation 6: The Superintendent place “Fair hiring practices as a criterion on the Principal evaluation.” Is it state required?

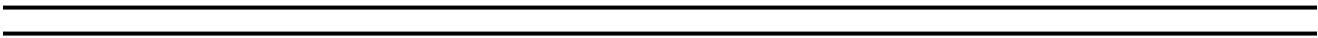
Recommendation 7: The District submits to the Equity Committee a monthly report of employment of African American teachers and instructional staff tracked by Principal and schools each month. Report should include:

- Number of African Americans that applied to positions,
- Position each African American applied for, if interview was given,
- Race/ethnicity of those interviewed with African American for that position, and identify person hired, race/ethnicity of person hired, and rationale for person hired.
- Rationale for not hiring African American.
- Scoring Sheet for interview and questions asked.
- Names of persons on interview/hiring committee and race/ethnicity of those individuals.

Recommendation 8: A yearly detailed report of the resources (budget, staff, etc.) given for African American teacher and instructional staff recruitment. A yearly expense report for African American teacher and instructional staff recruitment.

Recommendation 9: Partner with community organizations, fraternities and sororities, IRSC for recruitment.

**Section III –
Recruitment of African
American Teachers
Required Action 1**





Joint Plan Evidence of Implementation

School District of Indian River County

#SDIRCStrongerTogether

Date:	8/7/2020
School/Department:	Human Capital & Operations
Report generated by:	Mrs. Beth Hofer
Responsible staff as indicated in the Plan:	I hereby certify that the documentation being provided is true, exact, complete, and unaltered. Mr. Scott Bass
Required Action:	Section III: Recruitment of African American Teachers-Data Requirements 1. Proof of use of existing staff to facilitate recruiting.
Explanation of Evidence:	The report provided shows recruiting job fairs attended in 2019-2020 along with staff members who traveled to the job fair to facilitate recruiting. The report also shows location of the job fair and the cost per staff member to send on each trip.
Results of Action Taken:	As stated in the previous year's SDIRC Recruitment Plan, the district assembles a Recruiting Team made up of district and school staff members. These staff members are invited to attend job fairs in and outside of Florida for the purpose of recruiting for SDIRC open and future positions.
Reflection:	The 2020-2021 SDIRC Recruiting Plan contains an updated list of staff members (district and school-based) that have been chosen to participate and represent SDIRC at Job and Career Fairs for the 2020-2021 school year. In previous years, these trips have not produced hires for SDIRC at a rate that is enough to achieve our equity goals. For this school year, we will not only be focusing on the offerings for new candidates, but on bringing interested candidates to SDIRC for a TOUR OF SCHOOLS.

Section III- Strategies for Recruitment of African American Teachers Required Action 1 Attachment A



EXPLANATION OF ATTACHMENT

The report provided shows a list of recruiting trips taken during the 2019-2020 school year along with staff members who attended each trip.

2019-20 Recruitment Log

No.	Date	Location (city)	Organizer	Event Name
1	Tuesday, Sept. 10, 2019	Vero Beach, FL	IRSC	IRSC Job Fair
2	Wednesday, Sept. 18, 2019	Tallahassee, FL	FAMU	Fall 2019 All Majors Career & Internship Expo
3	Thursday, Sept. 19, 2019	Ft. Lauderdale, FL	NSU	NSU Recruit a Shark Day
4	Wednesday, Oct. 9, 2019	Jacksonville, FL	Edward Waters College	Fall Annual Career & Internship Fair
5	Thursday, Oct. 24, 2019	Daytona Beach, FL	Bethune-Cookman Univ.	B-CU's 2019 Fall Career, Graduate & Professional School Fair
6	Friday, Nov. 15, 2019	Orlando, FL	UCF	UCF 2019 Fall Education Career Fair
7	Thursday, March 19, 2020	Jackson, MS	Jackson State University	Teacher Recruitment Day
8	Thursday, Feb. 27, 2020	Albany, GA	Albany State University	Educators Fair
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Possible additional trips

Notes:

Section III- Strategies for Recruitment of African American Teachers Required Action 1 Attachment B



EXPLANATION OF ATTACHMENT

The following charts show demographics for each school by elementary, middle, high, and district with race and ethnicity percentages.

STAFF BY ALL DISTRICT DEPTS													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiiar	% Native
ALTERNATIVE CENTER		4		8			12	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%
BEACHLAND ELEMENTARY		28		1			29	0.0%	96.6%	0.0%	3.4%	0.0%	0.0%
CITRUS ELEMENTARY	1	47		3			51	2.0%	92.2%	0.0%	5.9%	0.0%	0.0%
CURRICULUM & INSTRUCTIONAL		5		2			7	0.0%	71.4%	0.0%	28.6%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	25		5			32	3.1%	78.1%	0.0%	15.6%	0.0%	0.0%
ESE DISTRICT WIDE		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
ESE SCHOOL WIDE		21		2			23	0.0%	91.3%	0.0%	8.7%	0.0%	0.0%
FELLSMERE ELEMENTARY	8	30	1	1			41	19.5%	73.2%	2.4%	2.4%	0.0%	0.0%
GIFFORD MIDDLE SCHOOL	1	29		7			38	2.6%	76.3%	0.0%	18.4%	0.0%	0.0%
GLENDALE ELEMENTARY	3	30		1			34	8.8%	88.2%	0.0%	2.9%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	27		2			34	11.8%	79.4%	0.0%	5.9%	0.0%	0.0%
LIBERTY ELEMENTARY	2	26		3		3	34	5.9%	76.5%	0.0%	8.8%	0.0%	8.8%
OSCEOLA ELEMENTARY		28		2		1	31	0.0%	90.3%	0.0%	6.5%	0.0%	3.2%
OSLO MIDDLE SCHOOL	1	35		15		1	52	1.9%	67.3%	0.0%	28.8%	0.0%	1.9%
PELICAN ISLAND ELEMENTARY	1	28		2			32	3.1%	87.5%	0.0%	6.3%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7		1			8	0.0%	87.5%	0.0%	12.5%	0.0%	0.0%
ROSEWOOD ELEMENTARY	1	28		1			31	3.2%	90.3%	0.0%	3.2%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	22		9			33	6.1%	66.7%	0.0%	27.3%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	73		8			88	8.0%	83.0%	0.0%	9.1%	0.0%	0.0%
SEBASTIAN RIVER MIDDLE SCHL	6	32	2	7			47	12.8%	68.1%	4.3%	14.9%	0.0%	0.0%
STORM GROVE MIDDLE SCHOOL	2	51		4			58	3.4%	87.9%	0.0%	6.9%	0.0%	0.0%
Strategic Planning and Support Services		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
TEACHER CERT/STAFF DEVELOPMENT		2		2			4	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	40	1	1	1		44	2.3%	90.9%	2.3%	2.3%	2.3%	0.0%
Treasure Coast Technical Coll.		6					6	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH ELEMENTARY	1	24		7			35	2.9%	68.6%	0.0%	20.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	9	105	1	14			130	6.9%	80.8%	0.8%	10.8%	0.0%	0.0%
WABASSO SCHOOL	1	10		1			12	8.3%	83.3%	0.0%	8.3%	0.0%	0.0%
Grand Total	52	765	5	108	1	5	948	5.5%	80.7%	0.5%	11.4%	0.1%	0.5%

STAFF BY ELEMENTARY SCHOOL													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispanic	% White	% Asian	% African	% Hawaiian	% Native
BEACHLAND ELEMENTARY		28		1			29	0.0%	96.6%	0.0%	3.4%	0.0%	0.0%
CITRUS ELEMENTARY	1	47		3			51	2.0%	92.2%	0.0%	5.9%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	25		5			32	3.1%	78.1%	0.0%	15.6%	0.0%	0.0%
FELLSMERE ELEMENTARY	8	30	1	1			41	19.5%	73.2%	2.4%	2.4%	0.0%	0.0%
GLENDALE ELEMENTARY	3	30		1			34	8.8%	88.2%	0.0%	2.9%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	27		2			34	11.8%	79.4%	0.0%	5.9%	0.0%	0.0%
LIBERTY ELEMENTARY	2	26		3		3	34	5.9%	76.5%	0.0%	8.8%	0.0%	8.8%
OSCEOLA ELEMENTARY		28		2		1	31	0.0%	90.3%	0.0%	6.5%	0.0%	3.2%
PELICAN ISLAND ELEMENTARY	1	28		2			32	3.1%	87.5%	0.0%	6.3%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7		1			8	0.0%	87.5%	0.0%	12.5%	0.0%	0.0%
ROSEWOOD ELEMENTARY	1	28		1			31	3.2%	90.3%	0.0%	3.2%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	22		9			33	6.1%	66.7%	0.0%	27.3%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	40	1	1	1		44	2.3%	90.9%	2.3%	2.3%	2.3%	0.0%
VERO BEACH ELEMENTARY	1	24		7			35	2.9%	68.6%	0.0%	20.0%	0.0%	0.0%

STAFF BY HIGH SCHOOL													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiian	% Native
ALTERNATIVE CENTER		4		8			12	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	73		8			88	8.0%	83.0%	0.0%	9.1%	0.0%	0.0%
Treasure Coast Technical Coll.		6					6	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	9	105	1	14			130	6.9%	80.8%	0.8%	10.8%	0.0%	0.0%
WABASSO SCHOOL	1	10		1			12	8.3%	83.3%	0.0%	8.3%	0.0%	0.0%

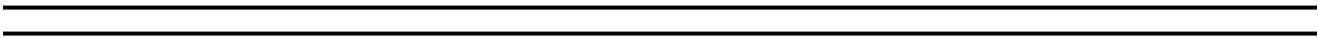
SDIRC Instructional Staff

5 Year Baseline Report for the Racial/Ethnic Breakdown of Instructional Staff

Race/Eth	15-16		16-17		17-18		18-19		19-20*	
	# of Teachers	% of Teachers	# of Teachers	% of Teachers	# of Teachers	% of Teachers	# of Teachers	% of Teachers	# of Teachers	% of Teachers
White	1,071	90%	1,064	85%	1,070	84%	1,078	85%	935	84%
Hispanic		0%	61	5%	63	5%	59	5%	61	5%
Black	92	8%	106	8%	114	9%	115	9%	102	9%
Two or More	6	1%	0	0%	0	0%	0	0%	9	1%
Asian	5	0%	7	1%	10	1%	7	1%	3	0%
Am Indian	11	1%	9	1%	10	1%	6	0%	3	0%
Pac Islander	1	0%	1	0%	1	0%	1	0%	1	0%
District Total	1,194		1,248		1,268		1,266		1,114	

STAFF BY MIDDLE SCHOOL													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiian	% Native
GIFFORD MIDDLE SCHOOL	1	29		7			38	2.6%	76.3%	0.0%	18.4%	0.0%	0.0%
OSLO MIDDLE SCHOOL	1	35		15		1	52	1.9%	67.3%	0.0%	28.8%	0.0%	1.9%
SEBASTIAN RIVER MIDDLE SCHL	6	32	2	7			47	12.8%	68.1%	4.3%	14.9%	0.0%	0.0%
STORM GROVE MIDDLE SCHOOL	2	51		4			58	3.4%	87.9%	0.0%	6.9%	0.0%	0.0%

**Section III –
Recruitment of African
American Teachers
Required Action 2**





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/7/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.

Mr. Scott Bass

Required Action: Section III: Recruitment of African American Teachers-Data Requirements
2. Visiting colleges, universities and career fairs to recruit and provide offer letters to potential African-American teachers and other instructional staff, to include at least annual visits to Historically Black Colleges and Universities in Florida (Bethune Cookman University, Florida A&M University, and Florida Memorial University), as well as the Florida Fund for Minority Teachers annual meeting.

Explanation of Evidence: The list provided shows recruiting job fairs attending along with staff members who traveled to the job fair to facilitate recruiting. The second chart shows letters of intent given to potential hires during 2019-2020. SDIRC staff attended Edward Waters College and Bethune-Cookman University.

Results of Action Taken: The district sent district staff to job and career fairs in 2019-2020 and produced one signed letter of intent.

Reflection: As we move forward with the 2020-2021 SDIRC Recruiting Plan, we will be sure to include more pertinent information that participants are looking for at job fairs (insurance, benefits, housing information, etc.) and set goals for letters of intent signed. The School District of Indian River County also plans to visit all HBCUs in Florida if events are planned. Our upcoming TOUR OF SCHOOLS will bring job-seeking educators to SDIRC.

Section III- Strategies for Recruitment of African American Teachers Required Action 2 Attachment A



EXPLANATION OF ATTACHMENT

The report shows the list of recipients of Letters of Intent from Job Fairs attended by SDIRC staff.

Section III- Strategies for Recruitment of African American Teachers Required Action 2 Attachment B



EXPLANATION OF ATTACHMENT

The attached report shows the list of Recruitment trips during the 2019-2020 school year by SDIRC staff.

2019-20 Recruitment Log

No.	Date	Location (city)	Organizer	Event Name
1	Tuesday, Sept. 10, 2019	Vero Beach, FL	IRSC	IRSC Job Fair
2	Wednesday, Sept. 18, 2019	Tallahassee, FL	FAMU	Fall 2019 All Majors Career & Internship Expo
3	Thursday, Sept. 19, 2019	Ft. Lauderdale, FL	NSU	NSU Recruit a Shark Day
4	Wednesday, Oct. 9, 2019	Jacksonville, FL	Edward Waters College	Fall Annual Career & Internship Fair
5	Thursday, Oct. 24, 2019	Daytona Beach, FL	Bethune-Cookman Univ.	B-CU's 2019 Fall Career, Graduate & Professional School Fair
6	Friday, Nov. 15, 2019	Orlando, FL	UCF	UCF 2019 Fall Education Career Fair
7	Thursday, March 19, 2020	Jackson, MS	Jackson State University	Teacher Recruitment Day
8	Thursday, Feb. 27, 2020	Albany, GA	Albany State University	Educators Fair
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Possible additional trips

Notes:

**Section III –
Recruitment of African
American Teachers
Required Action 3.3**





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/7/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.

Mr. Scott Bass

Required Action: Section III: Recruitment of African American Teachers – Data Requirements
3. Having the School District’s Human Resources Director endeavor to establish and develop relationships with the career placement offices and officials at the Historically Black Colleges and Universities.

Explanation of Evidence: The documents attached show evidence of efforts to establish and develop relationships with the career placement offices and officials at HBCUs. The correspondence is to gain information about upcoming career and/or job fairs during the 2019-2020 school year. HBCU Edward Waters College,

Results of Action Taken: During the school year 2019-2020, eight different job/career fairs were scheduled, and seven events were either held here in SDIRC or attended at a college or university in or out of the state of Florida. The Jackson State University Teacher Recruitment Day was canceled due to COVID-19.

Reflection: For the 2020-2021 school year, efforts to build professional relationships with HBCUs has already begun. This is a concerted effort not only to receive announcements about upcoming fairs, but to build relationships with the Education Department and Career Centers at these schools. The goal is to provide graduating students a recruiting package that entices them to come to SDIRC to work in the best district in the state of Florida.

Section III- Strategies for Recruitment of African American Teachers Required Action 3 Attachment A



EXPLANATION OF ATTACHMENT

The following documents show correspondence between SDIRC district staff and colleges and universities.



Good Afternoon!

Thank you for sending the information over.

Asia Sutriasa
Tel. 772-564-3098

From: Modeste, Cornelia <cornelia.modeste@asurams.edu>
Sent: Thursday, August 22, 2019 1:38 PM
To: Sutriasa, Asia <Asia.Sutriasa@indianriverschools.org>
Subject: General Career and Education Fair

Good afternoon Ms. Sutriasa,

As requested, the flyers for the two career fairs you mentioned are attached. The registration link for both Fairs can be found at <https://apps.asurams.edu/formss/career-services/employer-registration.php>
Should you have any further questions or concerns, please feel free to contact me at (229) 500-2009

You have a great day!

Ms. Modeste



Cornelia "Pinky" Modeste

Career Librarian
Office of Career Services
Student Affairs
cornelia.modeste@asurams.edu
229.500.3431 (office)



Albany State University
2400 Gillionville Road
Albany, GA 31707
<https://www.asurams.edu>

*Please note my telephone number changed as of January 1, 2019. My new number is 229.500.3431.

Ignore Delete Archive Reply Reply All Forward Meeting More
Junk Delete Archive Reply Reply All Forward Meeting More
Delete Respond
Move OneNote Actions Move
Mark Unread Categorize Follow Up Tags
Translate Find Related Select Editing
Read Aloud Speech Zoom

SA Sutriasa, Asia 'astarke@ewc.edu' 8/16/2019
Career Fair inquiry
This message was sent with High importance.

Good Morning,
My name is Asia Sutriasa and I am with School District of Indian River County. I am contacting you to request information on your upcoming Career Fairs and to be added to email list for your Career Fairs.

Thank you,

Asia Sutriasa
Human Resource Specialist Employment/Recruitment
School District of IRC
asia.sutriasa@indianriverschools.org
www.indianriverschools.org
tel. 772-564-3098
fax. 772-564-3049

**Teacher Recruitment Day has been Canceled**

Dear Asia,

Jackson State University joins Mississippi's other public universities by modifying class schedules for the 2020 spring semester to mitigate the spread of the coronavirus, thus resulting in the extension of spring break by one week. All classes will resume, the following week, on Monday, March 23 and will be taught online and via other alternative instructional methods.

With classes being canceled, all scheduled events are also canceled.

Should you have any additional questions or concerns, please feel free to contact me via email or phone.

Kindest regards,

Shanecha Thompson
Jackson State University
Career Services Center
601-979-2477

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Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.



RE: N.C. A&T State University - Education Career Fair Thank You!

 Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Good morning,
Thank you for the follow up email. I have received a positive feedback from our representative attending the event. We are looking forward to future event at N.C. A&T.

Thank you,

Asia Sutriasa

Employment Technician, School District of IRC

asia.sutriasa@indianriverschools.org | www.indianriverschools.org

Application link: <https://www.applitrack.com/indianriver/onlineapp/>

Tel. 772.564.3098 | Fax. 772.564.3049

Section III- Strategies for Recruitment of African American Teachers Required Action 3 Attachment B



EXPLANATION OF ATTACHMENT

The following documents show correspondence between SDIRC district staff and colleges and universities from July 2020-September 2020.

Career Opportunities and Recruitment



Hofer, Beth

Fri 6/26/2020 1:14 PM



To: carla.graves@ewc.edu; astarke@ewc.edu

Good afternoon,

I wanted to introduce myself as the new Director of Recruitment for the School District of Indian River County. I look forward to speaking with you about the career opportunities available for your students. We are working diligently to have an amazing on-boarding package for new hires! If you have any questions or have any events that we could be a part of, please let me know!

Again, looking forward to working with you to provide career opportunities for the students of **Edward Waters College!**

Beth Hofer

Director of Recruitment, Retention, and Professional Practices

beth.hofer@indianriverschools.org

772-564-3148

Twitter @recruitSDIRC



Hofer, Beth

Tue 7/21/2020 2:48 PM



To: academic.affairs@famu.edu

Cc: careercenter@famu.edu

Good afternoon,

I'm very excited to introduce myself as the SDIRC Director of Recruitment, Retention, and Professional Practices.

Our district is aggressively creating a competitive Recruitment plan and package for new teachers.

I look forward to speaking with you and your students about our their future in Indian River County!

Please follow me @recruitSDIRC on Twitter and feel free to call me at any time- 772-564-3148.



BETH HOFER

Director of Recruitment, Retention and Profess



Watson, Allyson L. <allyson.watson@fam
u.edu>



Wed 7/22/2020 10:25 AM

To: Academic Affairs <academic.affairs@famu.edu> **+2 others**

Thank you for the introduction, Ms. Hofer, thank you for this information, we will make sure that we share this information with our students.

I would like to introduce you to Ms. Marie Smallwood who is our Asst. Director of Career Services.

She can get you to add postings to our portal for Handshake.

I appreciate you for reaching out to us.

Sincerely,

Allyson





Suit, Edwina

Thu 7/2/2020 9:13 AM



To: Hofer, Beth

Dr. Hill, Dean of Education

305-623-4281

Jacqueline.hill@fmuniv.edu

Dr. Edwina Hudson Suit, PHR, SHRM-CP | Executive Director | Human Resources

SCHOOL DISTRICT OF INDIAN RIVER COUNTY | 6500 57th Street, Vero Beach, FL 32967

o. 772.564.3195 | f. 772.569.0424 | www.indianriverschools.org



Indian River County Schools Recruiting



Hofer, Beth

Sat 9/12/2020 4:17 PM



To: Jacqueline.hill@fmuniv.edu

Good afternoon Ms. Hill,

I'm very excited to introduce myself as the new Director of Recruitment, Retention, and Professional Practices for the School District of Indian River County.

Our district is aggressively creating a competitive recruiting package for new teachers.

This package will include help with housing and a welcome package from community organizations and businesses. I look forward speaking with you and your students about their future as a teacher in Indian River County!

Please follow me @recruitSDIRC on Twitter and let me know of any upcoming events. I would love to visit Florida Memorial and share why Indian River County is the place to be!

Thank you for your time.



BETH HOFER

**Section III –
Recruitment of African
American Teachers
Required Action 4**





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/7/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.
Mr. Scott Bass

Required Action: Section III: Recruitment of African American Teachers – Data Requirements
4. Continuing to recruit at Historically Black Colleges and Universities outside of Florida.

Explanation of Evidence: Please see evidence (a, b, c) of arrangements for travel and attendance at Career/Job Fairs at HBCUs outside of Florida. These include Albany State University, NC AT&T University, and Jackson State University.

Results of Action Taken: SDIRC attended two job fairs at HBCUs outside of Florida. No letters of intent were produced at these events. Due to the lack of recruitment of highly qualified African American educators from HBCUs outside of Florida, new recruitment strategies such as the TOUR OF SCHOOLS are being put into place.

Reflection: Relationships must be built between the schools and SDIRC with an attractive recruiting package that can compete against other districts. By focusing on new recruiting strategies such as the TOUR OF SCHOOLS and engaging WELCOME to SDIRC videos, we will bring candidates to Indian River County and show them why they should choose SDIRC. The goal is to hire 20-30 African American teachers for the 2021-2022 school year.

Section III- Strategies for Recruitment of African American Teachers Required Action 4 Attachment A



EXPLANATION OF ATTACHMENT

The attached document is correspondence between SDIRC staff and the Career Librarian at the Office of Career Services at Albany State University in Albany, Georgia.



Good Afternoon!

Thank you for sending the information over.

Asia Sutriasa
Tel. 772-564-3098

From: Modeste, Cornelia <cornelia.modeste@asurams.edu>
Sent: Thursday, August 22, 2019 1:38 PM
To: Sutriasa, Asia <Asia.Sutriasa@indianriverschools.org>
Subject: General Career and Education Fair

Good afternoon Ms. Sutriasa,

As requested, the flyers for the two career fairs you mentioned are attached. The registration link for both Fairs can be found at <https://apps.asurams.edu/formss/career-services/employer-registration.php>
Should you have any further questions or concerns, please feel free to contact me at (229) 500-2009

You have a great day!

Ms. Modeste



Cornelia "Pinky" Modeste

Career Librarian
Office of Career Services
Student Affairs
cornelia.modeste@asurams.edu
229.500.3431 (office)



Albany State University
2400 Gillionville Road
Albany, GA 31707
<https://www.asurams.edu>

*Please note my telephone number changed as of January 1, 2019. My new number is 229.500.3431.

Section III- Strategies for Recruitment of African American Teachers Required Action 4 Attachment B



EXPLANATION OF ATTACHMENT

The attached document is correspondence between SDIRC staff and the representative for N.C. A&T State University's Education Career Fair in Greensboro, North Carolina.



RE: N.C. A&T State University - Education Career Fair Thank You!

Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Good morning,
Thank you for the follow up email. I have received a positive feedback from our representative attending the event. We are looking forward to future event at N.C. A&T.

Thank you,

Asia Sutriasa

Employment Technician, School District of IRC

asia.sutriasa@indianriverschools.org | www.indianriverschools.org

Application link: <https://www.applitrack.com/indianriver/onlineapp/>

Tel. 772.564.3098 | Fax. 772.564.3049

Section III- Strategies for Recruitment of African American Teachers Required Action 4 Attachment C



EXPLANATION OF ATTACHMENT

The attached document is correspondence between SDIRC staff and the Career Services Center at Jackson State University in Jackson, Mississippi in regards to the Teacher Recruitment Day. This event was canceled due to COVID-19.

**Teacher Recruitment Day has been Canceled**

Dear Asia,

Jackson State University joins Mississippi's other public universities by modifying class schedules for the 2020 spring semester to mitigate the spread of the coronavirus, thus resulting in the extension of spring break by one week. All classes will resume, the following week, on Monday, March 23 and will be taught online and via other alternative instructional methods.

With classes being canceled, all scheduled events are also canceled.

Should you have any additional questions or concerns, please feel free to contact me via email or phone.

Kindest regards,

Shanecha Thompson
Jackson State University
Career Services Center
601-979-2477

Powered By Symplicity

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

**Section III –
Recruitment of African
American Teachers
Required Action 5**





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/7/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.

Mr. Scott Bass

Required Action: Section III: Recruitment of African American Teachers – Data Requirements
5. Identifying African American high school students in the District who could make great teachers, offering the students mentors while in school, and if they are successful in graduating college with appropriate credentials, will attempt to contact these identified students for recruitment purposes.

Explanation of Evidence: Evidence includes email from the Coordinator of Equity, Family, and Community Engagement and a copy of the 2020-2021 Recruitment Plan. Due to COVID-19 and staff working remotely, this item was difficult to complete in the Spring of 2020.

Results of Action Taken: Due to COVID-19, SDIRC is implementing FFEA chapters at each middle school and high school. SDIRC will survey students to gauge interest in a career in teaching. Staff will also be able to share suggestions with the Coordinator of Equity, the Director of Educator Quality, and the Director of Recruitment and Retention.

Reflection: With the implementation of FFEA Chapters and the FFEA Scholarship Program, SDIRC will be able to identify African American students interested in a teaching career and guide them to programs and scholarships available. Also, both high schools will have a TEACHER ACADEMY (name TBD) in cooperation with IRSC that will help students fast-track a teaching career.

Section III- Strategies for Recruitment of African American Teachers Required Action 5 Attachment A



EXPLANATION OF ATTACHMENT

The attached email explains how Required Action 5 is in progress. The Coordinator of Equity, Family, and Community Engagement is working with school-based administration to identify African American students and SDIRC is implementing FFEA chapters at each middle and high school.



RE: JOINT PLAN

You replied to this message on 8/7/2020 3:54 PM.

Hello Mrs. Hofer, I do not have anything at this time. I have not had the opportunity to work on this as students were not in school since March. I will begin working on this now. ☹️

Dr. Deborah A. Taylor-Long
Coordinator of Equity, Family & Community Engagement
Indian River County School District
6500 57th Street
Vero Beach, FL 32967
772-564-3026

"Equity is achieved when all students receive the resources they need so they can graduate prepared for success after high school."

Center for Public Education

From: Hofer, Beth <Beth.Hofer@indianriverschools.org>
Sent: Friday, August 7, 2020 3:38 PM
To: Long, Deborah <Deborah.Long@indianriverschools.org>
Cc: Lord, Colleen <Colleen.Lord@indianriverschools.org>
Subject: JOINT PLAN

Good afternoon ladies!
Would you please send me any efforts made to satisfy Section III. 6?

Section III: 6. Proof of identifying African-American high school students in the District who could make great teachers, offering the students mentors while in school, and if graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

Follow @recruitSDIRC on TWITTER
772-564-3148

Section III- Strategies for Recruitment of African American Teachers Required Action 5 Attachment B



EXPLANATION OF ATTACHMENT

The SDIRC Recruitment Plan for school year 2020-2021 explains the upcoming FFEA chapters and FFEA Scholarship Program.

School District of Indian River County



Office of Human Capital

Department of Recruitment, Retention, and
Professional Practices

SDIRC Recruitment Plan

2020-2021

@recruitSDIRC





Introduction

In a deliberate effort to serve all students with excellence, our goal is to intentionally recruit and employ highly skilled and motivated individuals for every position. To do so, we will proactively seek the best candidates through formal and informal activities.

This will be accomplished with developed timelines for recruitment, a diverse and qualified recruitment and selection team, and continued effort to analyze the outcomes and effectiveness of recruitment sources and strategies.

Why Indian River County?

#visitindianriver



- Sunrises, not High Rises. Cultural Gem.
- Voted Best Place to Work in 2017!
- One of America’s Happiest Seaside Towns 2018 -Coastal Living
- Within 1.5 hours to Central Florida activities such as Disney World, Sea World, Universal Studios, Daytona Beach, Kennedy Space Center, cruise terminals and shopping.
- Comprehensive health coverage.
- SDIRC CareHere! center available for employees, retirees, spouses, and dependents.
- Quality and comprehensive professional development and leadership program.
- Tuition assistance towards a master's degree in leadership (please see program information).
- Administrative advancement opportunities
- SDIRC is a partner with [Career Source](#) to help family members find employment.
-

Childcare in Indian River County Schools



We have childcare ([Extended Day](#)) services in 13 elementary schools.

All sites are operated by SDIRC.

Centers operate from 7:00 a.m. to 6:00 p.m.

Extended Day Program Sites
Beachland Elementary
Citrus Elementary
Dodgertown Elementary
Fellsmere Elementary
Glendale Elementary
Indian River Academy
Liberty Magnet
Osceola Magnet
Pelican Island Elementary
Rosewood Magnet
Sebastian Elementary
Treasure Coast Elementary
Vero Beach Elementary

Attract a high-quality workforce: Strategies for Recruitment



1. We will examine previous recruitment efforts to evaluate diversity, effectiveness, major source(s) of new hires.
2. We will engage our community and advertise recruitment plans on the District's website.
3. We will use social media pages to promote and advertise job openings and aid in recruiting efforts.

Please follow us  @recruitSDIRC

4. We will implement Microsoft TEAMS, Zoom, or Skype interviews and organize on-site job fairs.
5. We will examine staffing needs by identifying the following:
 - number of potential non-renewals
 - possible shortages due to retirement and resignations
 - teachers who must renew their certifications
6. We will have established goals for recruitment and selection.
 - Fill all teacher openings by July 15th.
 - Post general job announcements for anticipated and known vacancies by April 1st
7. We will develop statement describing the ideal candidate.
 - Example: "The ideal candidate is a student-centered, life learner who is philosophically aligned with the mission and the vision of the District and is eager to take advantage of the many opportunities available for both students and staff."
8. We will maintain steady communication with any candidate who receives a *Letter of Intent* during any of our recruitment events.
9. We will attend career fairs in Florida and other states to target specific candidates.
10. We will partner with local and regional two-year and four-year colleges to begin recruiting prospective applicants before college graduation.
11. We will conduct interviews via Skype, Teams, and Zoom.
12. We will hold SDIRC Job Fairs (Teacher, Transportation, and Support Staff) – TBD and advertise our Job Fair on FLDOE website: <http://www.fldoe.org/teaching/recruitment/job-fairs.shtml>



Minority Recruitment

It is important that our students see themselves in their teachers to help promote their desires to achieve and succeed. African American students have a **greater** need for teachers who are also culturally competent and skilled in cross-cultural communication and culturally responsive teaching. Educators for African American students must master essential verbal and non-verbal actions and behaviors intended to facilitate and support student learning. A child sees in a teacher so many possibilities, such as: career choice, a positive role model, options, dreams and overcoming obstacles.

Here are some guiding principles that we will follow to achieve our goal and do what it best for kids!

1. Involve current staff of diverse ethnicities in the recruitment and selection teams.
2. Partner with local and/or regional Historically Black Colleges and Universities to identify potential candidates.
3. Explore the career sites of national organizations, such as the Hispanic Association of Colleges and Universities and the National Alliance of Black School Educators to ultimately, establish a partnership.
4. Tailor marketing messages and images that represent adults and children of diverse races/ethnicities as well as testimonials. Example site: www.diverseeducation.com
5. Offer a *Letter of Intent* to highly needed teachers that provides a job in the District once a position becomes available.
6. Participate in the DIVERSITY IN ED Virtual Job Fair and post regular job openings.



The Recruitment Team strives to promote diversity among our students by recruiting highly qualified minority teachers.

All students benefit from increased teacher diversity. They are better prepared to participate as informed and engaged citizens in an inclusive national civic culture and increasingly complex world.

A teacher corps that reflects its students helps close achievement and opportunity gaps.

Having at least one Black teacher early on reduces a Black student's likelihood of dropping out of school by up to 39%.

When Black students have two Black elementary school teachers, they are 32% more likely to go to college.



Indian River County Schools Minority Recruitment Employee Referral Program

You can help Indian River County Public Schools, a friend, and yourself by participating in the SDIRC Employee Referral Program. If you are a current full-time employee, you can earn an award of a \$50.00 gift card, if you refer a minority (African American) teacher applicant for the first time in Indian River County Public Schools.

The Employee Referral Program is a collaboration between the Office of Human Capital and SDIRC Partners in Education.



Eligibility requirements:

- All current employees of Indian River County Schools.
- You are not eligible if you are the hiring supervisor or are part of the hiring process.
- Must be a first-time teacher to SDIRC and hired after September 1, 2020-June 30, 2021.
- Incentive is for the first 20 hires and processed on a first come – first serve basis (applications will be date stamped).

A copy of the Employee Referral Form is available on www.indianriverschools.org under RECRUITMENT and must be filled out completely. You must provide this form to the Office of Human Capital with a copy of the resume for the candidate who was recommended and was hired. Indian River County Public Schools will give you a \$50.00 gift card if the person you referred is hired. You must be employed by SDIRC Public Schools at the time to collect the incentive.

For more information, contact:

Beth Hofer, M. Ed.
Director of Recruitment, Retention, and Professional Practices
Beth.Hofer@indianriverschools.org
772-564-3148



Building future teachers from within SDIRC! What is FFEA?

Florida Future Educators of America (FFEA) is a network of local Future Educators of America chapters consisting of middle and high school students and chapter advisors - all having a common interest of promoting the career of education to students. Phi Delta Kappa, the Professional Association in Education, is the national parent of the organization. FFEA's mission is to provide students with opportunities to explore careers in education. For more information, please visit [Phi Delta Kappa International](#) and [Florida Future Educators of America](#) websites!

Chapter Goals

- Middle and High School students to become knowledgeable about opportunities available in education.
- Introduce students to learning processes early to nurture their career decision to become a teacher.
- Promote student achievement and recognition.
- Enhance our students' image to themselves and to the community.
- Encourage students from diverse background to enter the teaching profession.
- To provide a link between students, teachers and the community.
- Attract capable candidates to the teaching profession.



FFEA Scholarship Program! Coming Soon!

Qualified Indian River County High School Seniors and Non-Instructional Employees who want to become teachers can apply and compete for the scholarship. The scholarship provides \$750 a semester for up to four years. As a condition of accepting the scholarship, scholarship recipients agree to return to Indian River County to teach upon college graduation.

FFEA Donations – Coming Soon!

FFEA is solely funded by District employees. If District employees contributed just \$1.00 a pay period, 8-10 scholarships could be awarded annually. One hundred (100) percent of the tax-deductible donation goes to fund the FFEA scholarships. FFEA contributions make a lasting difference, as “teachers touch the future.”

More information about FFEA chapters and the FFEA Scholarship Program in Indian River County Schools, please contact Mrs. Beth Hofer, Director of Recruitment or Dr. Colleen Lord, Director of Educator Quality.

Our SDIRC Recruitment Team

The recruitment team will consist of individuals with different perspectives and expertise who have demonstrated a commitment to diversity. The participants should be familiar with the District's staffing needs, the qualifications needed and the selection of the ideal candidate. Principals can recommend staff members they would like to be part of the recruitment team. Proposed team members are below. Professional Development sessions will be conducted for all members on recruiting, interviewing, diversity, and professional practices.

Anitra Cummings	Letitia Whitfield-Hart	Cynthia Emerson
Chadwick Bacon	Stephen Adams	Takeisha Harris
Germaine Johnson	Jayde Norwood	Ataaba Patterson
Julie Kastensmidt	Marsha Roberts	Eddie Robinson
Ramon Echeverria	Terri Beckham	Christopher Cummings



The **WEpromise** Program will begin September 2020. This **NEW** program is SDIRC's promise to new hires that we will provide a supportive, inclusive, and equitable working environment, such that each new hire will have the opportunity to learn and grow by working collaboratively together with school and district staff.

WEpromise to listen, WEpromise to support, WEpromise to make inclusion and

equity a priority, WEpromise to build instructional leaders, and

WEpromise to work STRONGER TOGETHER.

For more information, please contact the Department of Recruitment and Retention at 772-564-3148 or email Beth.Hofer@indianriverschools.org.



2020-2021 Teacher Recruitment Schedule



The School District of Indian River County is seeking highly motivated, dedicated and enthusiastic educators to join our remarkable team as we continue to make incredible strides in education. The School District of Indian River County is in Vero Beach, FL and is a great place to live, learn and work. We are an organization that educates and inspires every child to be successful.

STATE	CITY	RECRUITMENT EVENT	EVENT DATE
Florida	St. Augustine	Flagler College Education Networking Career Fair	TBD
Florida	Orlando	UCF Fall Recruitment Career Fair	TBD
Florida	Vero Beach	SDIRC Career Fair	TBD
Florida	Orlando	Great Florida Teach In	TBD
Virtual Career Fair	Virtual Career Fair	DIVERSITY in Ed Career Fair	TBD
Florida	Tallahassee	FSU-Education and Library Career Fair	TBD
North Carolina	Greensboro	NC A&T State University Education Career Fair	TBD
Florida	Orlando	Multicultural and 1 st Generation Knights Networking Event	TBD
Georgia	Augusta	Augusta University K-12 Educator Expo Career Fair	TBD
Florida	Orlando	Florida Fund for Minority Teachers	TBD
North Carolina	Greensboro	UNC Education Career Fair	TBD
Florida	Pensacola	UWF All Majors Career & Internship Fair	TBD
Florida	Boca Raton	FAU Careers in Education Career Fair	TBD
Florida	Gainesville	UF Careers in Education	TBD
Florida	Tallahassee	FAMU	TBD
Florida	FT. Lauderdale	Nova Southeastern University Recruit a Shark Day	TBD

Please follow this [link](#) to recruitment events calendar on SDIRC website.

JOIN US AND BE A PARTNER!



EXCITED TO HAVE YOU JOIN US!
YOUR LOGO HERE

HBCU partners

- [Bethune-Cookman University](#)
- [Florida A&M University \(FAMU\)](#)
- [Florida Memorial University](#)
- [Edward Waters College](#)

Please note: This SDIRC Recruitment Plan is a working document.
Adjustments to the recruitment team and plan will be made as necessary to
find qualified diverse candidates.

**Section III –
RECRUITMENT OF
AFRICAN AMERICAN
TEACHERS
Required Action 6**





Joint Plan Evidence of Implementation

School District of Indian River County

#SDIRCStrongerTogether

Date: 8/24/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.

Mr. Scott Bass

Required Action: Recruitment of African American Teachers – Data Requirements
6. Having potential African American candidates for teaching and other instructional positions visiting Indian River County if the candidate so desires.

Explanation of Evidence: For the school year 2019-2020, SDIRC scheduled an Indian River County Job Fair for March 13, 2020 (Evidence A). Interested candidates had the opportunity to register for the event in advance. Due to COVID-19 this event was canceled. Evidence B is a DRAFT FORM of the upcoming TOUR OF SCHOOLS program, which is under development.

Results of Action Taken: The TOUR OF SCHOOLS program is in development to invite potential highly qualified African American college students to SDIRC and take them on a tour of schools and an overview of programs of support offered in an effort to showcase what SDIRC has to offer and increase % of African American instructional staff at each school site.

Reflection: After reviewing recruiting strategies from the past two years (2018-2019, 2019-2020), there is a need to focus efforts and provide potential candidates the opportunity to see what SDIRC offers teachers. This TOUR OF SCHOOLS Program (once developed) will allow SDIRC to showcase our innovation and support programs.

Section III- Strategies for Recruitment of African American Teachers Required Action 6 Attachment A



EXPLANATION OF ATTACHMENT

The following document is verification of the planned SDIRC Job Fair for March 2020.

RE: SDIRC Teacher Job Fair

middle schools <Dist.Assst_Principals_middle_schools@sdirc.org>

Cc: Bass, Scott <Scott.Bass@indianriverschools.org>; Sutriasa, Asia <Asia.Sutriasa@indianriverschools.org>

Subject: SDIRC Teacher Job Fair

Importance: High

All,

We are happy to announce the **SDIRC Teacher Job Fair on Wednesday, March 13, 2020 at the J.A. Thompson Administrative Center**. Secondary schools will be attending from 9-11 and Elementary schools will attend from 12-2.

Attached, you will find a flyer for the event and all the information is already listed on SDIRC website. Please feel free to share the flyer with anyone you would like and retweet our HR Tweet of the event.

Please attend if your school is expecting to have a vacancy for the 2020 school year or your diverse teacher number is low. We are asking that you select a couple of representatives who will be able to represent your school at the Job Fair to talk to and interview applicants. Each school will have a table for interviewing candidates. We will have letters of intent available for you to give out to anyone that you are interested in hiring. Please email your selections to Asia Sutriasa at asia.sutriasa@indianriverschools.org

We will not be scheduling Skype interviews this year during this event. If you have any questions about the event, please contact Asia Sutriasa at x3098.

Thank you,

Asia Sutriasa

Employment Technician, School District of IRC

asia.sutriasa@indianriverschools.org | www.indianriverschools.org

Application link: <https://www.applitrack.com/indianriver/onlineapp/>

Tel. 772.564.3098 | Fax. 772.564.3049

Section III- Strategies for Recruitment of African American Teachers Required Action 6 Attachment B



EXPLANATION OF ATTACHMENT

The following document is a DRAFT of the upcoming TOUR OF SCHOOLS program.

SCHOOL DISTRICT OF INDIAN RIVER COUNTY TOUR OF SCHOOLS PROJECT SCOPE

August 6, 2020



1. Project Background and Description

i SDIRC Tour of Schools

2. Project Scope

i The scope of the project would be to facilitate a TOUR OF SCHOOLS, one each semester. Invite diverse teachers from HBCUs and other universities for a Tour of Schools in Indian River County. Each participant would be a graduating education major interested in teaching in SDIRC. Participants would arrive on Thursday night and attend a reception sponsored by local businesses. Friday, each teacher would visit at least three different schools to see the innovation and day-to-day operations of SDIRC life. After visiting schools, all participants would meet at the TEC at SDIRC district office for a feedback session and visit by the Superintendent of Schools, Dr. David K. Moore.

3. Deliverables

i Each visiting participant would attend a community reception and meet local community partners. Each participant will receive SDIRC "gear" (TBD). Each participant will tour at least three schools to see innovation, instructional delivery, and support systems. Each participant will meet the Superintendent of Schools, Dr. David K. Moore and the Deputy Superintendent, Mr. Scott Bass. Each participant may receive a Letter of Intent to Hire from SDIRC, pending completion of degree and any other requirements.

4. Participating Staff and Community Partners

i List not limited to: Local hotel groups, restaurants, community members, organization, Coordinator of Equity, Director of Recruitment, Retention, and Professional Practices, Director of Innovation, Director of Educator Quality.

**Section III –
Recruitment of African
American Teachers
Required Action 7**





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/7/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.

Mr. Scott Bass

Required Action: Section III: Recruitment of African American Teachers – Data Requirements
7. Working with the teachers' union to facilitate the employment of African American teachers and other instructional staff.

Explanation of Evidence: Met with IRCEA President, Jennifer Freeland to discuss DRAFT version of 2020-2021 SDIRC Recruitment Plan, efforts to create more programs, and potential partner programs with IRCEA.

Results of Action Taken: After meeting with IRCEA President and discussing the WEpromise Program, the FFEA chapters and other programs in development, a solid relationship has been formed and open lines of communication in reference to recruiting. SDIRC will continue to meet and consult with IRCEA on future projects.

Reflection: It is crucial that SDIRC work collaboratively with IRCEA to align efforts and create innovative ways to recruit and retain a highly qualified diverse instructional staff.

Section III- Strategies for Recruitment of African American Teachers Required Action 7 Attachment A



EXPLANATION OF ATTACHMENT

The attached emails show evidence that IRCEA president and SDIRC Director of Recruitment have met and discussed recruiting strategies and agreed to partner for 2020-2021 school year.



Hey there – do you have time tomorrow? Maybe a TEAMS call for 30 minutes?

Beth Hofer

Director of Recruitment, Retention, and Professional Practices

Beth.Hofer@indianriverschools.org

772-564-3148



@recruitSDIRC



From: Freeland, Jennifer <Jennifer.Freeland@indianriverschools.org>
Sent: Monday, July 13, 2020 2:21 PM
To: Hofer, Beth <Beth.Hofer@indianriverschools.org>
Subject: RE: Recruiting efforts

Of course. Tuesday is just a busy day but I am open pretty much any other time this week., as of now. My place or yours?

From: Hofer, Beth <Beth.Hofer@indianriverschools.org>
Sent: Monday, July 13, 2020 1:06 PM
To: Freeland, Jennifer <Jennifer.Freeland@indianriverschools.org>
Subject: Recruiting efforts

Good morning,

Will you have time next week to meet to discuss the draft SDIRC Recruiting Plan? Just want to share out thoughts and current plans as it pertains to the AAAP.

Let me know.

 Reply  Reply All  Forward



Hofer, Beth

Freeland, Jennifer

7/13/2020

Recruiting efforts



Good morning,

Will you have time next week to meet to discuss the draft SDIRC Recruiting Plan? Just want to share out thoughts and current plans as it pertains to the AAAP.

Let me know.



BETH HOFER

Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

772-564-3148

Section III- Strategies for Recruitment of African American Teachers Required Action 7 Attachment B



EXPLANATION OF ATTACHMENT

The SDIRC Recruitment Plan lists IRCEA as a partner in recruiting efforts for the 2020-2021 school year.

School District of Indian River County



Office of Human Capital

Department of Recruitment, Retention, and
Professional Practices

SDIRC Recruitment Plan

2020-2021

@recruitSDIRC





Introduction

In a deliberate effort to serve all students with excellence, our goal is to intentionally recruit and employ highly skilled and motivated individuals for every position. To do so, we will proactively seek the best candidates through formal and informal activities.

This will be accomplished with developed timelines for recruitment, a diverse and qualified recruitment and selection team, and continued effort to analyze the outcomes and effectiveness of recruitment sources and strategies.

Why Indian River County?

#visitindianriver



- Sunrises, not High Rises. Cultural Gem.
- Voted Best Place to Work in 2017!
- One of America’s Happiest Seaside Towns 2018 -Coastal Living
- Within 1.5 hours to Central Florida activities such as Disney World, Sea World, Universal Studios, Daytona Beach, Kennedy Space Center, cruise terminals and shopping.
- Comprehensive health coverage.
- SDIRC CareHere! center available for employees, retirees, spouses, and dependents.
- Quality and comprehensive professional development and leadership program.
- Tuition assistance towards a master's degree in leadership (please see program information).
- Administrative advancement opportunities
- SDIRC is a partner with [Career Source](#) to help family members find employment.
-

Childcare in Indian River County Schools



We have childcare ([Extended Day](#)) services in 13 elementary schools.

All sites are operated by SDIRC.

Centers operate from 7:00 a.m. to 6:00 p.m.

Extended Day Program Sites
Beachland Elementary
Citrus Elementary
Dodgertown Elementary
Fellsmere Elementary
Glendale Elementary
Indian River Academy
Liberty Magnet
Osceola Magnet
Pelican Island Elementary
Rosewood Magnet
Sebastian Elementary
Treasure Coast Elementary
Vero Beach Elementary

Attract a high-quality workforce: Strategies for Recruitment



1. We will examine previous recruitment efforts to evaluate diversity, effectiveness, major source(s) of new hires.
2. We will engage our community and advertise recruitment plans on the District's website.
3. We will use social media pages to promote and advertise job openings and aid in recruiting efforts.

Please follow us  @recruitSDIRC

4. We will implement Microsoft TEAMS, Zoom, or Skype interviews and organize on-site job fairs.
5. We will examine staffing needs by identifying the following:
 - number of potential non-renewals
 - possible shortages due to retirement and resignations
 - teachers who must renew their certifications
6. We will have established goals for recruitment and selection.
 - Fill all teacher openings by July 15th.
 - Post general job announcements for anticipated and known vacancies by April 1st
7. We will develop statement describing the ideal candidate.
 - Example: "The ideal candidate is a student-centered, life learner who is philosophically aligned with the mission and the vision of the District and is eager to take advantage of the many opportunities available for both students and staff."
8. We will maintain steady communication with any candidate who receives a *Letter of Intent* during any of our recruitment events.
9. We will attend career fairs in Florida and other states to target specific candidates.
10. We will partner with local and regional two-year and four-year colleges to begin recruiting prospective applicants before college graduation.
11. We will conduct interviews via Skype, Teams, and Zoom.
12. We will hold SDIRC Job Fairs (Teacher, Transportation, and Support Staff) – TBD and advertise our Job Fair on FLDOE website: <http://www.fldoe.org/teaching/recruitment/job-fairs.html>



Minority Recruitment

It is important that our students see themselves in their teachers to help promote their desires to achieve and succeed. African American students have a **greater** need for teachers who are also culturally competent and skilled in cross-cultural communication and culturally responsive teaching. Educators for African American students must master essential verbal and non-verbal actions and behaviors intended to facilitate and support student learning. A child sees in a teacher so many possibilities, such as: career choice, a positive role model, options, dreams and overcoming obstacles.

Here are some guiding principles that we will follow to achieve our goal and do what it best for kids!

1. Involve current staff of diverse ethnicities in the recruitment and selection teams.
2. Partner with local and/or regional Historically Black Colleges and Universities to identify potential candidates.
3. Explore the career sites of national organizations, such as the Hispanic Association of Colleges and Universities and the National Alliance of Black School Educators to ultimately, establish a partnership.
4. Tailor marketing messages and images that represent adults and children of diverse races/ethnicities as well as testimonials. Example site: www.diverseeducation.com
5. Offer a *Letter of Intent* to highly needed teachers that provides a job in the District once a position becomes available.
6. Participate in the DIVERSITY IN ED Virtual Job Fair and post regular job openings.



The Recruitment Team strives to promote diversity among our students by recruiting highly qualified minority teachers.

All students benefit from increased teacher diversity. They are better prepared to participate as informed and engaged citizens in an inclusive national civic culture and increasingly complex world.

A teacher corps that reflects its students helps close achievement and opportunity gaps.

Having at least one Black teacher early on reduces a Black student's likelihood of dropping out of school by up to 39%.

When Black students have two Black elementary school teachers, they are 32% more likely to go to college.



Indian River County Schools Minority Recruitment Employee Referral Program

You can help Indian River County Public Schools, a friend, and yourself by participating in the SDIRC Employee Referral Program. If you are a current full-time employee, you can earn an award of a \$50.00 gift card, if you refer a minority (African American) teacher applicant for the first time in Indian River County Public Schools.

The Employee Referral Program is a collaboration between the Office of Human Capital and SDIRC Partners in Education.



Eligibility requirements:

- All current employees of Indian River County Schools.
- You are not eligible if you are the hiring supervisor or are part of the hiring process.
- Must be a first-time teacher to SDIRC and hired after September 1, 2020-June 30, 2021.
- Incentive is for the first 20 hires and processed on a first come – first serve basis (applications will be date stamped).

A copy of the Employee Referral Form is available on www.indianriverschools.org under RECRUITMENT and must be filled out completely. You must provide this form to the Office of Human Capital with a copy of the resume for the candidate who was recommended and was hired. Indian River County Public Schools will give you a \$50.00 gift card if the person you referred is hired. You must be employed by SDIRC Public Schools at the time to collect the incentive.

For more information, contact:

Beth Hofer, M. Ed.
Director of Recruitment, Retention, and Professional Practices
Beth.Hofer@indianriverschools.org
772-564-3148



Building future teachers from within SDIRC! What is FFEA?

Florida Future Educators of America (FFEA) is a network of local Future Educators of America chapters consisting of middle and high school students and chapter advisors - all having a common interest of promoting the career of education to students. Phi Delta Kappa, the Professional Association in Education, is the national parent of the organization. FFEA's mission is to provide students with opportunities to explore careers in education. For more information, please visit [Phi Delta Kappa International](#) and [Florida Future Educators of America](#) websites!

Chapter Goals

- Middle and High School students to become knowledgeable about opportunities available in education.
- Introduce students to learning processes early to nurture their career decision to become a teacher.
- Promote student achievement and recognition.
- Enhance our students' image to themselves and to the community.
- Encourage students from diverse background to enter the teaching profession.
- To provide a link between students, teachers and the community.
- Attract capable candidates to the teaching profession.



FFEA Scholarship Program! Coming Soon!

Qualified Indian River County High School Seniors and Non-Instructional Employees who want to become teachers can apply and compete for the scholarship. The scholarship provides \$750 a semester for up to four years. As a condition of accepting the scholarship, scholarship recipients agree to return to Indian River County to teach upon college graduation.

FFEA Donations – Coming Soon!

FFEA is solely funded by District employees. If District employees contributed just \$1.00 a pay period, 8-10 scholarships could be awarded annually. One hundred (100) percent of the tax-deductible donation goes to fund the FFEA scholarships. FFEA contributions make a lasting difference, as “teachers touch the future.”

More information about FFEA chapters and the FFEA Scholarship Program in Indian River County Schools, please contact Mrs. Beth Hofer, Director of Recruitment or Dr. Colleen Lord, Director of Educator Quality.

Our SDIRC Recruitment Team

The recruitment team will consist of individuals with different perspectives and expertise who have demonstrated a commitment to diversity. The participants should be familiar with the District's staffing needs, the qualifications needed and the selection of the ideal candidate. Principals can recommend staff members they would like to be part of the recruitment team. Proposed team members are below. Professional Development sessions will be conducted for all members on recruiting, interviewing, diversity, and professional practices.

Anitra Cummings	Letitia Whitfield-Hart	Cynthia Emerson
Chadwick Bacon	Stephen Adams	Takeisha Harris
Germaine Johnson	Jayde Norwood	Ataaba Patterson
Julie Kastensmidt	Marsha Roberts	Eddie Robinson
Ramon Echeverria	Terri Beckham	Christopher Cummings



The **WEpromise** Program will begin September 2020. This **NEW** program is SDIRC's promise to new hires that we will provide a supportive, inclusive, and equitable working environment, such that each new hire will have the opportunity to learn and grow by working collaboratively together with school and district staff.

WEpromise to listen, WEpromise to support, WEpromise to make inclusion and

equity a priority, WEpromise to build instructional leaders, and

WEpromise to work STRONGER TOGETHER.

For more information, please contact the Department of Recruitment and Retention at 772-564-3148 or email Beth.Hofer@indianriverschools.org.



2020-2021 Teacher Recruitment Schedule



The School District of Indian River County is seeking highly motivated, dedicated and enthusiastic educators to join our remarkable team as we continue to make incredible strides in education. The School District of Indian River County is in Vero Beach, FL and is a great place to live, learn and work. We are an organization that educates and inspires every child to be successful.

STATE	CITY	RECRUITMENT EVENT	EVENT DATE
Florida	St. Augustine	Flagler College Education Networking Career Fair	TBD
Florida	Orlando	UCF Fall Recruitment Career Fair	TBD
Florida	Vero Beach	SDIRC Career Fair	TBD
Florida	Orlando	Great Florida Teach In	TBD
Virtual Career Fair	Virtual Career Fair	DIVERSITY in Ed Career Fair	TBD
Florida	Tallahassee	FSU-Education and Library Career Fair	TBD
North Carolina	Greensboro	NC A&T State University Education Career Fair	TBD
Florida	Orlando	Multicultural and 1 st Generation Knights Networking Event	TBD
Georgia	Augusta	Augusta University K-12 Educator Expo Career Fair	TBD
Florida	Orlando	Florida Fund for Minority Teachers	TBD
North Carolina	Greensboro	UNC Education Career Fair	TBD
Florida	Pensacola	UWF All Majors Career & Internship Fair	TBD
Florida	Boca Raton	FAU Careers in Education Career Fair	TBD
Florida	Gainesville	UF Careers in Education	TBD
Florida	Tallahassee	FAMU	TBD
Florida	FT. Lauderdale	Nova Southeastern University Recruit a Shark Day	TBD

Please follow this [link](#) to recruitment events calendar on SDIRC website.

JOIN US AND BE A PARTNER!



EXCITED TO HAVE YOU JOIN US!
YOUR LOGO HERE

HBCU partners

- [Bethune-Cookman University](#)
- [Florida A&M University \(FAMU\)](#)
- [Florida Memorial University](#)
- [Edward Waters College](#)

Please note: This SDIRC Recruitment Plan is a working document. Adjustments to the recruitment team and plan will be made as necessary to find qualified diverse candidates.

**Section III –
Recruitment of African
American Teachers
Required Action 8**





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/7/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.

Mr. Scott Bass

Required Action: Section III: Recruitment of African American Teachers – Data Requirements
8. Utilizing current Indian River County hiring practices of application, structured interviewing by individuals in the School District office, and interviewing by individual school principals and/or members of the School Improvement Team.

Explanation of Evidence: Forms attached include standardized Interview Summary Sheet, Interview Evaluation Sheet, and flow of hiring process. These processes are required for hiring of all instructional positions. Along with the utilization of the structured forms, each set of interviews for each instructional position also requires the use of set interview questions.

Results of Action Taken: By utilizing structured forms, consistency is created throughout the hiring process. The SDIRC Human Resources Department has required steps for each hire through the Frontline platform.

Reflection: Starting in October 2020, SDIRC will be adding culturally responsive interviewing strategies to ensure added consistency among school site interview committees.

Section III- Strategies for Recruitment of African American Teachers Required Action 8 Attachment A



EXPLANATION OF ATTACHMENT

The Interview Evaluation Sheet is a rubric for each applicant. This must be completed by each member of the interviewing committee and turned in to Human Resources.

INTERVIEW EVALUATION SHEET

(Ranking sheets for each applicant interviewed shall be submitted to Personnel for retention in the official applicant file upon completion of the interviews)

POSITION: _____

NAME OF INTERVIEWER

PERSON INTERVIEWED

Please rank each applicant, using a scale of 1-5 (5 being the highest).

1. Practicing knowledge applicable to the position. []
2. Intellect applicable to the position. []
3. Ability to work with others []
4. Prepared to do the job. []

Rank 5 if you want this individual and think they are the best candidate for the position.

Rank 4 if you could work with the applicant.

Rank 3 if you feel the person is qualified to do the job, but not with you.

Rank 2 if the person is not ready but has potential.

Rank 1 if, in your opinion, this person is not qualified for this particular position.

Section III- Strategies for Recruitment of African American Teachers Required Action 8 Attachment B



EXPLANATION OF ATTACHMENT

The Interview Information Sheet explains all required forms to be completed by hiring team. No offers are given until all paperwork is turned in to Human Resources and successful reference checks and background check have been completed.

**INFORMATION SHEET FOR CONDUCTING PERSONNEL SELECTION
INTERVIEWS - INDIAN RIVER COUNTY SCHOOL DISTRICT**

It is important that all interviewers have the same basic opportunities in an interview although the director/administrator/supervisor usually leads the interviews and actually signs off on the recommended choice for hiring. *All interviews will be conducted by a minimum of two interviewers.* All qualified applicants being granted an interview must be given equal consideration without regard to race, color, religion, age, gender, national origin, or disability. Avoid making any comments during the interviews that might infer the pre-selection of the interviewee or any other individual to the position being filled.

The following materials and information should be available prior to the interviews: (If information is not in your interview folder, please check with Personnel or download from the District web site). **DO NOT START THE INTERVIEW WITHOUT ALL THE PROPER INFORMATION NEEDED.**

1. INTERVIEW SHEET - to be completed by the Director/Administrator/Supervisor. This is the sheet used to record the recommended choice for hiring. It is to be submitted to Personnel and after processing, is retained as a matter of official record. Note: To facilitate the hiring process, selection notices may be e-mailed to Personnel but the e-mail(s) do not replace the Interview Sheet or the Interview Evaluation Sheets. These documents must be completed and forwarded to Personnel for the official file.
2. INTERVIEW EVALUATION SHEET - to be completed on each applicant, tallied, and given to the Director/Administrator/Supervisor after the final interview. Evaluation sheets are used to arrive at the final recommendation(s) on the Interview Sheet and are to be submitted to Personnel for retention in an official applicant file. These sheets are a matter of record and any written comments or annotations should be relevant to the employee's scoring.
3. APPLICATION - Each interviewee's application or letter of intent should be in the Director/Administrator/Supervisor's Folder. Applications and supporting documents may be downloaded from WinOcular, the online applicant system.
4. COPY OF JOB DESCRIPTION / SALARY INFORMATION - This information may be downloaded from the District web site. Access is via the Employment Opportunities link on the main menu. Contact Personnel if assistance is needed.

RECOMMENDATION - Each member of the interview team shall share with the Director/Administrator/Supervisor his or her findings. If there is disagreement as to the final recommendation, this should be noted on the interview sheet. Recommend the top two or three candidates be noted in their order of ranking. That way, if the recommended first choice declines, Personnel can offer the position to the next individual if so requested.

NO JOB OFFER IS TO BE MADE TO AN APPLICANT BY THE INTERVIEW TEAM MEMBERS. JOB OFFERS ARE ONLY MADE THROUGH PERSONNEL AFTER ALL REFERENCE AND BACKGROUND CHECKS ARE COMPLETED.

Administrator/Director/Supervisor's Signature

Date

Section III- Strategies for Recruitment of African American Teachers Required Action 8 Attachment C



EXPLANATION OF ATTACHMENT

The Interview Summary Sheet lists all candidates interviewed and provide HR with selection candidate for processing.

INTERVIEW SUMMARY SHEET

INSTRUCTIONS: This form is to be completed by the interviewer(s) and submitted to Personnel for retention in the official applicant file after the interviews are complete. The absence of this form may delay the appointment process. **ALL RECOMMENDATIONS MUST BE ACCOMPANIED BY A COPY OF THIS FORM.**

Position Interviewed:

NAME(S) OF APPLICANTS:

The candidate selected, _____, was rated higher than other applicants interviewed in the following areas (please check where appropriate).

___Qualifications___Poise/Personality___Prior Experience___Availability

Other factors (explain): _____

Comments: _____

Interviewer's Signature

Date

Section III- Strategies for Recruitment of African American Teachers Required Action 8 Attachment D



EXPLANATION OF ATTACHMENT

The School District of Indian River County utilizes Frontline which is an administration software for recruiting and the hiring process. The document shown is evidence from our SDIRC website of the use of this software.

Vacancies

Categories Locations

[Administration](#) (3)

[Athletics/Activities](#) (9)

[Career & Adult Education](#) (6)

[Curriculum and Instruction](#) (5)

[Elementary School Teaching](#) (6)

[Exceptional Student Education](#) (4)

[Food Service](#) (2)

[High School Teaching](#) (3)

[Middle School Teaching](#) (7)

[Physical Plant/Custodial](#) (3)

[Secretarial/Clerical](#) (2)

[Student Support Services](#) (6)

[Student Teaching](#) (1)

[Substitute](#) (5)



Welcome!

To establish a complete pre-employment file, please complete the online application. Your application will be retained in active status for one school year. If your qualifications meet our needs, we will contact you for further information and a possible interview.

External Applicants



[Start an application for employment](#)

[Use passcodes sent to me](#)

[Log in](#) ►

Internal Applicants



[Internal applicants only.](#)

[View internal positions](#)

[Submit an internal application/transfer form](#)

[Log in](#) ►

**Section III –
Recruitment of African
American Teachers
Required Action 9**





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/7/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.

Mr. Scott Bass

Required Action: Section III: Recruitment of African American Teachers – Data Requirements
9. Listing the Indian River NAACP as a community partner on the District's website.

Explanation of Evidence: The Indian River NAACP is listed on the SDIRC district website as a community partner.
https://www.indianriverschools.org/district/about_our_district

Results of Action Taken: For the 2020-2021 school year, district staff will engage in conversation to further develop the strategic partnership with the NAACP.

Reflection: In an effort to create equity and inclusion in SDIRC, the district will continue to include representatives from the NAACP in conversation regarding the Joint Plan and the AAAP. District staff will also work collaboratively with the NAACP to build a strong partnership.

Section III- Strategies for Recruitment of African American Teachers Required Action 9 Attachment A



EXPLANATION OF ATTACHMENT

The Indian River NAACP is highlighted as a community partner on the school district website at https://www.indianriverschools.org/district/about_our_district.

**Section III –
Recruitment of African
American Teachers
Required Action 10**





Joint Plan Evidence of Implementation

School District of Indian River County

#SDIRCStrongerTogether

Date: 8/13/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.
Mr. Scott Bass

Required Action: Section III: Recruitment of African American Teachers – Data Requirements
10. Proof of publicizing the program for mentoring new teachers and instructional staff, including posting the program on the District’s job web page and bringing promotional materials to recruiting events.

Explanation of Evidence: For the 2019-2020 school year, the flyer for the STAR PROGRAM, which is our New Teacher Support, was available at each recruiting fair attended and advertised to potential applicants. It is posted on the district’s web site under the EDUCATOR QUALITY page. The STAR PROGRAM is also explained at the NEW TEACHER ORIENTATION and monitored by district staff throughout the school year to ensure that all new teachers are working toward full certification.

Results of Action Taken: For the 2020-2021 school year, the STAR PROGRAM will be advertised on the district’s job page, Human Resource page, and Recruitment page. The flyer for 2020-2021 will be distributed at all job fairs attended or hosted to all potential applicants. The district team is also creating a video that explains the STAR program and its components and this video will be posted to the district website.

Reflection: For the 2020-2021 school, efforts to advertise and promote our STAR PROGRAM will be enhanced by increasing the number of sites the flyer and video are available. Also, at upcoming job fairs, the video will be displayed so applicants see our district staff and the amazing customer service that we provide to our new teachers.

Section III- Strategies for Recruitment of African American Teachers Required Action 10 Attachment A



EXPLANATION OF ATTACHMENT

The following documents show the location of the posting of the NEW TEACHER MENTORING information which is contained in the STAR program document.

Department of Educator Quality



**ESE RECERTIFICATION
REQUIREMENTS**



NEW TEACHER STAR PROGRAM



**PROFESSIONAL DEVELOPMENT
RESOURCES (PD INTRANET)**



**PROFESSIONAL LEARNING ON
DEMAND**

New Teacher Support System

2019-2020

School District of
Indian River County



STAR PROGRAM
New Teacher Support

Strengthening Teachers
and Relationships



TABLE OF CONTENTS

I.	Vision and Mission.....	1
II.	Roles and Responsibilities	2
III.	Activities and Dates of Professional Development	5
IV.	Administrator Checklists	6
V.	Monthly Professional Development Focus.....	7
VI.	Mentor Log Sheet.....	8
VII.	Important District Phone Numbers/Be in the Know.....	9
VIII.	SDIRC Lingo.....	10

I. Vision and Mission

Vision:

To build a dynamic foundation for new teachers by developing relationships that foster collaboration, creativity, critical thinking, and confidence.

Mission:

To create an environment where new teachers feel supported and have access to high quality professional development and coaching, personalized to their individual needs in the classroom.

The STAR Program will:

Provide a system of induction for new faculty members to effectively assimilate new teachers to the culture of the community and school environment.

Provide new teachers with professional support and guidance that will enhance teaching performance and student achievement.

Provide information for new teachers on available resources and necessary district policies and procedures.

Provide opportunities for the personal and professional growth of experienced teachers through collaboration with new teachers and other mentor teachers.

Provide and facilitate an effective educational environment by encouraging the development and promotion of professional learning communities with the school district.

Levels for New Teachers:

Level 1- Any teacher who is new to the School District of Indian River County and has 0-1 teaching experience.

Level 2- Any teacher who has been in the School District of Indian River County that has 1-2 years teaching experience.

Level 3- Any teacher new to the School District of Indian River County that has more than 3 years experience.

II. Roles and Responsibilities

New Teacher:

In general, the role of a new teacher in the STAR program is to accept and actively pursue professional development and growth as an educator. Opportunities will be provided to new teachers that will support and assist their success in the school building, district, and profession.

The specific responsibilities of the New Teacher are:

- To perceive the Teacher Induction Program as an opportunity for professional growth and participate in these activities with that goal in mind.
- To participate in peer observation experiences with mentor and other teachers.
- To work cooperatively with mentors and building administrators to identify areas where support and assistance are appropriate.
- To reach out to more experienced teachers when a need or question arises.
- To attend monthly STAR Meetings on the teacher's campus.
- Make every effort to attend monthly Mindset Monday learning opportunities at the District.

School Based Administrator (Lead Facilitator of the STAR Program):

The general role of the Administration is to provide support for the STAR Program by facilitating the components of the program and providing the new teacher and mentor teacher with the necessary time and resources to fulfill their respective responsibilities.

The specific responsibilities of the Administration are:

- To assign mentors to any new teacher or other teachers deemed necessary by administration.
- To assign a new teacher with a mentor immediately upon hiring at any time during the school year.
- Ensure all mentors attend the mentor orientation at the beginning of the year.
- Provide time for mentors/mentees to observe one another.
- Plan and facilitate the monthly STAR Meeting on your campus.
- Ensure the new teacher observes an effective teacher.
- Monitor new teacher support from mentor. (Are they meeting regularly? Is it a good match?)
- Encourage new teachers to attend PD facilitated by PD Specialists.
- Encourage new teachers to attend monthly Mindset Monday PD at the District.
- To be available to mentors and new teachers as necessary throughout the school year.
- To provide training on the Marzano Evaluation System.

Mentor (3 or more years of teaching experience AND Clinical Educator Trained):

The overall role of the Mentor Teacher is to provide daily support, advice, and counsel to the new teacher, Level I, II, and III, helping him or her to have a successful experience in the school and community.

The specific responsibilities of the Mentor Teacher are:

- To participate in professional development to assist them in fulfilling their role as a mentor.
- To attend mentor orientation at the beginning of the school year and follow up sessions throughout the year.
- To serve as a professional role model.
- To assist the new teacher in understanding and meeting the responsibilities of the profession.
- To assist the new teacher in becoming familiar with all school and district policies and procedures.
- To assist the new teacher in learning the educational values of the communities we serve.
- To meet formally and informally with the new teacher bi-weekly throughout the school year.
- To guide the new teacher to other staff members and resources who can provide direction and support.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To follow the checklist of activities and initial the log as activities are completed.
- To maintain confidentiality regarding all aspects of the mentoring program, including the observations, conversations, etc. with the new teacher.
- Observe the new teacher and provide non-evaluative feedback through the coaching cycle.
- Make every effort to attend monthly Mindset Monday meetings at the District.

Professional Development Council (PDC Reps):

The general role of the PDC Rep is to provide support for Level I, Level II, and Level III teachers by facilitating monthly professional developments and assisting these teachers with support and advice throughout the school year.

The specific responsibilities of the PDC reps are:

- To guide the new teacher to other staff members and resources who can provide direction and support.
- To assist the new teacher in developing and maintaining an effective classroom management plan.
- To offer suggestions regarding a variety of teaching methods and instructional strategies.
- To observe new teachers and provide non-evaluative feedback on the monthly PD focus based on the STAR Meeting.
- Provide an open classroom to model effective teaching strategies.
- To attend monthly Mindset Monday meetings at the District and facilitate learning during those sessions.
- Collect, maintain, and submit school-based rosters for all PD sessions.
- Attend all monthly STAR meetings on their campus.
- Distribute emails from the district office regarding upcoming PD offerings.

Professional Development Specialist:

The general role of the District Professional Development Specialist is to create and deliver professional development for all new teachers throughout the year. In addition, based on the school's tiered level of support and teacher need, the Professional Development Specialist can offer individualized coaching for new teachers.

The specific responsibilities of the Professional Development Specialist are:

- To develop and deliver the New Teacher Orientation two-day training.
- To create modules on various topics for use during the monthly STAR meetings on each campus.
- To create and deliver ongoing learning opportunities for mentors.
- To provide individual Cycles of Support on an as needed basis, as requested by administration, and based on the school's level of tiered support.
- To model effective teaching strategies.
- To facilitate/participate in monthly Mindset Monday PD sessions.

III. Activities and Dates of Professional Development

Activities	School					District
	Level I New Teacher	Level II New Teacher	Level III New Teacher	Mentor	School Based Admin	PD Specialist
Introduction to STAR Program: School based administrator will receive information and resources about the STAR Program.					x	x
District Launch: District New Teacher Orientation (2 Day Orientation)	x	x	x			x
School Launch: School-Based New Teacher Orientation New Teachers and Administrator will meet to review check listed items.	x	x	x	optional	x	
Matching of Mentors: Administrator will match new teacher (all levels) with a qualified mentor.					x	
Mentor Training: Mentors will receive initial and ongoing training to learn how to best assist new teacher.				x	x	x
Mentor/Mentee Gathering: Mentors and mentees will gather and meet for the first time.	x	x	x	x	x	
Monthly School Based STAR Meetings: New Level I teachers will meet with administrator to receive PD based upon needs or suggested topics.	x			x	x	x
District Monthly PD (Mindset Mondays) All new teachers are invited to participate in monthly Mindset Monday PD from 4-6pm.	x	x	x	optional	optional	x

IV. Administrator Check List

1st Week	<input type="checkbox"/> Assign Mentor	STAR Administrator	Date:
STAR Orientation (School Based)	<input type="checkbox"/> School Vision and Mission <input type="checkbox"/> Tour of Campus <input type="checkbox"/> Review of Teacher Handbooks and Procedures <input type="checkbox"/> Curriculum Overview <ul style="list-style-type: none"> <input type="checkbox"/> Daily Schedules <input type="checkbox"/> Instructional Routines <input type="checkbox"/> Standards, Curriculum Maps, Unit Assessments <input type="checkbox"/> CPalms and other resources 	STAR Administrator	
1st Week	Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Scheduling Absences through online system <input type="checkbox"/> Leave Form Procedure <input type="checkbox"/> Teacher sign-in and out policy <input type="checkbox"/> Hours for teacher and students <input type="checkbox"/> Teacher and student dress code <input type="checkbox"/> Extra duties (Hall, bus, etc.) <input type="checkbox"/> Lunch procedures <input type="checkbox"/> Emergency Drills (code yellow, red, and blue) <input type="checkbox"/> IT Support, Help Ticket <input type="checkbox"/> Faculty Handbook <input type="checkbox"/> Setting Up Voicemail/Email <input type="checkbox"/> Visitors on Campus 	STAR Administrator	
1st Month	<ul style="list-style-type: none"> <input type="checkbox"/> IPDP (Individual Professional Growth Plan) <input type="checkbox"/> Continued Support with Instructional Routines, Planning, and Marzano <input type="checkbox"/> Marzano Overview <ul style="list-style-type: none"> <input type="checkbox"/> Forms A, B, and Reflection, Categories, timelines, and procedures True North Logic <input type="checkbox"/> Focus and iReady Training 	STAR Administrator	

V. Monthly Professional Development Focus

Month:	Available modules for monthly school meetings
August	<ul style="list-style-type: none"> • New Teacher Orientation <ul style="list-style-type: none"> ○ Growth Mindset ○ Building Relationships ○ Time Management ○ Routines and Procedures ○ Formative Assessments
September	<ul style="list-style-type: none"> • Building Classroom Routines and Procedures • Cooperative Learning – Marzano High Yield Strategy • Parent Communication/ Preparing for Conferences
October	<ul style="list-style-type: none"> • Identifying Similarities and Differences – Marzano High Yield Strategy
November	<ul style="list-style-type: none"> • Summarizing and Notetaking – Marzano High Yield Strategy
December	<ul style="list-style-type: none"> • Reinforcing Effort and Providing Recognition – Marzano High Yield Strategy
January	<ul style="list-style-type: none"> • Homework and Practice – Marzano High Yield Strategy
February	<ul style="list-style-type: none"> • Nonlinguistic Representations – Marzano High Yield Strategy
March	<ul style="list-style-type: none"> • Setting Objectives and Providing Feedback – Marzano High Yield Strategy
April	<ul style="list-style-type: none"> • Cues, Questions, and Advanced Organizers – Marzano High Yield Strategy
May	<ul style="list-style-type: none"> • Reflection of the 2019-2020 school year/Looking Ahead to Next Year

VII. Important District Phone Numbers

STAR Program	Terri Beckham	564-3025
STAR Program	Julie Kastensmidt	564-3121
STAR Program	Anitra Cummings	564-3131
PD Records Specialist	Wendee Haddick	564-3032
Teacher's Union	Liz Cannon	564-3544
Human Resources	General Information	564-3178
Employee Benefits	Amy Yeitter	564-3175
Payroll	Kathleen Ritch	564-3068
Teacher Certification	Laurie Janssen-Silvia	564-3116
Transportation	Jennifer Idlette	978-8801

Be in the "Know"

Worksite Names:

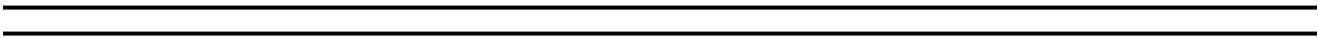
1. My mentor: _____
2. Team/grade/department chair: _____
3. Other members on my team: _____

4. Principal: _____
5. Assistant Principal: _____
6. School Secretary: _____
7. Reading/Math Coach: _____
8. Custodian who cleans my room: _____
9. Cafeteria worker(s): _____
10. Computer Lab Manager/IT: _____

SDIRC Lingo

ADD/ADHD	Attention Deficit Disorder/Attention Deficit Hyperactive Disorder
AESOP	Automated Educational Substitute Operator
AP	Assistant Principal/Advanced Placement
ASD	Autism Spectrum Disorder
BQ	Bottom Quartile
CBT	Computer Based Testing
DCF	Florida Department of Children and Families
DOE	Department of Education
DQ	Design Question
ED	Economically Disadvantaged
ELL	English Language Learner
EP	Educational Plan for Gifted Students
EOC	End of Course Exam
ESOL	English Speaker of Other Languages
ESSA	Every Student Succeeds Act
FRL	Free and Reduced Lunch
IB	International Baccalaureate
IEP	Individualized Educational Plan
IRCEA	Indian River County Education Association
IPDP/PGP	Individualized Professional Development Plan/Professional Growth Plan
LRE	Least Restrictive Environment
MTSS	Multi-tiered System of Support
OT	Occupational Therapy
PBIS	Positive Behavior Intervention and Supports
PT	Physical Therapy
PTA	Parent Teacher Association
RTI	Response to Intervention
SAC	School Advisory Council
SBI	Standards Based Instruction
SDIRC	School District of Indian River County
SIP	School Improvement Plan
SLD	Specific Learning Disability
SRO	School Resource Office
STAR	Strengthening Teachers and Relationships (New Teacher Program)
TOY/EOY	Teacher of the Year/Employee of the Year
VPK	Voluntary Pre K
504	Students with Medical Impairments

**Section III –
Recruitment of African
American Teachers
Required Action 11**





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/27/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.

Mr. Scott Bass

Action Step (please include the number and description): Section III. Recruitment of African American Teachers – Data Requirements
11. Ensuring that the School District advertises teaching job openings in the Diversity in Education Magazine and on the Diversity in Education website (www.diversityrecruitmentpartners.com).

Explanation of Evidence: Evidence A is the resume book from Diversity in Education with links to resumes of all registered potential hires. Evidence B is communication between the Department of Human Resources and the Publisher of the Diversity in Ed Magazine and Online Service. Evidence C is a response email with the resume book attached. Evidence D is the invoice showing the membership with Diversity Recruitment Partnerships, LLC for a 12-month membership and the Virtual Career Fair 2020. Evidence E is an email to the SDIRC Director of Recruitment and Retention establishing the contract for the 2020-2021 school year.

Results of Action Taken: For the 2019-2020 school year, the district was in partnership with Diversity in Education to advertise open teaching positions in Indian River County Schools. We will continue this practice for 2020-2021 school year as well as participate in their Virtual Career Fair. Attention will also be made to contact eligible applicants from their database of members.

Reflection: Continuing to partner with Diversity in Education magazine and online services will ensure that all potential applicants are aware of available positions in Indian River County. Also, participating in the Virtual Fair for the 2020-2021 and building the relationship with the publisher will allow SDIRC to stay up to date with recruiting strategies.

Section III- Strategies for Recruitment of African American Teachers Required Action 11 Attachment A



EXPLANATION OF ATTACHMENT

Document provided is the resume book received due to the contract with Diversity in Education.

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
AK	Victoria	Louis	http://diversityrecruitmer	Masters	Elementary Education / C	University of Phoenix	English	Certified Teaching Positio	Elementary School
AK	Debra	Forkner	http://diversityrecruitmer	MA	Education Administration	Western New Mexico Uni	English	Education	Elementary School
AL	Daijah	Abercrombie	http://diversityrecruitmer	Bachelor of Science	Biology	Alabama A&M University	English	Biology, Business Adminis	High School
AL	Kelsey	Wheatle	http://diversityrecruitmer	Masters Degree	Counseling	Alabama Agricultural and	English	Diversity and Inclusion, Hi	High School
AI	Greg	Cole	http://diversityrecruitmer	Bachelors	Marketing	Alabama State University	English	Management	Elementary School
AL	Alisha	Collier	http://diversityrecruitmer	Master of Education	Leadership	Athens State University	English	Leadership	High School
AL	Carolanne	Grogan	http://diversityrecruitmer	PHD	Curriculum and Instructio	Texas Tech	English	Teaching, Administration,	High School
AL	Jamila	Huguley	http://diversityrecruitmer	Bachelor's	Elementary Education	Tuskegee University	English	Teaching	Elementary School
AL	Tarria	Walters	http://diversityrecruitmer	Ed. S	Educational Leadership	UAB	English	Administration	Elementary School
AL	Laura	Carrell	http://diversityrecruitmer	Bachelor's, and A.S.N.	Psychology, English, Nursi	University of Alabama, Da	English	Healthcare education, nu	Middle School
AL	Ellis	Landers	http://diversityrecruitmer	Bachelors	BA in Music	University of Montevallo	English	Music Teaching	High School
AI	Sierra	Ward	http://diversityrecruitmer	MBA -HR	HR	Strayer University	English	Education	Middle School
AI Basrah	Kamil	Alshammaa	http://diversityrecruitmer	PHD	Engineering	Sheffield University UK	Arabic	Teaching	High School
ALABAMA	Allyson	Odam	http://diversityrecruitmer	Masters	Educational Leadership	American College of Educ	English	Teaching or Recruiting	Elementary School
Alabama	Katelyn	Moore	http://diversityrecruitmer	Master of Education	Elementary Education	Auburn University at Mor	English	Education	Elementary School
Alabama	RENETA	SANDERS	http://diversityrecruitmer	Docotral	Organizational Leadership;	Trevecca	English	Administration	Elementary School
Alabama	Lydia	Jackson	http://diversityrecruitmer	Bachelor's and Master	Early Childhood Educatio	Troy University	English	Teaching	Early Childhood / Preschool
Alabama	Mikayla	Clark	http://diversityrecruitmer	Bachelors of Art	elementary education	Tuskegee University	English	Education	Elementary School
Alabama	Gregory	Jackson	http://diversityrecruitmer	Doctor of Musical Arts	Music Performance	University of Alabama	English	Teaching	High School
Alabama	JoLynn	Streip	http://diversityrecruitmer	B.S. and M.A.	B.S. in Education M.A. Enj	University of Alabama Bir	English	On-line Teacher	High School
Alabama	Aaron	Baity	http://diversityrecruitmer	Bachelor of Arts	Political Science	Howard University	English	Teaching	Elementary School
AR	Jennifer	Rhoades	http://diversityrecruitmer	BSE	ECH EDUCATION	AR State University	English	Teacher	Elementary School
AR	Kelly	Geoffrion	http://diversityrecruitmer	Bachelor, Masters, Ed.S	ECE, PK-12 SPED, Educatio	Arkansas Tech University,	English	Education, Special Educat	High School
AR	Karen	Rucker	http://diversityrecruitmer	MA	SPED	Freed-Hardeman Universi	English	Education	High School
Ar	Kevin	Martin	http://diversityrecruitmer	Bachelors (WIP)	Sociology	Hendrix college	English	Teaching	Middle School
ar	Monica	Dye	http://diversityrecruitmer	Masters	Elementary Education	Southeastern OK state	English	teaching	Elementary School
AR	Johnnie	Campbell	http://diversityrecruitmer	Doctor of Philosophy	Public Policy & Public Adr	Walden University	English	Administration	High School
Arizona	Diana	Jones	https://diversityrecruitme	Bachelor of Science	Biology	Arizona State University	english	non-profit education	Elementary School
Arizona	Joséphine	Querimit	http://diversityrecruitmer	Bachelor of Secondary Ed	Physical Education	Bicol University, Philippin	English, Filipino	Teaching	Middle School
Arizona	Nicholas	Alwan	http://diversityrecruitmer	Masters of Project Manag	Project Mangement	Keller Graduate School of	English	Management, Teaching	High School
Arizona	Rachel	Chambers	http://diversityrecruitmer	Bachelors of the Arts	Elementary Education	University of Iowa	English	Teaching	Elementary School
Arizona	Donna	Curry	http://diversityrecruitmer	Masters	Elementary Education/Sp	University of Northern Co	English	Teaching	Elementary School
Arizona	Donna	Curry	http://diversityrecruitmer	Masters	Elementary Education/Sp	University of Northern Co	English	Teaching	Elementary School
Arizona	Donna	Curry	http://diversityrecruitmer	Masters	Elementary Education/Sp	University of Northern Co	English	Teaching	Elementary School
Arkansas	Ariel	Coots	http://diversityrecruitmer	Bachelors	Middle Level Education	Arkansas State University	English	Teaching	Middle School
Arkansas	Ruth	Bruce	https://diversityrecruitme	Bachelor of Science	Teaching Social Sciences	Brigham Young University	English, Finnish	Teaching (Social Studies)	Middle School
Arkansas	Linsey	Cessor	http://diversityrecruitmer	Master of Arts	Bachelors in Science of Te	University of Arkansas at	English	Teaching	High School
Atlantico	Valeria	Lascar	http://diversityrecruitmer	Lic. Elementary education	Lic. Elementary education	Universidad de la Costa - I	English, Spanish	Teaching	Elementary School
Atryau	Maryanne	De Guzman	http://diversityrecruitmer	Bachelor of Science in Ch	Chemical Engineering	Saint Louis University	English, Filipino	Teaching	High School
Austin	Fehintola	Mosadomi	http://diversityrecruitmer	Ph.D	French/linguistics	Tulane University	English, French, Spanish?	teaching/administration	Early Childhood / Preschool
AZ	Catherine	Gates	http://diversityrecruitmer	Masters	Education	Alliant international unive	English	Special education	High School
AZ	Dawn	Vanorski	http://diversityrecruitmer	Bachelors	Early Childhood Educatio	Arizona State University	English	Teaching	Middle School
AZ	Linda	Rapps	http://diversityrecruitmer	Bachelor's	Early Childhood Educatio	Ashworth College	English	Teaching	Early Childhood / Preschool
AZ	Valerie	Rickards	http://diversityrecruitmer	Masters	Education	Calvin College	english	Teaching	High School
AZ	Jay	Twitty	http://diversityrecruitmer	Masters	Mathematics Education	Clemson	English	eEducation	Middle School
AZ	Debbie	wright	http://diversityrecruitmer	Ph.D.	Education	Done	English	Either	Elementary School
AZ	Ashante	Clayborne Roberson	http://diversityrecruitmer	M.A.	Special Education	Grand Canyon University	English	Teaching, Special Ed Adm	Elementary School
AZ	Mary	McGinn	http://diversityrecruitmer	Elementary education	bachelor's	Grand Canyon University	English	Teaching	Elementary School
Az	Lisa	Kettles	http://diversityrecruitmer	Masters Plus	Elementary Education	Indiana University Kokom	Spanish English		4 Middle School
AZ	Jenna	Sullivan	http://diversityrecruitmer	Highschool diploma	Early childhood	Liberty highschool	English	Teaching	Early Childhood / Preschool
AZ	Steve	McAllister	http://diversityrecruitmer	MA	English/Spanish/Bilingual	NAU	spanish/english	Primary Education	Elementary School
AZ	Trisha	Eberlein	http://diversityrecruitmer	MA of Educational Leader	Elementary Education	Northern Arizona Univer	English	Educational Leadership	Middle School
AZ	Jennifer	Gargano	http://diversityrecruitmer	Masters	Educational Leadership	Northern Arizona Univer	English	Administration	Elementary School
AZ	Virginia	Taylor	http://diversityrecruitmer	Masters	Elementary Education	Northern Arizona Univer	English	Teaching, Administration,	Elementary School
AZ	Kenneth	Davis	http://diversityrecruitmer	MA Ed	Educational Technology	Pepperdine	English	Special Education	Elementary School
AZ	Kevin	Lisewski	http://diversityrecruitmer	MST	Teaching	State University of New Yr	Spanish	Teaching	High School
AZ	Connie	Grilley	http://diversityrecruitmer	Master's	Education	Washburn University	English	Teaching	Elementary School
AZ	sheryl	berman	http://diversityrecruitmer	Ph.D	Biological Sciences	Wayne State University	English and some Spanish	Teaching and Managemer	High School
AZ	Jesse	Juarez	http://diversityrecruitmer	AAS	Braodcasting	Arizona Western College	English , Spanish	Teaching, CTE	High School
BC	anjana	devi	https://diversityrecruitme	master	math	guru nanak dev university	English	teaching	High School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
CA	Jen	Almiron	http://diversityrecruitmei	English	English	Amherst College	English	Teaching	Elementary School
CA	David	Schreiber	http://diversityrecruitmei	EoD	Educational Leadership	Argosy University	German, Japanese, some	Administration, Manager	High School
CA	Jessica	Gould	https://diversityrecruitme	Bachelor of Arts	Applied Behavioral Scienc	Ashford University	English	Teaching	High School
CA	Suman	Baral	http://diversityrecruitmei	Doctorate	Physics	Baylor University	English	Teaching	High School
CA	Alexandra	Kazen	http://diversityrecruitmei	Credential Certificate	Multiple Subject Teaching	Cal State Northridge / Uni	English	Teaching	Elementary School
CA	Ruby	Luna	http://diversityrecruitmei	Bachelor's Degree	Spanish	Cal State San Bernardino	Spanish and English	Teaching	High School
ca	virginia	medina	http://diversityrecruitmei	working on credential	education	cal state san bernardino	english, spanish, portugue	teaching	Middle School
CA	Anastacia	Cousins	http://diversityrecruitmei	Bachelor's (Grad 2015-Un	Cognitive Science	Cal State San Bernardino (	English and Conversation;	Teaching	Elementary School
Ca	Violet	Bombolo	http://diversityrecruitmei	Liberal art B.A. Multiple s	Liberal arts with an emph	Cal state San Marcos, cal :	English and some spanish	Teaching	Elementary School
Ca	Morgan	Currie	http://diversityrecruitmei	Multiple Subjects Teachin	N/a	Cal State TEACH	English	Teaching	Elementary School
CA	Erica	Hoquist	http://diversityrecruitmei	Single Subject Teaching C	Physical Education and/or	Cal State University of Sar	English	Teaching	Middle School
CA	Ivonne E	Tapia Cruz	http://diversityrecruitmei	Bachelor Degree	Human Development	Cal State University San B	Spanish	Bilingual Teacher	Elementary School
CA	Daniel	Padilla	http://diversityrecruitmei	Bachelors	English	Cal-State San Bernardino	English, Spanish, and som	Teaching	High School
Ca	Theodore	Baylis	http://diversityrecruitmei	Bachelors	English	Cal-State San Bernardino	English	Teaching	High School
CA	Janet	Chappell	http://diversityrecruitmei	Masters	Education	California Baptist Universi	English	Teaching	Elementary School
CA	Anahy	Rodriguez	https://diversityrecruitme	Bachelor of Arts	Liberal Studies	California State Polytechn	English, Spanish	Teaching	Elementary School
CA	Christine	Wallace	http://diversityrecruitmei	B.F.A	Graphic Design	California State Polytechn	English	Teaching	Elementary School
CA	Stephanie	Caballero	http://diversityrecruitmei	Bachelor's Degree in Arts	Liberal Studies	California State University	English	Teaching	Elementary School
CA	Melissa	Leon	http://diversityrecruitmei	Bachelors	Liberal Studies Educating	California State University	Spanish	Teaching	Elementary School
CA	Bushra	Rizwan	http://diversityrecruitmei	Bachelor of Art	Liberal Studies BA	(California State University	English	Teaching	Elementary School
CA	Christopher	Diaz	http://diversityrecruitmei	B.A	Political Science	California State University	English	Teaching	Middle School
CA	Mckenzie	Davidson	http://diversityrecruitmei	Bachelors Degree	Liberal Studies	California State University	English	Teaching	Elementary School
Ca	Saeida	Miller	http://diversityrecruitmei	Masters of Arts	Special Education	California State University	English	Special Education, ECE	Early Childhood / Preschool
CA	Jacqueline	Diaz	http://diversityrecruitmei	Bachelors of Science	Kinesiology	California State University	English, Spanish	Physical Education	High School
CA	Nancy	Quintero	http://diversityrecruitmei	bachelor's degree	Liberal Studies	California State University	English and Spanish	Teaching	Elementary School
CA	Jason	Hernandez	http://diversityrecruitmei	bachelor of science	Kinesiology	California State University	English	Teaching	High School
CA	Jose	Hernandez	http://diversityrecruitmei	Bachelors Degree	Kinesiology	California State University	English, Spanish	Teaching	Middle School
CA	Elessa	Needham	http://diversityrecruitmei	Bachelors of Arts	Liberal Studies	California State University	English	Teaching	Elementary School
CA	Daniel	Ridder	http://diversityrecruitmei	BA	Music	California State University	English	Teaching	Middle School
CA	Daniel	Ridder	http://diversityrecruitmei	Single Subject Credential:	Music	California State University	English	Teaching	Middle School
CA	Marlynn	Tabares	http://diversityrecruitmei	B.A. Art Education	Art Education	California State University	English	Teaching	High School
CA	Ana	Rodriguez	http://diversityrecruitmei	Single Subject Credential	English	California State University	English	Teaching	High School
CA	Kyle	Thomas	http://diversityrecruitmei	Bachelor	History	California State University	English	Teaching	High School
CA	Cynthia (Cindy)	Keene Herman	http://diversityrecruitmei	Bachelor of Arts	Liberal Studies	California State University	English	Teacher	Elementary School
CA	Celina	Brinker	http://diversityrecruitmei	B.A. and multiple subjects	Human Development	California State University	English	Teaching	Elementary School
CA	Sophia	Phillips	http://diversityrecruitmei	Bachelor of Arts	Liberal Studies	California State University	English	Teaching	Elementary School
CA	Evelyn	Calderon	http://diversityrecruitmei	Teaching Credential	Early Childhood Special E	California State University	English, Spanish	Education	Early Childhood / Preschool
CA	Ysel	Irish	http://diversityrecruitmei	Bachelor of Arts	Communication	California State University	English, Beginners Spanis	Teaching	Elementary School
CA	ESPERANZA	ACEVES	http://diversityrecruitmei	Masters	Education	California State University	English	Education	Elementary School
CA	Britany	Monter	http://diversityrecruitmei	Bachelors	Liberal Studies	California State University	English	Teaching	Elementary School
CA	Abby	Wherry	http://diversityrecruitmei	History BA and Single Sub	History	California State University	English	Teaching	High School
CA	Sabrin	ARAGON	http://diversityrecruitmei	Masters	Educational Foundations	California State University	English, Spanish	Teaching, Administration	High School
CA	Mikaela	Escobar	http://diversityrecruitmei	Bachelor Degree	Public Health	California State University	Spanish	Special Education	Middle School
CA	Janell	Poissant	http://diversityrecruitmei	Credential	Multiple Subject Teaching	California State University	English	Teaching	Middle School
CA	Auntika	Ahmed	http://diversityrecruitmei	Bachelor of Arts	Psychology	California State University	English	Teaching	Elementary School
CA	Dani	Villanueva	http://diversityrecruitmei	B.A.	Liberal Studies	California State University	English	Teaching	Elementary School
CA	Jaclynn	Enriquez	http://diversityrecruitmei	Bachelors. Credential.	Multiple Subject Teaching	California State University	English	Teaching	Elementary School
CA	Edmundo	Reyes	http://diversityrecruitmei	Bachelors of Science	Kinesiology	California State University	English, Spanish	Teaching	High School
CA	Ricardo	Trevino Jr	http://diversityrecruitmei	Bachelor of Science	Kinesiology	California State University	English & Spanish	Teaching	Middle School
CA	Diego	Villada	http://diversityrecruitmei	Bachelors	Kinesiology	California State University	English and Spanish	Teaching	Middle School
CA	Megan	Whitney	http://diversityrecruitmei	Bachelor of Arts	Liberal Studies	California State University	English	Teaching	Elementary School
CA	Danielle	Tatum	http://diversityrecruitmei	BA Psychology, MS PPS Et	Multiple subject credenti	CalState TEACH Online	English	Teaching, School Counseli	Elementary School
CA	Keara	Phipps	http://diversityrecruitmei	Bachelors	Liberal Studies	CalState University Domir	English	Teaching	Elementary School
CA	Ben-Gourion	Mestman	http://diversityrecruitmei	Ph.D.	Business: Organization an	Capella University	English	Education	High School
CA	Allison	Serceki	http://diversityrecruitmei	Working on Ph.D. in Educ	M.S. in C.S. education anc	Chapman University (Ph.C	English and some Spanish	Teaching, administration	Elementary School
CA	Alona	Edwards	http://diversityrecruitmei	Bachelors Educational Stu	Education	Clark Atlanta University	English	administration, teaching,	Elementary School
CA	Gabriel	Gonzalez	http://diversityrecruitmei	Master of Arts	Education	College of Santa Fe	English, Spanish (fluent)	Education	High School
CA	ANDREA	Ali	http://diversityrecruitmei	Master's	English and German and I	Comenius University	English, Slovak, German	teaching (intern special ec	High School
CA	Richard	Boyd	http://diversityrecruitmei	Masters	Industrial/Labor Relations	Cornell University	English	Administration	High School
CA	Claudia	Aguilar	http://diversityrecruitmei	Bachelor's	Liberal Studies	CSU Dominguez Hills	English, Spanish	Teaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
CA	Sergio	DeLeon	http://diversityrecruitmer	Single Subject Credential	English	CSU San Bernardino	English, Spanish	Teaching	High School
CA	Ana	Guzman	http://diversityrecruitmer	BA (receiving it May 2022)	Liberal Studies	CSUDH	English and Spanish Bilit	teaching	Elementary School
CA	Brittany	Stewart	http://diversityrecruitmer	BS	Kinesiology	CSUDH	English	Teaching	High School
CA	Adriana	Castaneda	http://diversityrecruitmer	Bachelor	Child Development	CSULA	English/ Spanish	Teaching	Elementary School
CA	Jessie	Marquez-Chapman	http://diversityrecruitmer	Bachelor	Anthropology	CSULB	English, Spanish	Teaching	Elementary School
Ca	amber	watson	http://diversityrecruitmer	Kinesiology, Pan African S	Kinesiology, Pan African S	CSUN, CSULB, El Camino C	English and some Spanish	Teaching and administrati	Early Childhood / Preschool
CA	BRIGETTE	BORJON	http://diversityrecruitmer	Bachelors	Kinesiology	CSUSB	English, Spanosh	PE Teacher	Middle School
CA	Joshua	Johnson	http://diversityrecruitmer	Single Subject Credential	Foundational Math	CSUSB	English and Spanish	Teaching	High School
CA	Frankie	Krage	http://diversityrecruitmer	BA	English Literature	CSUSB	English	Teaching	High School
CA	Jeff	Cassity	http://diversityrecruitmer	M.A.	Special Education	Grand Canyon University	English, some Spanish	Teaching	Elementary School
CA	Michelle	Vazquez	http://diversityrecruitmer	Masters	Secondary Education	Grand Canyon University	English	Education	High School
Ca	Desiree	Middleton	http://diversityrecruitmer	Mfa	Writing	Hamline	English, French	Teaching	Middle School
CA	Yadorian	Parham	http://diversityrecruitmer	BA	Behavioral Science	Houston Baptist Universit	English	Teaching	Middle School
CA	Mosa	Mahlanza	http://diversityrecruitmer	MAT	Teaching	Johns Hopkins University	English	Teaching	Elementary School
CA	Georgina	Torres	http://diversityrecruitmer	Master of Arts	Education	Liverpool Hope University	Spanish	Education - Elementary Tr	Elementary School
CA	Heather	Molitor	http://diversityrecruitmer	Master's	Social Work	Loma Linda University	English	social work	Early Childhood / Preschool
CA	Bryce	Davis	http://diversityrecruitmer	Doctor of Educational Lea	Service Learning	Loyola Marymount Unive	English	Education	High School
CA	Mary	Beiler	http://diversityrecruitmer	Masters	Education/Science	National University	English	Teaching	Middle School
CA	Marie	Honeyfield	http://diversityrecruitmer	M.Ed.	Cross Cultural Education	National University	English	Teaching	Middle School
CA	Marie	Honeyfield	http://diversityrecruitmer	Masters Degree	Cross-Cultural Education	National University	English	Education	High School
CA	Heather	Bice	http://diversityrecruitmer	Masters of Science	Education Administration	National University	English	Education	High School
Ca	Christopher	Gaston	http://diversityrecruitmer	Bachelor degree, Californi	Interdisciplinary studies-N	National University & Fre	English	Education	Elementary School
CA	Aatika	Nagrah	http://diversityrecruitmer	Masters	Economics	New York University	English, Urdu, Hindi	Teaching	Elementary School
ca	Elsa	Gaxiola	http://diversityrecruitmer	Bachelor	Business Management	Northwood University	Spanish/English	teaching	Elementary School
CA	Marcella	Monney	http://diversityrecruitmer	Masters in Teaching	Special Education	Pace University	English Spanish	Teaching	Middle School
CA	Kiran	Jammu	http://diversityrecruitmer	Single Subject Teaching cr	Biology, Chemistry	San Bernardino	English, Hindi, Punjabi	Teaching	Middle School
CA	SUSAN	AL SAADI	http://diversityrecruitmer	Master's in Teaching Engl	Single Subject Arabic Crec	San Diego County Office c	Arabic/English	Teaching	High School
CA	Viviana	Cruz	http://diversityrecruitmer	Teaching Credential	Bilingual Multiple Subject	San Diego State University	Spanish	Teaching	Elementary School
CA	Katherine	Gonzalez	http://diversityrecruitmer	Bachelors, Masters	Kinesiology, Education	San Diego State University	English	Education	Middle School
CA	Jeffrey	Mitchell	http://diversityrecruitmer	Masters	History	San Francisco State Unive	English	Education	High School
CA	Erica	Plazanet	http://diversityrecruitmer	Bachelor	Liberal Studies	San Francisco State Unive	English & French	Education	High School
CA	Fatema	Elbakoury	http://diversityrecruitmer	Bachelors of Arts in Educ	English w/ a conc. in Crea	San Jose State University	English, Arabic, French	Education	High School
CA	Dennis	Gluhan	http://diversityrecruitmer	A.B	Elementary Education	San Jose State University	English	Teacher education	Elementary School
CA	Shakeila	Jones	http://diversityrecruitmer	Bachelors of Arts	Child and Adolescent Dev	San Jose State University	English, some spanish but	Administration, Managem	Elementary School
CA	Rebecca	Lee	http://diversityrecruitmer	n/a	English Prep for Teaching	San Jose State University	English	English	High School
CA	Ebony	Peralta	http://diversityrecruitmer	Masters	Teaching	SDSU	English	Teaching	Elementary School
Ca	Kirsten	Jones	http://diversityrecruitmer	B.A.	Elementary Education	Seattle Pacific University	English	Teaching	Elementary School
CA	Ramona	Macias	http://diversityrecruitmer	BS	Health Care Management	Southern Illinois Universit	English	Teaching	Early Childhood / Preschool
CA	Julie	Ambo	http://diversityrecruitmer	Master of Arts	Education	Stanford Graduate School	English	Teaching	Elementary School
CA	Maxine	Alex	http://diversityrecruitmer	MA	Education-Stanford Teach	Stanford University	English, DinÃ©	Teaching	High School
CA	Jason	Chang	http://diversityrecruitmer	Master of Arts	Education	Stanford University	English:Native, Chinese-C	Teaching	High School
CA	Dhruv	Dhall	http://diversityrecruitmer	Master's of Arts in Educat	N/A	Stanford University	English, Hindi, French (co	Teaching	High School
CA	Luis Daniel	Gonzalez	http://diversityrecruitmer	Education	MA in Education	Stanford University	Spanish	Education	High School
CA	Rebecca	Jenkinson	http://diversityrecruitmer	Master's	Secondary World Languag	Stanford University	French and Spanish	Teaching	High School
CA	Sadira	Matin	http://diversityrecruitmer	Master	Education	Stanford University	English, Spanish	Teaching	High School
CA	Madeline	Meyers	http://diversityrecruitmer	M.A. in Education	Elementary Multiple Subj	Stanford University	English, French, American	Teaching	Elementary School
CA	Everton	Rocca	http://diversityrecruitmer	MA and Multiple Subject	Education	Stanford University	English, some Spanish, so	Teaching	Elementary School
CA	Emily	Hoang	http://diversityrecruitmer	Masters	Education	Stanford University	English, Vietnamese	Teaching	High School
CA	Ruijing	Ren	http://diversityrecruitmer	Master's	International Policy	Stanford University	English, Chinese Mandarin	Policy, Strategy, Managem	High School
CA	Roberto	Baeza	http://diversityrecruitmer	EdD	Education	UCLA	English and Spanish	Teaching Administrator	Elementary School
CA	Gabriela	PÃ©rez-Swanson	http://diversityrecruitmer	MA in Education; BCLAD /	Education	UCLA	Spanish proficient	Teaching	Elementary School
CA	Athena	Koester	http://diversityrecruitmer	Bachelors	English	University of Arkansas	English	Teaching	Elementary School
CA	Robert	Fuller-Lynch	http://diversityrecruitmer	Ph.D.	Physics	University of California D	English	Teaching	High School
CA	Carly	Speakman	http://diversityrecruitmer	BA	Sociology	University of California Sa	English	Elementary Teacher	Elementary School
CA	Alondra	Morton	http://diversityrecruitmer	Bachelor of Arts	English	University of California-Ri	English, Spanish	Teaching	High School
CA	Brenda	Perna	http://diversityrecruitmer	Bachelor of Arts	Spanish, Film and Media S	University of California, Ir	Spanish, French	Teaching	Middle School
CA	Elijah	Raya	http://diversityrecruitmer	Bachelor of Arts	Social Sciences	University of California, Ir	English	Teaching	Elementary School
CA	Jorge	Rodriguez	http://diversityrecruitmer	Bachelors of Science	Biology	University of California, R	Spanish and English	Teaching	High School
CA	Dan	Bonn	http://diversityrecruitmer	BS	Aerospace Engineering	University of Michigan	English, Music	Engineering, Currently Stu	Elementary School
CA	Nicki	Ta	http://diversityrecruitmer	BA	Philosophy	University of Pennsylvania	English French some Span	Teaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
Ca	Norman	Litz	https://diversityrecruitme	Masters in elementary ed	Master of Arts in educatio	University of Phoenix	Spanish and English	Teaching	Elementary School
CA	Tania	Smith	http://diversityrecruitme	MBA	Business Administration	University of Phoenix	English	Administration	Elementary School
CA	John	Davis	http://diversityrecruitme	Ph.D.	Educational Psychology	University of Southern Ca	English, Spanish	Teaching	High School
CA	Dr. Argelis	Ortiz	http://diversityrecruitme	EdD	Educational Psychology	University of Southern Ca	English, Spanish	Higher Education Profess	High School
CA	Anu	Adeyinka	http://diversityrecruitme	Bachelors	Early Childhood Educatio	University of the Nations	English	Education / Technology	Elementary School
CA	April	Baca	http://diversityrecruitme	Masters of Art	Curatorial/Visual Studies	USC	English/Some French/Spa	Arts/Teaching	High School
CA	Dave	Landers	http://diversityrecruitme	Ed.D.	Education/Teacher Leade	Walden University	English	Administration.	Middle School
ca	Mishla	Holman	http://diversityrecruitme	MSW	Social Work	Washington University	English	social work	High School
CA	maaziah	ayafor	http://diversityrecruitme	Master's degree	Education	WES EDUCATION	English, French	Teaching	Early Childhood / Preschool
CA	Alejandra	Gutierrez	http://diversityrecruitme	Multiple Subject Credenti	Multiple Subject	California State University	English and Spanish	Teaching	Elementary School
CA	Jennifer	Bruan	http://diversityrecruitme	Bachelor of Arts	Human Development- Chi	California State University	English	Teaching	Elementary School
Ca	C T	Croker	http://diversityrecruitme	Ed D	Instruction - Curriculum (	Liberty	English	Teaching	Elementary School
CA.	Carlos	Townsel	http://diversityrecruitme	Masters	Education	Heidelberg University	Japanese	Teaching	High School
California	Judith	Emelumgini	http://diversityrecruitme	Masters	Counseling Psychology	Argosy University	NA	Mental health	Early Childhood / Preschool
California	Craig	Thompson	http://diversityrecruitme	Bachelor of Science	Business Administration-	Cal Poly San Luis Obispo	Some Spanish	Teaching/Administration	Middle School
California	matthew	villalva	http://diversityrecruitme	B.A.	Biology	Cal State San Bernardino	English	teaching	High School
California	Alejandra	Aguilar	http://diversityrecruitme	Bachelor of Arts	Liberal Studies	California State University	English/ Spanish	Special Education/Multi-S	Elementary School
California	Daniel	Hernandez	http://diversityrecruitme	Biochemistry	Single Subject Credential-	California State University	English and Spanish	Teaching	High School
California	Mariana	Romo	http://diversityrecruitme	Teaching Credential	Single Subject Spanish	California State University	English, Spanish	Teaching	High School
California	Jill	Dixon	http://diversityrecruitme	Bachelor's	English - Linguistics	California State University	English	Teaching	High School
California	Zyania	Guzman	http://diversityrecruitme	Bachelor's Degree	Human Development- Chi	California State University	English and Spanish	Education	Elementary School
California	Natalie	Wood	http://diversityrecruitme	Bachelor of Arts	Liberal Studies	California State University	English	Teaching	Elementary School
California	Tilly	Oren	http://diversityrecruitme	Multiple Subject Credenti	Humanities	CalStateTeach	English, Hebrew	Teaching	Elementary School
California	Ricardo	Claustro	http://diversityrecruitme	Masters	Curriculum and Instructio	College of Education	English & Spanish	Teaching	High School
California	Jackie	Wilson	http://diversityrecruitme	Master's and Bachelor's	Ed. Leadership, French, Er	Concordia University and	French and English	School Administration	High School
California	chelsea	mendez	http://diversityrecruitme	BA	liberal studies	csudh	english, spanish	teaching	Elementary School
California	jorge	cortez	http://diversityrecruitme	tentative teaching creden	art	CSUSB	english, spanish	teaching	High School
California	mackenzie	weeks	https://diversityrecruitme	bachelors	liberal arts	CSUSB	english only	multiple subject element	Elementary School
California	Isabel	de la Rosa Ochoa	http://diversityrecruitme	Bachelor's degree	Psychology	ITESO University (Institut	Spanish and english	Special education, paraed	Early Childhood / Preschool
California	Cameron	Coleman	http://diversityrecruitme	Ed.D	Educational Leadership fo	Loyola Marymount Unive	English	Education	Middle School
california	adelmo	sabogal	http://diversityrecruitme	Education - Instructional I	Spanish - Instructional de	NOVA Southeastern Univer	English - Spanish	education	High School
California	Adina	Sullivan-Marlow	http://diversityrecruitme	Masters	Teaching and Learning, K-	Nova Southeastern	English	Management	Elementary School
California	VICMARIE	LUGO	http://diversityrecruitme	Master Degree	Education, Curriculum &	Pontifical Catholic Univer	Spanish	Education	Middle School
California	Annay	Rodriguez	http://diversityrecruitme	NA	Business Administration	Rio Hondo College	English and Spanish	Open	Elementary School
California	Linwood	Staples	http://diversityrecruitme	Masters/Education	Public/Educational Admir	Saint Mary,s College	English	Administration	High School
California	Jonathan	Beltran	http://diversityrecruitme	B.A in Liberal Studies Em	Liberal Studies	San Diego State University	English Spanish	Teaching	Elementary School
California	Brenda	Newby	http://diversityrecruitme	Master's Degree	History	San Diego State University	English	Teaching	High School
California	Valeria	Salinas	http://diversityrecruitme	Bilingual Multiple Subject	BA in Liberal Studies - Elei	San Diego State University	Spanish and English	Teaching	Elementary School
California	Kristjan	Bondesson	https://diversityrecruitme	MA	Teaching English to Speak	San Jose State University	English, Japanese, French,	Teaching	High School
California	Reva	Brandt	http://diversityrecruitme	B.A, M.A, M.A.A, CLAD	Educational Leadership	Sierra Nevada College	English	Administration, Leadershi	High School
California	David	Slavin	http://diversityrecruitme	BA and Masters	BA. Business Economics I	University of California Sa	English and Spanish	Teaching	Middle School
California	Maria	Mejia	http://diversityrecruitme	Bachelo Degree	Biology Teacher	University of El Salvador	Spanish - English	Teaching (Spanish Teach	Middle School
California	Nicole	Santa	http://diversityrecruitme	Master	Education	University of Phoenix	English	Education	Elementary School
California	Kaila	Tourluk	http://diversityrecruitme	Bachelors	Business	University of Phoenix	English	Teaching	Elementary School
California	SUZANNA	MACIAS	http://diversityrecruitme	Masters	School Counseling	University of Redlands	English, Spanish	School Counselor	Middle School
California	Jeraniqua	Martin	http://diversityrecruitme	Master in Social Work	Social Work	University of Southern Ca	English	Support Staff	Elementary School
California	Matthew	Lee	http://diversityrecruitme	Bachelor of Science	Biology	Westmont College	N/A	Teaching	Middle School
California	Lizette	Cortez	http://diversityrecruitme	BA	Liberal Studies	California State University	Spanish	Teaching	Elementary School
California	Miguel	Hernandez	http://diversityrecruitme	Bachelor's Degree	English	California State University	English, Spanish	Teaching	High School
California	Joel	Beltran Ornelas	http://diversityrecruitme	Bachelors	Kinesiology	California State University	English and Spanish	Physical Education Teach	Middle School
California	Nichole	Young	http://diversityrecruitme	Bachelor of Arts	Film and Electronic Arts	California State University	Lao	Teaching	Elementary School
California	Adriana	Harris	http://diversityrecruitme	Master of Arts in Educatio	M.A. Option:Computer Ec	California State University	Fluent in Spanish	teacher	Elementary School
California	Sergio	Suarez	http://diversityrecruitme	EdD	Educational Leadership in	CSU East Bay	Spanish	Management	High School
California	Christopher	Fairman	http://diversityrecruitme	Bachelor	Political science	Occidental College	Russian	Education	High School
Chongqing	Elizabeth	Lewis	http://diversityrecruitme	M.Ed in Education Leader	Education Leadership	University of the West Inc	English	Teaching	High School
CO	Pamela	Stockton	http://diversityrecruitme	Masters of Science	Biomedical Diagnostics	Arizona State University	English	Teaching Assistant and ad	Elementary School
CO	Marc	Beerline	http://diversityrecruitme	Masters of Arts	Psychology	Ashford University	English, French	Management, Enrollment	High School
CO	Byron	Hicks	http://diversityrecruitme	Bachelor of Science	Rehabilitation and Disabil	Auburn University	English	Administration	Middle School
CO	Erica	Van Sciver	http://diversityrecruitme	B.A.	English; Minors in Spanis	Bates College	English, Spanish, French	Teaching	High School
CO	Alma	Topcagic	http://diversityrecruitme	BA.	Math	Colorado College	Bosnian, German, Russian	Teaching	High School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
CO	Amalia	Shelffo	http://diversityrecruitmer	B.S.	Human Development and	Colorado State University	English	teaching	Elementary School
CO	Hunter	Stafford	http://diversityrecruitmer	BA In History with a Con	History with a Concentrat	Colorado State University	English, Spanish	Teaching	High School
CO	Noel	Boerger	http://diversityrecruitmer	Masters	STEM Education	Conocordia University	English	Teaching	Elementary School
CO	Meg	Boland	http://diversityrecruitmer	Bachelors	History	Metropolitan State Unive	English	Teaching	High School
CO	Laura	Buser	http://diversityrecruitmer	M.A.	Special Education	Metropolitan State Unive	English, basic Spanish	Teaching	High School
CO	Diane	Erichsen	http://diversityrecruitmer	M.A. - Multicultural Educ	English	National University-M.A. i	Spanish	Teaching	Elementary School
CO	Chris	Keller	http://diversityrecruitmer	Masters	Industrial/Organizational	New York University	English, Greek, German, F	Management, Leadership	High School
CO	Carissa	Freeman	https://diversityrecruitme	M.Ed, Professional Leader	Education	Regis University	Spanish, English	Education Administration	Elementary School
CO	Jamila	Gordon	http://diversityrecruitmer	Master's	Educational Leadership	Regis University	English, polite Spanish	Administration	Middle School
CO	Sarah	Bernacki	http://diversityrecruitmer	MA	Elementary education	Sierra Nevada College	English	Teaching	Elementary School
CO	Thomas	Butler	http://diversityrecruitmer	MA	Linguistics, TESOL	Southern Illinois Universit	Native English, Beginner	Education	Elementary School
CO	Joyce	Bolyard	http://diversityrecruitmer	Masters	Education	The College of New Jersey	Spanish	Teaching	Elementary School
CO	Natasha	Kellogg	http://diversityrecruitmer	Master's of Arts	Curriculum & Instruction:	University of Colorado Bo	English and Spanish	Teaching	High School
CO	Isabelle	Martin	http://diversityrecruitmer	Bachelors Degree expecte	English Literature	University of Colorado Bo	English	Elementary Education	Elementary School
CO	Maria	Lepine	http://diversityrecruitmer	Masters	Early Childhood Educatio	University of Colorado De	English	Teaching	Elementary School
CO	Susan	Dihle	http://diversityrecruitmer	Bachelor of Arts	History	University of Colorado; U	French, Spanish, German	Teaching	Middle School
CO	Jessica	Brewster	http://diversityrecruitmer	MSW	Social Work	University of Denver	English, Spanish	Social Worker	Elementary School
CO	DAKOTA	BURTON	http://diversityrecruitmer	Masters	Higher Education	University of Denver	English, novice Spanish	Administration	High School
CO	Laura	Gardner	http://diversityrecruitmer	Masters of Art	Curriculum, Instruction, a	University of Denver	English	Teaching	Elementary School
CO	Anneliese	Keeler	http://diversityrecruitmer	Masters in Curriculum an	Education	University of Denver	English	Teaching	Elementary School
CO	Zhengqing	Li	http://diversityrecruitmer	Ph.D.	Curriculum and Instructio	University of Denver	English, Mandarin	Teaching	Early Childhood / Preschool
CO	Frank	Appiah	http://diversityrecruitmer	PhD	Biostatistics & Epidemio	University of Kentucky	English, Twi, German	Banking, Education	High School
CO	Alice	Le	http://diversityrecruitmer	Master of Science in Med	Molecular Medicine	University of South Florid	English, Vietnamese	Education, Research	High School
CO	Phillip	Andrews	http://diversityrecruitmer	BA	Spanish	University of Texas at Arli	Spanish,Tagalog, Russian,	Teaching	High School
CO	Maria	Medina	http://diversityrecruitmer	Ed.D	Adult Education	University of Wyoming	English	Management and Admini	High School
CO	Gerald	Shannon	http://diversityrecruitmer	MA in ministry (counselin	BA Math	UT Rio Grand Valley, Texa	English	Teaching	High School
CO	Kevin	OBryant	http://diversityrecruitmer	BS	Mathematics	Virginia Commonwealth U	English	Administration	Middle School
CO	Ferron	Morgan	http://diversityrecruitmer	M.A.	Middle School Mathemat	Walden University	English	Teaching and Administrat	High School
Cojedes	Mariangela	Carrasquel	http://diversityrecruitmer	Bachelor	Modern Languages	University of Carabobo	Spanish (native), English	Education	High School
Colombia,South America	GUSTAVO	RUIZ	https://diversityrecruitme	Bachelor of Physical Educ	Studies of Sport administ	Universidad Pedagogica N	English (intermedaite leve	Education	Middle School
Colorado	Nichole	Johnson	http://diversityrecruitmer	Bachelor	Liberal Arts	Ashford University	English	Education	Middle School
Colorado	Nataly	Ixchop	http://diversityrecruitmer	Bachelor	Political Science	California State University	English and Spanish	Teaching	Early Childhood / Preschool
Colorado	Hannah	Disberger	http://diversityrecruitmer	Bachelor of Arts	Social Studies Education	Colorado State University	English	Teaching	High School
Colorado	Laine	Stewart	https://diversityrecruitme	Bachelor of Fine Arts	Art/Art Education	Colorado State University	English	Teaching	Elementary School
Colorado	Emily	Park-Friend	http://diversityrecruitmer	Ed.M.	International Education P	Harvard Graduate School	English, Spanish	Administration	Middle School
Colorado	Alex	Heilman	https://diversityrecruitme	MA	Elementary Education	Metro State University of	English	Teaching	Elementary School
Colorado	Leticia	Neptune	http://diversityrecruitmer	Business	Spanish	Outside the country	Spanish-English	education	Elementary School
colorado	Tyshia	Seldon	http://diversityrecruitmer	M.ED	Education	Relay Graduate School of	english	education	Elementary School
Colorado	Brenda	Newby	http://diversityrecruitmer	Master's Degree	History	San Diego State University	English	Teaching	High School
Colorado	Vicki	Leal	http://diversityrecruitmer	Masters	Counseling/Post-Seconda	U of Northern CO	Spanish	Education - Teaching, Adr	High School
Colorado	Thais	Gutierrez	http://diversityrecruitmer	Bachelor of Science	Business	Universidad Autonoma de	English/Spanish	Career Readiness Coordin	High School
Colorado	Terrie	Blackwell	http://diversityrecruitmer	M.A.	Curriculum and Instructio	University of Colorado Co	English	Teaching, Non-profit	High School
Colorado	Jeffrey	Cathrall	http://diversityrecruitmer	Masters	Mathematics	University of Colorado of	Spanish - Beginner	Teaching	High School
Colorado	Sarah	Almaghshy	http://diversityrecruitmer	Phd	Education: Curriculum an	University of Denver	English, Arabic	Education, curriculum de	Middle School
Colorado	Bonnie	Ferrill Roman	http://diversityrecruitmer	Master of Fine Art	Sculpture	University of Minnesota,	English	Teaching - Art	High School
Colorado	Gena	Duran	http://diversityrecruitmer	Master's of Arts	Communication	University of Northern Co	English	Higher Education	High School
Colorado	Jody	Cohn	http://diversityrecruitmer	Masters	Education	University of Phoenix	English	Administration	Elementary School
Colorado	Jonna	Cohen	http://diversityrecruitmer	PhD	Organizational Studies an	University of St. Gallen	Spanish (intermediate) Ge	Educational Administratic	Elementary School
Colorado	Katie	Cope	http://diversityrecruitmer	M.Ed	Educational Administratic	Concordia University Texa	English	Teaching	Elementary School
Colorado	Troy	Alexander	http://diversityrecruitmer	Bachelors	Elementary Education	University of Northern Co	English	Leadership, Supervisory, C	Elementary School
Colrado	Robert	Murray	https://diversityrecruitme	Master of Arts	Teaching	Relay Graduate School of	some spanish-non fluent	Teaching/Management	Middle School
CONNECTICUT	KEREME	MURRELL	http://diversityrecruitmer	MASTERS	SCHOOL COUNSELING	CANPELLA UNIVERSITY	ENGLISH	EDUCATION	High School
Connecticut	Craig	McLeod	http://diversityrecruitmer	Special Education - MPS	Masters in Special Educat	Manhattanville College	English	Teaching	Early Childhood / Preschool
Connecticut	Ferdinando G.	Schiro	http://diversityrecruitmer	TESOL- Adult/ Internation	History	Manhattanville College	Conversational Spanish, si	Teaching	Elementary School
Connecticut	Monica	Benn	http://diversityrecruitmer	BS. Edu. MS. Edu. Eds. Lit	Elementary Education, Lit	The College of Saint Rose,	English	Education	Elementary School
Connecticut	Matthew	Fusco	http://diversityrecruitmer	Bachelors in Secondary Et	Secondary education and	Western New England Un	English	General Education Teach	High School
CortÃ©s	Jessica	Riedel	http://diversityrecruitmer	Bachelor of Science	Industrial Engineering	Florida International Univ	Spanish English	Teaching, Engineering, M	Middle School
Croatia	Iva	Ticic	http://diversityrecruitmer	MA	Creative Writing, America	Sarah Lawrence College; U	English, Croatian	Teaching	High School
CT	Bridget	Corcoran	http://diversityrecruitmer	6th Year, MS, BA (38 cred	Education Leadership, Spr	ACE, UCONN, SCSU, ECSU	English	Education Administration	High School
CT	Sheila	Morales	http://diversityrecruitmer	Ed.D	Spanish	Interamerican University	Spanish, English	teaching	High School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
CT	Coleman	Daley	http://diversityrecruitmer	Masters Degree	Humanities	Lesley University	English	Teaching	Middle School
CT	Trevor	Broadbent	http://diversityrecruitmer	Masters of Professional Studies	TESOL - Teaching English as a Second Language	Manhattanville College	English, Spanish	Learning Technology	High School
CT	Willa	Flax	http://diversityrecruitmer	Masters of Education	School Counselor	Queens College	English, Hebrew	Education	High School
CT	Heather	Elken	http://diversityrecruitmer	BSN	Nursing	Simmons College	English	Nursing	Elementary School
CT	Zinnia	Simpson	http://diversityrecruitmer	Bachelors	Professional Development	South Western Assemblies of God	English	Education	Middle School
CT	Daisha	Brabham	http://diversityrecruitmer	MA	History/Secondary Education	Southern CT State University	Spanish Conversational	Teaching	Middle School
CT	Charles	Ortique	https://diversityrecruitmer	Bachelors of Science	General Studies	Southern University at New England	English	Teaching	Elementary School
CT	ROBERT	TRAVAGLINI	http://diversityrecruitmer	Masters	Administration/Supervision	University of Connecticut	English	Education	Middle School
CT	K L	Holler	http://diversityrecruitmer	Ph.D.	Psychology and English	Walden University	English	Teacher	High School
CT	Kelli Ray	Gibson	https://diversityrecruitmer	Masters	Religion and Ethics	Yale University	English	Teaching/ Administration	Middle School
D.C.	Anthony	Ball	http://diversityrecruitmer	Master's	Mass Communication (English)	Towson University, America	Some Spanish	Teaching/Communication	Middle School
DC	Joy	Thomas	http://diversityrecruitmer	M.Ed.	Special Education	George Mason University	English and some Spanish	Special Education	High School
DC	Ilham	Chelabi	http://diversityrecruitmer	MA	International Education	George Washington University	Arabic, English, French	International Education/Teaching	High School
DC	Kara	Dunovant	http://diversityrecruitmer	Juris Doctor, Bachelors	Law, Linguistics and African Studies	Georgetown Law, SUNY University at Albany	Spanish, Mandarin, Arabic	Administration, Leadership	Middle School
DC	Donna	Stewart	http://diversityrecruitmer	Bachelor	Early Childhood	Grand Canyon University	English	Teaching	Early Childhood / Preschool
DC	Sloane	Amelia	http://diversityrecruitmer	Howard University - incor	Radio, Tv, & Film	Howard University	English	Early Childhood Educator	Early Childhood / Preschool
DC	Jnai	Macklin	http://diversityrecruitmer	M.S.	Biomolecular Science	Lipscomb University	English	Teaching	Middle School
DC	Antonio	Donnell	http://diversityrecruitmer	MS	Information Technology	North Carolina A&T State University	English	Financial Services/ Government	High School
DC	Bianca	Brown	http://diversityrecruitmer	B.A.	Visual Communication	North Carolina Central University	English	Teaching	Elementary School
DC	Tara	Spruill-Jones	http://diversityrecruitmer	MS in Accounting, MBA	Accounting	Northeastern University	English	Accounting	Elementary School
DC	Joseph	Williams	http://diversityrecruitmer	A.A Early childhood education	Education	Post University	English	Teaching	Early Childhood / Preschool
DC	Antonia	Rogers	http://diversityrecruitmer	Associate of Applied Sciences	Human Service	Prince George's Community College	English	administration	Early Childhood / Preschool
DC	Yazmin	Cardoso	http://diversityrecruitmer	Special Education	Special Education	Sistema Universitario Ana G. M. C.	Spanish and English	Teaching	Early Childhood / Preschool
DC	antonia	robinson	http://diversityrecruitmer	Masters	Leadership Management	Strayer University	English	Technology Teacher	Middle School
DC	David	Cole	http://diversityrecruitmer	BS Criminal Justice	Criminal Justice	Strayer University	English	Education	Elementary School
DC	Jen	Motolenich	https://diversityrecruitmer	MA	Educational Equity and Cultural Change	University of Colorado	Spanish, English	Management	Elementary School
DC	Daniel	West	http://diversityrecruitmer	M.S.Ed	Educational Development	University of Pennsylvania	English	Education	High School
DC	Shalinee	Gusain	http://diversityrecruitmer	Masters	Early Childhood education	University of District of Columbia	English	Teaching	Early Childhood / Preschool
DC	Jason	Ottley	http://diversityrecruitmer	Ph.D.	Educational Leadership	West Virginia University	English	Education	High School
DE	Renay	Mercer	https://diversityrecruitmer	MI	Curriculum & Instruction	University of Delaware	English, some Spanish	Teaching/Administration	Middle School
Delaware	Rianna	Castor	http://diversityrecruitmer	Bachelors	Psychology	Temple University	English	Advising/Teaching	High School
District of Columbia	Caitlyn	Burns	http://diversityrecruitmer	Master of Arts	Special Education: Learning Disabilities	American University	English	Education	Elementary School
District of Columbia	Brendon	Esposito	http://diversityrecruitmer	Masters in Teacher Education	Education	American University	English	Teacher	Elementary School
District of Columbia	JOEL	WALLACE	http://diversityrecruitmer	BA, MD	Biology	Drew University and Rutgers University	English	Teaching, Diversity Coordinator	High School
District of Columbia	Monique	Petersen	http://diversityrecruitmer	Bachelor of Arts	Biology	Hampton University	English	Teaching, Management	High School
District of Columbia	Victor T	Johnson	http://diversityrecruitmer	BA	Communication - Public Relations	Howard University	ENGLISH	Physical Security	Middle School
District of Columbia	Charlene	Desanges	http://diversityrecruitmer	Masters Degree in Teaching	Generalist in Middle Childhood Education	Relay Graduate School of Education	Haitian Creole, English	Administration/ Literacy Coordinator	Elementary School
District of Columbia	Krystal	Butler	http://diversityrecruitmer	Master of Education	Special Education	Texas Tech University	NA	Education	Elementary School
District of Columbia	darlene	blackson	http://diversityrecruitmer	associates	corrections administration	UDC	ENGLISH	TEACHING	Elementary School
District of Columbia	David	Green	http://diversityrecruitmer	MBA	Business Administration	University of Texas at Dallas	Spanish	Admissions, Enrollment Management	High School
Dw	Mary	Silva	http://diversityrecruitmer	Masters	Education	Rowan University	English, Spanish, Portuguese	Education, administration	Elementary School
eastern	ALFONCE	KIMEU	http://diversityrecruitmer	BACHELOR OF EDUCATION	MATHEMATICS	KIBABII UNIVERSITY	SWAHILI AND ENGLISH	TEACHING	High School
Egypt	Kenneth	Derby	https://diversityrecruitmer	M.Ed.	Elementary Administration	Drury University	English	Educational Leadership	Elementary School
Egypt	Amr	Raafat	http://diversityrecruitmer	Master's	Elementary Education	Wayne State University	Arabic	Educational Administration	Middle School
FL	Alexandra	Andion	http://diversityrecruitmer	Master's in Education	Curriculum and Instruction	American College of Education	English / Spanish	Education	High School
FL	Annette	Medina	http://diversityrecruitmer	Masters	Instructional Design and Technology	American College of Education	Spanish	TEACHING	High School
FL	Emily	Santiago	http://diversityrecruitmer	Bachelor	Education and Technology	American University of Puerto Rico	Spanish/ English	teaching	Elementary School
FL	Caroline	Bozesan	https://diversityrecruitmer	Bachelors of Fine Arts	Visual Arts/ Graphic Design	Auburn University at Montgomery	English	Teaching	Elementary School
FL	Christine	Stidem	http://diversityrecruitmer	Bachelors	psychology	Austin Peay State University	English	Teaching	Early Childhood / Preschool
FL	Darryl	Brooks	http://diversityrecruitmer	Master of Science	Exceptional Student Education	Barry University	English	Teaching	Middle School
FL	Denovilee	Richardson	http://diversityrecruitmer	Ed.S	Educational Leadership	Barry University	English	Administration/ Curriculum	High School
FL	Maria	DeGroot	http://diversityrecruitmer	B.A.	English Professional Writing	Baylor University	English	Teaching	High School
FL	Bianca	Johnson	http://diversityrecruitmer	Bachelors in Science	Elementary Education	Bethune Cookman University	English	Teaching	Elementary School
FL	Caitlyn	McGillivray	https://diversityrecruitmer	Bachelors	Special Education	Broward College	English	Teaching	Elementary School
FL	Alexandra	Moreno	http://diversityrecruitmer	Bachelors	Business and organization	College of central florida	English, Spanish	Administration, teaching	Elementary School
FI	Jerry	Fennell	http://diversityrecruitmer	Ba	Co	Duval	English	Ed	Elementary School
FL	Leslie	Jones	http://diversityrecruitmer	Bachelor's degree	Business Management/Healthcare Administration	Eastern Florida State College	English	Administration, support, training	Elementary School
FL	Lori	Fickett	http://diversityrecruitmer	Associate	Business Management	Eastern Maine Vocational	English	Administration	Elementary School
FL	Janice	Hernandez	http://diversityrecruitmer	Masters	Child Development	Erikson Institute	English	Early childhood	Early Childhood / Preschool
FL	Xenia	Palma Fernandez	http://diversityrecruitmer	Masters	Curriculum & Instruction	FIU	English	Education	High School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
FL	Robert	Bryan	http://diversityrecruitmei	BS	Electronics Engineering Tr	Florida A&M University	English	Substitute Teaching, Colle	Middle School
FL	Franklin	Carter	http://diversityrecruitmei	Bachelor of science	History	Florida A&M University	English	Teaching	High School
FL	Alexandria	Williams	http://diversityrecruitmei	BA	Education	Florida A&M University	English	Teaching	Elementary School
FL	Alexis	Garcia	http://diversityrecruitmei	Bachelor	Early Care and Education	Florida Atlantic University	English	Teaching	Early Childhood / Preschool
FL	Maria	Barreiro-Futterman	https://diversityrecruitmei	Master of Science	Urban Education	Florida International Educ	English-Spanish Fluent	Teaching	Elementary School
FL	ellen	galante	http://diversityrecruitmei	Bachelor's	Early Childhood developm	Florida International Univ	Spanish & English	education	Early Childhood / Preschool
FL	Redguerlie	Jean	http://diversityrecruitmei	Master's degree MSW	Social Work	Florida International Univ	English	Social Services	Early Childhood / Preschool
FL	Xenia	Palma Fernandez	http://diversityrecruitmei	Masters	Curriculum & Instruction	Florida International Univ	English	Teaching	High School
FL	Nadya	Ariano	http://diversityrecruitmei	Masters	Early Childhood Educatio	Florida International Univ	English, Spanish	Teaching	Elementary School
FL	Alexis	Walker	http://diversityrecruitmei	Bachelors	Criminal Justice	Florida International Univ	English	Teacher	Elementary School
FL	Joanna	Keller	http://diversityrecruitmei	M. Ed. - Curriculum & Inst	Elementary & Special Edu	Gannon University	English	Teaching	Elementary School
FL	Kaley	Parker	https://diversityrecruitmei	High School Diploma	N/A	George Jenkins High Scho	English	Administration	Elementary School
FL	Robyn	Stewart	http://diversityrecruitmei	M.Ed.	Elementary Ed (K-6)	George Washington Univ	English	Teaching	Elementary School
FL	Jessica	Bacon	https://diversityrecruitmei	Bachelor of Arts	Elementary Education and	Graceland University	English	Educator	Elementary School
FL	Laurea	Rambeau	http://diversityrecruitmei	Master	Liberal Studies: Humaniti	Grambling State Universit	English	Teaching	High School
FL	Brittney	McDaniel	http://diversityrecruitmei	Bachelors of Science	Secondary Education with	Grand Canyon University	English	Teaching	Middle School
FL	Justin	Benyola	http://diversityrecruitmei	Bachelor of science	Human Services	Indian River State College	English	Teaching/coaching	High School
FL	Anna	Crowley	http://diversityrecruitmei	Bachelor	Middle School Mathemat	Indian River Statr College	Polish	Teaching	Middle School
FL	Joel	Rodriguez	http://diversityrecruitmei	Education	Special Education	Inter American University	Spanish and English	Teaching	Elementary School
FL	Claribel	Gaud	http://diversityrecruitmei	BA in Elementary Educati	Education K-6	Interamerican University	Spanish/English	Education	Elementary School
FL	Maria C.	Arbona	http://diversityrecruitmei	MBA	Business Administration	Keller Graduate School	English/ Spanish	Project Coordinator	High School
FL	Marie-Irlande	Barberousse	http://diversityrecruitmei	Bachelor	Finance	Latin American University	English, Spanish, Creole H	Teaching	Early Childhood / Preschool
FL	Ebony	Potts	http://diversityrecruitmei	Doctorate, BS (Biology Ed	Ed. Administration	Liberty University	English	Ed. Administration	High School
FL	Jace	Schmidt	http://diversityrecruitmei	Master of Arts	Teaching	Liberty University	English	Teaching	Elementary School
FL	Jessica	Herrera	http://diversityrecruitmei	Masters in Education	Early Childhood Educatio	Liberty University	English	Teaching, Advising, Early I	Early Childhood / Preschool
FL	Trinita	Champagnie	http://diversityrecruitmei	Bachelor of Arts	Journalism	Lincoln University	English	Teaching	Elementary School
FL	Mandy	Breitling	http://diversityrecruitmei	Masters	Undergraduate - Element	Louisiana State University	English	Counseling	Elementary School
FL	Steven	Humphries	http://diversityrecruitmei	Master of Arts & Ed.S-Tea	Master of Arts in Teachin	Mississippi University for	English	Teaching, Administration,	High School
FL	SANGEETHA	KEDLAYA	http://diversityrecruitmei	Bachelors	Computer Science Engine	MNM Jain Engineering Co	English, 5 Indian Language	I.T,Teaching	Elementary School
FL	Paola	Tellez	http://diversityrecruitmei	Eduction	Education	Monterrey	Spanish-English	Teaching	Elementary School
FL	Deborah	Lucas	http://diversityrecruitmei	Masters	English & MBA	National University & Col	English	Teaching	High School
FL	Angela	Siberg	http://diversityrecruitmei	Master's Degree in Educa	Curriculum and Instructio	National-Louis University	English	Education	Middle School
FL	Luther	Funches	https://diversityrecruitmei	BA	Liberal Studies	North Carolina A&T	English	PE/ Health	High School
FL	Renee	Agatep	http://diversityrecruitmei	Master of Science	Communications	Northeastern University	English, French	Teaching	High School
FL	Valerie	Scotella	http://diversityrecruitmei	Master of Public Health	Education	Northern Illinois Universit	English	Teaching	Middle School
FL	Elizabeth	Randall	http://diversityrecruitmei	M.S	English Education	Nova SE	English	Education	High School
FL	Nikki	Hunter	http://diversityrecruitmei	Masters	Urban Education	Nova Southeastern	English	Instructional Coaching	Elementary School
fl	Stephanie	Tascillo	http://diversityrecruitmei	Master's	Ed. Leadership	Nova Southeastern Univ	English	Administeration	Elementary School
FL	Chantel	Gunness	http://diversityrecruitmei	Masters	English Education and Sc	Nova Southeastern Univ	English	Teaching and Counseling	High School
FL	Wende	Carter	http://diversityrecruitmei	MS	Clinical Psychology	Penn State University	English	Education	High School
FL	Heidi	McConnell	http://diversityrecruitmei	BA	Dance	Point Park College	English & ASL	Dance/Theater, Educator	Early Childhood / Preschool
FL	Rachael	Sumner	http://diversityrecruitmei	Bachelors	Elementary Education	Polk State College	English	Teacher	Elementary School
FL	Corinna	Ahlberg	http://diversityrecruitmei	Bachelors Elementary Edu	Elementary Education	Polk State College	English	Teaching	Elementary School
FL	Alyssa	Luczak	http://diversityrecruitmei	Masters in Science	Psychology	Purdue	English	Teaching	Elementary School
FL	Abigail	Carnegie	http://diversityrecruitmei	Educational Specialist	Educational Leadership	Regent University	English	Teaching	Middle School
FL	Shardinae	Shakes	http://diversityrecruitmei	Masters of Arts	Teaching	Relay Graduate School of	English	School Administration, Ed	Elementary School
FL	Jason	Parker	http://diversityrecruitmei	Bachelor	Language Arts	Saint Leo University	English	Teacher, Tutor	Middle School
FL	Andrew	Eames	http://diversityrecruitmei	BA	Psychology	St Leo University	English	Education	High School
FL	Mark	Lammy	http://diversityrecruitmei	Bachelor's	Chemistry	Stevenson University	English	Teaching	High School
FL	Lynn	Clervois	http://diversityrecruitmei	Bachelor's	Chemistry	Syracuse University	English, Haitian Creole	Teaching	Elementary School
FL	Barbara	Martin	http://diversityrecruitmei	B.A. in Theater and Comm	Theater	Temple University	English	Teaching/Sales	Elementary School
FL	scott	lejeune	http://diversityrecruitmei	MS	Finance	Texas Tech	English	Education	Elementary School
FL	Monica	Buck	http://diversityrecruitmei	Bachelor of Arts	Education and Psychology	Thomas Edison State Coll	English	Teaching	High School
FL	Ginger	Bernal	http://diversityrecruitmei	Masters of Science	Counseling and Psycholog	Troy University	English	District Level Staff, Studer	Elementary School
FL	Joyce	Brill	http://diversityrecruitmei	BA Psychology and Eleme	Elementary Education	U Mass Lowell	English	Education	Elementary School
FL	Leah	Abraham	http://diversityrecruitmei	BS	Communication Sciences	UCF	English	Healthcare/ Education	Elementary School
FL	ALLAN	ALVAREZ-PANTOJA	http://diversityrecruitmei	Modern Languages	Education Management	UCV	English, Spanish	Education Management, (	High School
FL	Frantz	Pierre	http://diversityrecruitmei	BA, MSEd, MSEd.	ESE , French, Bilingual Edu	UM	French@, Haitian Creole	Education	High School
FL	Zulimar	Cordova Perez	http://diversityrecruitmei	Bachelor in Secondary Edu	Education	Universidad Interamerica	English and Spanish	Teaching	High School
FL	William	Bakanowsky	http://diversityrecruitmei	Liberal Arts-University of	Liberal Arts	University of Central Flori	English	Teacher- 9th ESE Support	Middle School

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FL	Doris	Stanley	http://diversityrecruitmer	Masters	Applied Sociology	University of Central Flori	English	Teaching grades 5-12 Soci	Middle School
FL	Cynthia	Taylor	http://diversityrecruitmer	Bachelor of Science	Political Science	University of Central Flori	English	Teaching	High School
FL	Dericka	Jackson	http://diversityrecruitmer	Masters	Social work	University of Central Flori	English	Social work, criminal justi	Elementary School
FL	Felecia	Moss	http://diversityrecruitmer	Doctorate	Instruction and Curricular	University of Florida	English	Educational Leadership	Middle School
FL	Amanda	Baret	http://diversityrecruitmer	Bachelor	Criminology/African Ame	University of Florida	English/Creole/Yoruba	Teaching	Middle School
FL	Kyle	Gaddie	https://diversityrecruitme	Bachelor's Degree	Spanish/French Double M	University of Louisville	Spanish (14 years teachin	Teaching	High School
FL	Laura	M	http://diversityrecruitmer	MA	Journalism	University of Miami	English, Spanish	Education	High School
FL	Aurelio	Moreyra	http://diversityrecruitmer	Undergrad	Economics	University of Miami	Spanish & English	Consulting , Advertising ,	High School
FL	Carolyn	West	http://diversityrecruitmer	Master of Music	Composition and Studio P	University of Miami	English	Teaching	High School
FL	Susan	Sperry	http://diversityrecruitmer	Bachelor of Science in Edu	Education-Home Econom	University of Mississippi	English, ESOL Certified	Teaching	Elementary School
FL	Thomas	Kissinger	http://diversityrecruitmer	BA Business Administratic	Real Estate/Urban Analsi	University of North Florid	English	Business Administration	Middle School
FL	Susana	Munera	https://diversityrecruitme	Bachelor of Arts in Educat	Elementary Education	University of North Florid	English, Spanish	Teaching	Elementary School
FL	MARQUITA	WRIGHT	http://diversityrecruitmer	Bachelor's of Arts, Master	Elementary Education, Ed	University of North Florid	English	Administration, Managemen	Elementary School
FL	Tarra	Alexander	http://diversityrecruitmer	Masters	Psychology	University of Phoenix	English	Teaching	Middle School
FL	Bernice	Eclipse	http://diversityrecruitmer	Bachelors	Business	University of Phoenix	English	management and teachin	High School
FL	Letitia	Harris	http://diversityrecruitmer	MBA	BUSINESS ADMINISTRATI	UNIVERSITY OF PHOENIX	English	Teaching	High School
FL	DENITA	DUGAS	http://diversityrecruitmer	Master	Curriculum and Instructio	University of Phoenix	English	Coaching	Early Childhood / Preschool
FL	Frances	Lopez	http://diversityrecruitmer	Bachelor in Arts	French Language and Lite	University of Puerto Rico	French, Spanish, Italian, E	Administration, Teaching	High School
FL	Michelle	Summers	http://diversityrecruitmer	Doctorate in Education	Curriculum and Instructio	University of Sarasota	English	Education ; Teaching	Elementary School
FL	Serdric	Acceus	http://diversityrecruitmer	Bachaelor of Arts	Interdisciplinary Social Sci	University of South Florid	Englis, French Creole	Teaching	Middle School
FL	Alexander	Alfonso	http://diversityrecruitmer	Bachelor's of Arts (B.A.)	English -- Literary Studies	University of South Florid	English	Teaching	High School
FL	Nicole	Casey	http://diversityrecruitmer	Bachelor's	Humanities and Cultural S	University of South Florid	English, some ASL, interm	Teacher	High School
FL	Tiffany	Clark	http://diversityrecruitmer	Masters of Public Health	Health Science	University of South Florid	english	Education	Elementary School
FL	Christopher	Sedlak	http://diversityrecruitmer	Bachelors	Physical Education	University of Tampa	English, Conversational Sp	Teaching	Middle School
FL	Caitlin	Ivol	http://diversityrecruitmer	Masters	Educational Leadership	University of West Florida	English	Teaching, Coaching, Admi	Elementary School
FL	Avi	Marcovitz	http://diversityrecruitmer	Doctorate of Education, M	Semitic Studies	University Wisconsin	English Hebrew	Education	Elementary School
FL	Jerry	Crump	http://diversityrecruitmer	BA, Ed.D.	English, Education	USF, & Northcentral Univ	English	Teaching	High School
FL	Dominique	Deveaux	http://diversityrecruitmer	PhD Candidate	Curriculum, Instruction ar	Walden University	English	Teaching/ Curriculum & Ir	Elementary School
FL	KaDera	House	http://diversityrecruitmer	Master of Science	Education	Walden University	English	Education	High School
FL	Ana	Rossi	http://diversityrecruitmer	Masters	Management & Leadershi	Webster University	English/Spanish	Business	High School
FL	Laurie	Light	http://diversityrecruitmer	Master's	Elementary Education	Western Governor's Univ	English	Teaching	Elementary School
FL	Jessica	Hensley	http://diversityrecruitmer	B.A. Interdisciplinary Stud	Interdisciplinary Studies K	Western Governors Univ	English	Teaching	Elementary School
FL	Tracy	Calvanese	http://diversityrecruitmer	Masters Degree	Elementary Education	Westfield State University	English	Teaching	Elementary School
FL	Ismarie	Madera-Miranda	http://diversityrecruitmer	Master	Bachiller	Metropolitan University	English, Spanish	Administration	Elementary School
Florida	Shelley	Caesar	http://diversityrecruitmer	Bachelors	Mathematics	University of Guyana	English	Teaching	High School
Florida	Dr. LaToyia	Johnson	http://diversityrecruitmer	Ed.D./Ph.D.	Health Education and Phy	A.T. Still University	English	Education, Administrator	High School
FLORIDA	Cara	Astolfi	http://diversityrecruitmer	Graduate	Educational Leadership	American College of Educ	English	Education	Elementary School
Florida	Philreth	Thompson-Ali	http://diversityrecruitmer	Masters of Education in E	Educational Leadership	Barry University	English	Administration and Teach	Elementary School
Florida	Ralph	Mendoza	http://diversityrecruitmer	Bachelors	Kinesiology: Physical Educ	California State Long Beac	English	Teaching	Middle School
Florida	Donna	Smithley	http://diversityrecruitmer	Bachelor's	Business Administration	Davenport University, Hol	English	Teaching	High School
Florida	Jeanne	Babiez	http://diversityrecruitmer	Bachelor of Science, Seco	Earth Space Science	Daytona State College; Nc	English	Teacher	High School
Florida	Ciara	Winson	http://diversityrecruitmer	Bachelors	Business	Edward Waters	English	Administration, teaching	Elementary School
Florida	Mauricio	Palomino	http://diversityrecruitmer	Professional in Sport and	Master in Linguistics appl	European University of th	Spanish and English	Teaching	Elementary School
Florida	Kimberly	Cunningham	http://diversityrecruitmer	Master's	Reading	Florida International Univ	English	Educator	Elementary School
Florida	Maria	Perez	http://diversityrecruitmer	Masters	Counselor Education	Florida International Univ	Spanish	Teaching	Middle School
Florida	Kerrie	D'Esposito	http://diversityrecruitmer	Ed.D	Educational Leadership	Florida Southern College	english	Education (Teaching & Ad	High School
Florida	Justin	Snively	http://diversityrecruitmer	Bachelors	Music Education	Florida State University	English	Teaching	High School
Florida	Eugenio	Jimenez	http://diversityrecruitmer	Doctor of Philosophy in Ei	Doctor of Philosophy in Ei	Florida State University	English, Spanish, French	Administration, educatio	Middle School
florida	laura	louissaint	http://diversityrecruitmer	Bachelor's	English	Florida State University	English, Spanish	Teaching	High School
Florida	William	Hobbs	http://diversityrecruitmer	Doctorate	Creative Writing	Florida State University	English	administration	High School
FLORIDA	Tina	Alabbas	http://diversityrecruitmer	Master	Teaching and Curriculum	Grand Canyon University	Spanish and Italian	Educator	High School
Florida	Mary	Caupp	http://diversityrecruitmer	Masters	Exceptional Student Educ	Grand Canyon University	English	Education	Middle School
Florida	Rudine	Ward Jackson	http://diversityrecruitmer	Master Early Childhood Et	Early Childhood	Grand Canyon University	English	Teaching.	Elementary School
Florida	Luz E	Perez	http://diversityrecruitmer	Masters Degree	English as a Secon Langua	Inter-American University	Spanish and English	Teachin	Elementary School
Florida	Yazmine	Acevedo-Jaime	http://diversityrecruitmer	Master Degree	Counseling	Interamerican University	Spanish and English	Counseling	Elementary School
Florida	Prentice	Smith	http://diversityrecruitmer	Masters	Educational Leadership	Jacksonville University	English	Education	Early Childhood / Preschool
Florida	Nellie	Brown	http://diversityrecruitmer	Bachelors Degree	Psychology	Liberty University	English	Teaching	Elementary School
Florida	Holly	Clifford	http://diversityrecruitmer	B.A English and M.A Scho	English/School Guidance	Lynn University/ Nova So	English	Teaching	High School
Florida	April Joy	Henry	http://diversityrecruitmer	Masters	Software Development	Maryville University	English	Information Technology	High School
Florida	Ariel	Morel	http://diversityrecruitmer	MBA	Business Administration	National University	English/Spanish	Administration and Mana	Early Childhood / Preschool

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Florida	Andrew	Hutchinson	http://diversityrecruitmer	EdS	Education Leadership	North Central University	English	Teaching	Elementary School
Florida	Audrey Holly	Carr	http://diversityrecruitmer	B5	SLP/Audiology	Northern Arizona University	English	Speech language pathology	Elementary School
Florida	Jeanette	Alsabah	http://diversityrecruitmer	EDD	Organizational Leadership	Nova Southeastern University	English	Educational Leadership	Elementary School
Florida	Yanna	Cabrera	http://diversityrecruitmer	Masters degree in Education	Art education	Nova Southeastern University	English and Spanish	Teacher	Elementary School
Florida	Mary	McElrath	http://diversityrecruitmer	Master of Science	Management and Administration	Nova Southeastern University	English	Teaching, Human Resources	Middle School
Florida	Rhannon	Ray	http://diversityrecruitmer	Associates of science	General	Polk state college	English	Administration, aide	Elementary School
Florida	Heather	Wood	http://diversityrecruitmer	Bachelor of Science	Educational Studies/Preschool	St. Petersburg College	English	Teaching	Early Childhood / Preschool
Florida	Jacqueline	Jordan	http://diversityrecruitmer	Bachelor of Arts in Education	English, Special Education	SUNY @ Albany, College of Arts and Sciences	English	Counseling, teaching	High School
Florida	Charles	Radley	http://diversityrecruitmer	Masters	Systems Engineering	The City University, London	English	Information Technology	High School
Florida	MarÃ-a Mercedes	RamÃ-rez Franco	http://diversityrecruitmer	Ph D in Competency based	to agree		spanish/english	teaching	High School
Florida	Amber	Robinson	http://diversityrecruitmer	Certificate	Office admin	Turner job corps	English	Administration	Elementary School
Florida	Evelyn	Wilkerson	http://diversityrecruitmer	B.A.	Psychology	UCF	English	Instruction/Support	High School
Florida	Shamiya	Anderson	http://diversityrecruitmer	Bachelor's Degree	Social Work	University of Central Florida	English	Paraprofessional	High School
Florida	Justin	Powe	http://diversityrecruitmer	Bachelors	Interdisciplinary	University of Central Florida	English	Teaching	Elementary School
Florida	Laurianne	Apollon	http://diversityrecruitmer	Communications	Public Relations	University of Florida	English, Haitian-creole	Teaching	Elementary School
Florida	Arika	McCormack	http://diversityrecruitmer	Bachelor of Science	Health Education	University of Florida	English	Teaching	Elementary School
Florida	Kamilah	Chajin	http://diversityrecruitmer	Bachelors	Applied Mathematics	University of Miami	English and Spanish	Curriculum and teacher development	High School
Florida	Aracely	Fuentes	http://diversityrecruitmer	B5	Sign language interpreting	University of North Florida	Spanish, English	Teaching	Elementary School
Florida	Gareth	Gary	http://diversityrecruitmer	Master of Education	School Counseling	University of North Florida	English	Administration	Middle School
Florida	Catherine	Hurlock	http://diversityrecruitmer	Bachelors of Science	Electrical Engineering	University of North Florida	English	Secondary School Math Teacher	High School
Florida	Andrine	Lassiter	http://diversityrecruitmer	Bachelor of Arts in Education	Middle Grades Math and Science	University of North Florida	English	Teacher (Science/Math)	Middle School
Florida	Megan	Riggs	http://diversityrecruitmer	Bachelor of Arts	Spanish	University of North Florida	Spanish	Teaching	Middle School
Florida	Alexis	Zoumberis	http://diversityrecruitmer	Bachelor of Arts	English with Emphasis in Translation	University of North Florida	English, American Sign Language	Teaching	Middle School
Florida	Rachel	Mathurin	http://diversityrecruitmer	Master of Science	Accountancy	University of Phoenix	English	Teaching	Middle School
Florida	Chandon	Mitchell	http://diversityrecruitmer	Bachelors of Science	Sports Management	University of West Georgia	English	Teaching	High School
Florida	Stephanie	Sudduth	http://diversityrecruitmer	Specialist	Early Childhood Education	University of West Georgia	English	Teaching	Elementary School
Florida	Frances	Cotto	https://diversityrecruitmer	Master	Spanish education	Upr	Bilingual	Teaching	Elementary School
Florida	Angel	Lopez	http://diversityrecruitmer	Associate	General Studies	Valencia College	English	Retail, warehouse, inventory	High School
Florida	Kelvin	Patrick	http://diversityrecruitmer	Bachelors of Science Education	Education	Viterbo University	English	Education	Elementary School
Florida	Precella	Speid	http://diversityrecruitmer	MS	Industrial Organizational	Walden University	English	Administrative, teaching	Elementary School
Florida	Erika	Weaver-Coleman	http://diversityrecruitmer	Bachelor of Arts	Exceptional Student Education	Warner University	English	Teaching	High School
Florida	Lori	Fiorino	http://diversityrecruitmer	M.A.	Counseling	Webster University	English	Teaching	High School
Florida	Nicole	Walton-Guillory	http://diversityrecruitmer	Master	Health Administration	Webster University	English	Administration, Special Education	Middle School
Florida	Rich	Roy	http://diversityrecruitmer	B.A.	Communications	Western Kentucky University	English	Teaching	Middle School
Florida	Amy	Fowler	http://diversityrecruitmer	Bachelors	Education	York College of PA	English and some spanish	Teaching	Elementary School
Florida	Eronda	Bradley	http://diversityrecruitmer	Bachelor	Biology	Coastal Carolina University	English	Teaching	High School
Florida	Sonise	Benedict	http://diversityrecruitmer	M.Ed	Curriculum Instruction & Assessment	Concordia University	English	Teaching	Middle School
Florida	Kervin	Ferguson	http://diversityrecruitmer	Bachelor of Arts Music	Music	Edward Waters College	English	Teaching	Middle School
Florida	Jessica	Michel	http://diversityrecruitmer	Masters	Business Administration	St Thomas University	Haitian Creole, Spanish	Management, teaching	High School
Florida	Adrienne	Kalamba	http://diversityrecruitmer	BA	Psychology	York University	English, French and Lingal	Administration, Management	High School
GA	Carmen	Price	http://diversityrecruitmer	Bachelors in Science	Marketing	Alabama A&M University	English	Business	Middle School
GA	Michelle	Merrell	http://diversityrecruitmer	Masters	Instructional Technology	American InterContinental University	English	Teaching	Middle School
GA	Dr. Delicia	Hicks-Barclay	http://diversityrecruitmer	Doctorate	Organizational Leadership	Argosy University	English	Administration, Management	Elementary School
GA	Melvin	Norris	http://diversityrecruitmer	Doctorate of Education	Educational Leadership-H	Argosy University	English	Administration and Teaching	High School
GA	Sheila	Barlow	http://diversityrecruitmer	Specialist	Educational Leadership	Argosy University	English	Administration	Elementary School
GA	Meyuna	Shepherd	http://diversityrecruitmer	Master Degree in Clinical	Clinical Mental Health	Argosy University	English	Counseling	High School
Ga	Ashley	Walker	http://diversityrecruitmer	Master	Education	Ashford	English	Teaching	Elementary School
GA	Joyce	Melbourne	http://diversityrecruitmer	Master of Art	Teaching and Learning with Technology	Ashford University	English	Teaching	Early Childhood / Preschool
GA	Tashon	Walker	http://diversityrecruitmer	Bachelors	Biology	Augusta University	English	Teaching	High School
GA	Daphne	Stephens	http://diversityrecruitmer	MEd	Education	Berry College	English	Teaching	Middle School
GA	Candace	Pope	http://diversityrecruitmer	Bachelor of Science	Organizational Management	Bethel College University	English, some Spanish	Education	Elementary School
Ga	Emerald	Tyson	http://diversityrecruitmer	Bachelors	Liberal studies with biology	Bethune Cookman	English	Teaching	Elementary School
GA	Cassandra	Nesbitt	http://diversityrecruitmer	Master's degree	Deaf Education	Canisius College	American Sign Language,	Education	Elementary School
Ga	Travilia	Clark	http://diversityrecruitmer	MA	Educational psychology	Capella University	English	Teaching	Elementary School
GA	Angelica	Cutulle	http://diversityrecruitmer	Masters	School Counseling	Capella University	English	School Counseling	Middle School
GA	Harmoni	Brangman	http://diversityrecruitmer	Master's	Educational Leadership	Central Michigan	English	Administration, Ed Leader	Elementary School
GA	Amber	Feagins	http://diversityrecruitmer	Associate	Early Childhood Education	Chattahoochee Technical	English	Teaching	Elementary School
GA	Samantha	Hudson	http://diversityrecruitmer	Master	Social Work	Clark Atlanta University	English	Policy, Advocacy, Education	High School
GA	Nichole	Ross	http://diversityrecruitmer	Masters	Math Education	Clark Atlanta University	Sign Language	Administrative, Academic	High School
GA	Rashida	Suttle	http://diversityrecruitmer	B.A.	Educational Studies	Clark Atlanta University	english	teaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
GA	Menna	Mulat	http://diversityrecruitmei	Bachelor of Arts	Business Management an	Clark Atlanta University	English & Amharic	Management, Marketing,	Early Childhood / Preschool
Ga	Mkila	Rosales	http://diversityrecruitmei	Doctoral Program of Hum	African American Women	Clark Atlanta University	English	Administration, Teaching	Middle School
GA	Miz	Ferguson	http://diversityrecruitmei	Educational Specialist, Spr	Special Education Leaders	Columbus States University	English	Special Education Admini	Middle School
GA	Lloyd	Scale	http://diversityrecruitmei	Associates	English	CUNY College of Staten Isl	English, American Sign La	Administration, Teaching	Elementary School
GA	Raven	Johnson	http://diversityrecruitmei	Master	Social Work	Florida State University	English	Support Staff (social work	High School
GA	Matthew	Rogers	http://diversityrecruitmei	BA	English	Florida State University	English, Korean	Teaching/education	Middle School
GA	NaDiazia	Whatley	http://diversityrecruitmei	Family and Consumer Sci	Infant and Child Developr	Fort Valley State University	English	Teaching	Elementary School
GA	Ashley	Harmon	http://diversityrecruitmei	Masters	Economics and Business	Georgia Southern Univers	English and some Spanish	Education	High School
Ga	Chelsea	Cohen	http://diversityrecruitmei	Masters in Education	Literacy	Georgia State University	English	Consulting, Management,	Middle School
GA	Levonne	Gigger	http://diversityrecruitmei	M.Ed	Elementary Education	Georgia State University	English	Education, Elementary	Elementary School
GA	JerRhonda	Matthews	http://diversityrecruitmei	Bachelors of Arts	Sociology	Georgia State University	English	Counseling, Teaching	High School
GA	Quandus	Patterson	http://diversityrecruitmei	Masters	English, School Counselin	Georgia State University	English, limited Spanish	Teaching, School Counseli	High School
GA	Demarcus	Howard	http://diversityrecruitmei	Master's Degree	Middle Level Education	Georgia State University	English	Teaching	Middle School
GA	Chloe	Johnson	http://diversityrecruitmei	Bachelor of Science in Ed	Middle Level Education	Georgia State University	english	Teaching	Middle School
GA	Cora	Farquharson	http://diversityrecruitmei	Bachelors	Education	Grand Canyon University	English	Teaching	Elementary School
GA	Anthony	Francois	http://diversityrecruitmei	Master's Degree	Educational Leadership	Grand Canyon University	English	Administration	Middle School
GA	Edwin	Pettway	http://diversityrecruitmei	Masters	Secondary Education	Grand Canyon University	English	Teaching & Administratio	High School
GA	Kala	Somerville	http://diversityrecruitmei	M.Ed.	Elementary Education	Grand Canyon University	English	Teaching	Elementary School
GA	Magda	Muzac	http://diversityrecruitmei	Master	French	GSU	French	teaching	High School
GA	Bryana	Bryant	http://diversityrecruitmei	B.S.	Integrated Studies	Jacksonville State Univer	English	Management	High School
Ga	Shonda	Hobbs	https://diversityrecruitmei	Master of Education	Instructional Leadership	Jacksonville State Univer	English	Administration	High School
GA	Maria	Smith	http://diversityrecruitmei	Master of Science	Education	Johns Hopkins School of E	Spanish, English	Teacher Leadership, Admi	High School
GA	Mauresha	Hawkins	http://diversityrecruitmei	Social Work	Master of Social Work	Kennesaw State Universit	English	Social Work	Early Childhood / Preschool
GA	Amanda	Myrick	http://diversityrecruitmei	Bachelor of Science	Early Childhood Educati	Kennesaw State Universit	English, Spanish	Education	Elementary School
GA	Shannan	Perez	http://diversityrecruitmei	BS in Education	Math and Science Educati	Kennesaw State Universit	English	Teacher	Middle School
GA	Debra	Wilson	http://diversityrecruitmei	Master's	Secondary Mathematics	Kennesaw State Universit	English	Teaching	High School
GA	Karla	Russell	http://diversityrecruitmei	M.Ed.	Curriculum & Instruction	Lesley University	English	Education	Middle School
GA	Davionna	Hicks	https://diversityrecruitmei	M.A.	Psychology	Liberty University	Fluent in Spanish and Eng	Behavior	High School
GA	Janie	Webb	http://diversityrecruitmei	Masters in Teaching	Middle Grades Science	Liberty University	english	Teaching	Middle School
GA	Edward	Dawkins	http://diversityrecruitmei	M.Ed.	School Counseling	Liberty University	English	School Counselor	Elementary School
Ga	Lauren	Morrison	http://diversityrecruitmei	Masters	Strategic Communication	Liberty University	English	Support Staff	Elementary School
GA	Debra	Jones	http://diversityrecruitmei	Ed.S	Curriculum & Instruction	Lincoln Memoria	english	teacher	High School
GA	Kimber	Pruitt	http://diversityrecruitmei	Master of Social Worker	Social Work	Louisiana State University	English	Social Worker	Elementary School
GA	Aimee	Tarver	http://diversityrecruitmei	M.A.	Counseling	Loyola Marymount Unive	Conversational Spanish	School Counselor, Guidan	Elementary School
GA	adeochun	hamilton	http://diversityrecruitmei	Bachelors	General Studies	Manhattan College	English	Higher Education	High School
GA	Tanika	Reese	http://diversityrecruitmei	Master of Arts in Teachin	Elementary Education	Marian University	Spanish-Beginner	Education	Elementary School
GA	Athea	Harris	http://diversityrecruitmei	EdD	Higher Education and Ad	Mercer University	Eng	education	High School
GA	Calvin	Smith	http://diversityrecruitmei	M.A.	Clinical Psychology	Middle Tennessee State U	English	School Counseling	Middle School
GA	Rashad	Miller	http://diversityrecruitmei	Bachelors	Business Administration	Monroe College	English	Education	Middle School
GA	Xavier	Coombs	http://diversityrecruitmei	Master of Arts	Education	Morehouse School of Reli	English	Teaching	High School
GA	Remy	Tshihamba	http://diversityrecruitmei	Bachelor	Communications	N/A	French, English	Teaching	Elementary School
GA	Tanesha	McAuley	http://diversityrecruitmei	Master's	Counseling	North Carolina Central Un	English	Administration	High School
GA	Neiman	Lofton	http://diversityrecruitmei	Ed.D	Special Education	NorthCentral University	English	Education (Teaching)	High School
GA	Madryn	Odom	http://diversityrecruitmei	Ed.D Educational Leaders	Educational Leadership	Northcentral University	English	Education	Middle School
GA	Vanetta	Richard	http://diversityrecruitmei	Master of Science	Educational Leadership	Nova Southeastern Unive	English	Administration, Teaching	High School
GA	Jametria	Floyd	http://diversityrecruitmei	Ed.S	School admin	NovaSoutheastern	English	Administration & Teachin	High School
GA	Judy	Welch	http://diversityrecruitmei	Master of Science	English Education	Novau	English	Education	High School
GA	ViDual	Futch	http://diversityrecruitmei	Masters	Higher Ed Leadership & A	Purdue University	English	Administration, College C	High School
GA	Erika	Szatmary	http://diversityrecruitmei	Bachelors in Music Educa	Music Education	Reinhardt University	English	Music Education	Middle School
GA	Crystal	Battle	http://diversityrecruitmei	Masters	Marriage & Family Therap	Richmont University	English	Counseling	High School
GA	Angelica	Russell	http://diversityrecruitmei	Bachelor's of Arts	Sociology	Savannah State University	English	Teaching	Early Childhood / Preschool
GA	Shanta	Hayes	http://diversityrecruitmei	MSW	Clinical Social Work	Simmons University	English, working on Spani	Social Work	Elementary School
GA	Brittany	Magee	http://diversityrecruitmei	B. A bachelors of Arts	psychology	Spelman College	english	education	High School
GA	Jenna	Scott	http://diversityrecruitmei	Bachelor's	Economics	Spelman College	English	Management, Administra	Elementary School
GA	Jessica	Darby	http://diversityrecruitmei	Bachelor's Degree	Business Administration a	Strayer University	English and Spanish	Operations Management,	High School
GA	Tanaya	Thomas	http://diversityrecruitmei	Masters in Education	Cultural Foundations of E	Syracuse University	English	Education - Higher Ed - Af	High School
GA	Jenny	Houk	http://diversityrecruitmei	Bachelors	modern languages	ung	English, Spanish	All the above	High School
GA	Jessica	Whyte	http://diversityrecruitmei	M.Ed, B.A.	School Counseling, Lingui	Univ West Alabama, Colu	English, French	Counseling, Education	Middle School
GA	Carolina	Gutierrez	http://diversityrecruitmei	Bachelor in Modern Lang	SPANISH-ESL	Universidad Pedagogica y	Spanish, English	Teaching	High School
GA	Judith	Siegel	http://diversityrecruitmei	Masters in Special Ed- M	Exceptional Children	University of AL in Birmin	English	Teaching/ special ed	Elementary School

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GA	Amanda	Harrison	http://diversityrecruitme	Bachelor's	Sports and Exercise Scienc	University of Alabama	English	Advising, Counseling and	High School
Ga	Kiara	Johnson	http://diversityrecruitme	Bachelors	Business administration	University of Charleston	English	Teacher	High School
GA	Dharma	Davis	http://diversityrecruitme	Master's In Social Work	Social Work	University of Georgia	English	School Social Work	Elementary School
GA	Ritanza	Jordan	http://diversityrecruitme	Masters	Education and leadership	University of Illinois Urbai	English	Administration	High School
GA	Elizabeth	Gordon	http://diversityrecruitme	Masters of Science	Biomedical Science	University of Mississippi	English	Teaching	High School
GA	Brandi	Dozier-Muhammad	http://diversityrecruitme	M.S.	Child Youth and Family St	University of Nebraska-Lir	English	Teaching	Middle School
GA	Talley	mincey	http://diversityrecruitme	Marketing	Business, Transportation/	University of North Florid	English	Business	High School
GA	Kai	Williams	http://diversityrecruitme	MBA	Business	University of Phoenix	English	Management	High School
GA	Lisa	Simmons	http://diversityrecruitme	Masters	Clinical Psychology/Couns	University of Phoenix	English	Counseling	High School
GA	Terrance	Wilson	http://diversityrecruitme	MBA-PM M.S Leadership	B.A African American Stu	University of Phoenix, Str	English Some Spanish	Administrative, Managem	Elementary School
GA	Ledys	Alvarez	http://diversityrecruitme	Bachelor	Major	University of Puerto Rico	Spanish and English	Teaching	Elementary School
GA	Joseph	Edelin	http://diversityrecruitme	M.Ed.	Instructional Planning anc	University of St, Thomas	English	Admin, Instructional Coac	Middle School
GA	Teresa	Rogers	http://diversityrecruitme	Master's	Teacher Education	University of West Georgi	English	Teaching	High School
GA	Carlyne	Jackson	http://diversityrecruitme	M.Ed	Health & Physical Educati	University of West Georgi	English	Administration & Teachin	Elementary School
Ga	Suzanne	McGinnis	http://diversityrecruitme	M.Ed	Counseling	University of west Georgi	Spanish	Professional School couns	Elementary School
GA	Katherine	Bazemore	https://diversityrecruitme	MAT	French and ESOL	Valdosta State University	French, English	Teaching	High School
GA	Samirah	Kelly	http://diversityrecruitme	BA in Science	Organizational Leadership	Valdosta State University	English	Teaching	Elementary School
GA	Moses	Dodson	http://diversityrecruitme	PHD	Education	Walden University	English and Spanish	Administration	Elementary School
GA	Alison	Huggins	http://diversityrecruitme	Bachelors	Elementary Education	Western Governors Univ	English, Intermediate Spa	Teaching	Elementary School
GA	Malik	McCall	http://diversityrecruitme	BE	Education	York University	English and French	Teaching and Support	High School
Ga	Tavon	Jackson	http://diversityrecruitme	Associates of science	Business management	Everest university	English	Technology; school leader	Elementary School
Gauteng	Kelvin	Ndlovu	http://diversityrecruitme	Bachelor of Arts	English and Theatre studi	University of Zimbabwe	English, isiZulu	Teaching	High School
Georgia	Tiffany	Patterson	http://diversityrecruitme	Master	Education-School Counse	Albany State Univeristy	English	School Counseling; Teach	High School
Georgia	Keyshawn	Morehead	http://diversityrecruitme	Bachelors	Political Science	Albany State University	English	Teaching	Middle School
Georgia	Deã€™Jia	Ricks	http://diversityrecruitme	Master's	Human Services	Argosy University	English	Human Services, special n	High School
Georgia	Nicole	Martin	http://diversityrecruitme	Master's Degree	Education	Ashland University	English	Teaching	Elementary School
Georgia	Lemisha	Rivers	http://diversityrecruitme	Child and Family Developi	Child and Family Developi	Benedict College	English	Teaching	Early Childhood / Preschool
Georgia	Brenda	Lemons	http://diversityrecruitme	Master of Business Adm	Business	Beulah Heights University	English	Teaching	Elementary School
Georgia	Juan	Smith	http://diversityrecruitme	Masters	Leadership and Administr	Beulah Heights University	English	Education, College Advisi	High School
Georgia	MICHAEL	BARTLETT	http://diversityrecruitme	M .Ed	SCHOOL ADMINISTRATION	CAMBRIDGE COLLEGE	ENGLISH	ADMINISTRATION/TEACH	Middle School
Georgia	Tracey	Carter	http://diversityrecruitme	Master's	Reading	Chicago State University	English	Administration	Elementary School
Georgia	Terrell	Johnson	http://diversityrecruitme	BA	Philosophy	Clark Atlanta University	English	Teaching	Middle School
Georgia	Nicole	Brown	http://diversityrecruitme	Masters of Education	Instruction and Curriculur	Concordia University Port	English	Education	Elementary School
Georgia	ms	lewis	http://diversityrecruitme	B.S	Marketing &Management	CSU	english	Education, Management,	High School
Georgia	Michael	Allen	http://diversityrecruitme	Social science	Health science	Florida A & M University	English	Teaching	Middle School
Georgia	Alexus	Newton	http://diversityrecruitme	B.A	Music	Florida A&M University	English, Spanish	Teaching	Elementary School
Georgia	Keyarow	Mosley	http://diversityrecruitme	Bachelor of Arts	Journalism	Georgia State University	English	Administration Managem	Elementary School
Georgia	Shania	Eaglin	http://diversityrecruitme	Master of Science	Educational Psychology	Georgia State University	english	Career Counselor, Gradua	High School
Georgia	Kesha	Grant	http://diversityrecruitme	ME	Middle Grades Education	Georgia State University	English	Teaching	Middle School
Georgia	Tomica	Owens	http://diversityrecruitme	Bachelor of Science	Elementary Education em	Grand Canyon University	English	Teaching	Early Childhood / Preschool
Georgia	Kevin	Corprew	http://diversityrecruitme	Master of Science	Biology	Hampton University	English	Education	Middle School
Georgia	Michael	Brooks	http://diversityrecruitme	Bachelors	Middle Grades Education	Kennesaw State	English	Teaching	Middle School
Georgia	Hailey	Hendrickson	http://diversityrecruitme	Bachelor's	Early Childhood Educatio	Kennesaw State Universit	English	Teaching	Elementary School
Georgia	Ayanna	Yarborough	http://diversityrecruitme	Masters and Bachelors	Educational Leadership ar	Kennesaw State Universit	English	Teaching or Administratio	Middle School
Georgia	Ernest	Lewis	http://diversityrecruitme	Ed.S.	Educational Administratic	Lincoln Memorial Univers	English	Teaching	Elementary School
Georgia	Travis	Thornton-Williams	http://diversityrecruitme	Doctorate	Educational Leadership	Northcentral University	English	Teaching	Elementary School
Georgia	Zakia	Banks	http://diversityrecruitme	Master of Arts in Educatio	Middle School Science	Northern Kentucky Univ	English	Teaching	Elementary School
Georgia	Monique	Walker	http://diversityrecruitme	Bachelor's	Human Resources Manag	Rasmussen College	English	Human Resources & Adm	Early Childhood / Preschool
Georgia	Allen	Adkins	http://diversityrecruitme	Bachelors of Arts	Human Services/Psycholo	Saint Leo University	English	Education	Elementary School
Georgia	CHERYL	NALLS	http://diversityrecruitme	MBA	Business	Saint Leo University	English	Management	Elementary School
Georgia	Sonya M.	Buchanan	http://diversityrecruitme	J.D., M.A., B.A.	Law, Journalism/Mass Co	Sanford University, Univ	English	Multiple	Elementary School
GEORGIA	DEQUENTON	ROBERTS	http://diversityrecruitme	B.A	History	Savannah State University	English	Teaching	Middle School
Georgia	Misty	Tate	https://diversityrecruitme	ME	Counselor Education	South Carolina State Univ	English	School Counseling	Elementary School
Georgia	Zakeya	Sisco	https://diversityrecruitme	Master's	School Counseling and Cli	Southern Adventist Univ	English	School Counseling	Middle School
Georgia	Aaron	Ellinger	http://diversityrecruitme	B.s	Hotel Restautant Manage	Sullivan	English	Managment	High School
Georgia	Courtney	Collins	http://diversityrecruitme	Master of Education	School Counseling	Texas A&M University	English	School Counseling	Middle School
Georgia	Muriel	Pannell	http://diversityrecruitme	Masters	Public Service & Administ	Texas A&M University	English	Management	Elementary School
Georgia	Samuel	Duffie	http://diversityrecruitme	B.S. and M.S	Biology, Human Developm	Tuskegee University, Aub	English	Secondary and Post Secor	High School
Georgia	Chandler	Dunham	http://diversityrecruitme	Master Of Social Work	Social Work	University of Denver	English	Social Work	Middle School
Georgia	Jasmine	Casilla	http://diversityrecruitme	Master	Educational Leadership	University of Kansas	Fluent Spanish, Conversat	Administration, Teaching	Middle School

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Georgia	Cathleen	Bierman	http://diversityrecruitmei	Master's	Special Education	University of Phoenix	English	Education	High School
Georgia	Norris	Gurganious	http://diversityrecruitmei	Doctor of Philosophy	Education	Walden University	English	Biology 6-12	Middle School
Georgia	Artez	Curry	http://diversityrecruitmei	BA	Psychology	Albany State University	English	Education	High School
Georgia	Temasha	carter	http://diversityrecruitmei	Bachelors	Liberal Studies	Bethune Cookman Univer	English	Teaching	Elementary School
Georgia	Charlotte	Blackman	http://diversityrecruitmei	Bachelors of Arts	Business Administration	Clark Atlanta University	English	Management, Teaching.	Elementary School
Georgia	Starr	Jackson	http://diversityrecruitmei	Master's	Social Work	Clark Atlanta University	English	Administration	Elementary School
Georgia	Simone	Poindexter	http://diversityrecruitmei	B.S.	Business Administration	Clark Atlanta University	English	Administration, Managem	Middle School
Georgia	Devan	Floyd	http://diversityrecruitmei	Bachelors	Early childhood educatio	Dalton state college	English	Teaching	Elementary School
Georgia	Nosa	Amadasun	http://diversityrecruitmei	Ph.D.	Microbiology	Georgia State University	English	Administration, teaching	High School
Georgia	Jazondra	Thomas	http://diversityrecruitmei	Bachelor of Arts	Psychology	Georgia State University	English	Teaching	Elementary School
Georgia	Dennis	Small	http://diversityrecruitmei	Bachelor	English	Morehouse College	English	Teaching	Middle School
Georgia	Jamie	Pauldo	http://diversityrecruitmei	Bachelors of Arts	English	Spelman College	English/ Spanish	Teaching	Elementary School
Georgia	Adrian	Sims	http://diversityrecruitmei	Bachelor of science	Human performance and	Tennessee State	English	Health and fitness	High School
Georgia (GA)	Chundra	Williams-Lawhorn	http://diversityrecruitmei	Masters	Elementary Curriculum, Ir	Jones International Unive	English	Teaching	Elementary School
Guangdong	Paul	Loerlein	http://diversityrecruitmei	Bachelors of Science	Mathematics	Eastern Michigan Univer	English	Teaching	High School
Gujarat	Jayeshkumar	Pandya	http://diversityrecruitmei	Masters in Education , B.S	Mathematics and Physics	Hainan Middle School - In	English	Middle school and high sc	High School
Gujrat	Ina	jhaveri	http://diversityrecruitmei	B.Sc. B.Ed	mathematics	Shreyas foundation	English,Hindi	Teaching	Middle School
HI	Eboni	Marion	http://diversityrecruitmei	Master's	Counseling	Loyola Marymount Univei	Korean (lower-intermedia	Teaching, Management, F	Elementary School
HI	Mack	Scott	http://diversityrecruitmei	B.S.	Education	University of Rhode Islanc	English	Teaching	High School
HI	Janeen	Olds	http://diversityrecruitmei	Bachelor/Juris Doctorate	Finance/Law	Unviersity of Notre Dame,	English	Administration, Managem	Middle School
Honduras	Franklin	Baca	http://diversityrecruitmei	Master's	English	Universidad Nacional Aut	English, Spanish, French	Teaching	High School
IA	Ami	Kercheval	http://diversityrecruitmei	Bachelor's and Master's	Elementary Education/Ed	Simpson College/Drake U.	English	Teaching	Elementary School
IA	Rebecca	Colagreco	http://diversityrecruitmei	Spanish/ Education	Spanish	west chester university	Spanish	teacher	Elementary School
IL	Nicole	Minardi	http://diversityrecruitmei	MA	Education	Adelphi	English	Teaching	High School
IL	Lasheda	Wallace	http://diversityrecruitmei	MBA	Marketing	American Intercontinenta	English	Administration, Managem	High School
IL	Roman	Forestor	http://diversityrecruitmei	Bachelor	Social Studies	Benedictine University	Polite German	Teacher	High School
il	Shantay	Nelson	http://diversityrecruitmei	Individualized Curriculum	Early Childhood Educatio	Chicago State University	English	Administration	Early Childhood / Preschool
IL	EToyare	Williams	http://diversityrecruitmei	Doctorate in Education	Educational Leadership	Chicago State University	English	Administration/Teaching	High School
IL	Karen	Lucas	http://diversityrecruitmei	Masters	Public Service Manageme	DePaul University	English	Teaching co-	Elementary School
IL	Jasmine	Black	http://diversityrecruitmei	Master	Biomedical science	Dominican university	English	Teaching	Middle School
IL	Melissa	Dietze	http://diversityrecruitmei	BA Elementary Education	Elementary Education	Elmhurst College	English	Teaching	Elementary School
IL	Megan	King	http://diversityrecruitmei	English Secondary Educat	English and Secondary Ed	Elmhurst College	English and Spanish	Teaching	High School
IL	Sara	Kochanski	http://diversityrecruitmei	Bachelor of Science	Mathematics and Second	Elmhurst College	English	Teaching	High School
IL	Brittany	Pales	http://diversityrecruitmei	Bachelor of Arts	Elementary Education	Elmhurst College	English	Teaching	Elementary School
IL	Haley	Allen	http://diversityrecruitmei	Bachelors	History	Elmhurst College	English, Spanish	Teaching	High School
IL	Jessica	Barnes	http://diversityrecruitmei	BA	English Secondary Ed	Elmhurst College	English	Teaching	High School
IL	Shevontae	Harris	https://diversityrecruitmei	Master of Science	Early Childhood Educatio	Erikson Institute	English	Teaching (Early Childhood	Early Childhood / Preschool
IL	Claudio	Martinez	http://diversityrecruitmei	Masters in Education Lea	Education	Harvard	English and Spanish	Education Administration	Elementary School
IL	Joy	Scott	http://diversityrecruitmei	Masters	Education	Harvard University	English	Teaching	High School
IL	Corey	Kuropas	http://diversityrecruitmei	Associates (working towai	Criminal justice	ITT (now currently at WGI	English	Special Education	Elementary School
IL	Erica	Brooks	http://diversityrecruitmei	Educational specialists	Administration	Lindenwood	English	Administration school cou	High School
IL	Veronica	Studnicka	http://diversityrecruitmei	Elemtary	ESL	Loyal University	Spanish	Administration	Elementary School
IL	Charles	Hwang	http://diversityrecruitmei	Bachelor's of Science	Statistics	Loyola University Chicago	English	Student Affairs	High School
IL	Amanda	Futcher	http://diversityrecruitmei	B.A. English	English Education	Michigan State University	English	Teaching	Middle School
IL	Jody	Justin	http://diversityrecruitmei	Master's	Elementary Education	National-Louis University	English	Teaching	Elementary School
IL	Vaishali	Tajpuria	http://diversityrecruitmei	MA	Psychology	National-Louis University	English, Gujarati, Hindi, S	Education	High School
IL	Colleen	Morley	http://diversityrecruitmei	MA	Educational Administratic	NLU	English	Educational Administratic	Elementary School
IL	Anthony	Romanelli	http://diversityrecruitmei	MA - Educational Adminis	English	North Central College	English	Education	Middle School
IL	Karina	Maya	https://diversityrecruitmei	Bachelors	Spanish and Education	North Park University	English and Spanish	Teaching	High School
IL	Lily	Sotoudeh	http://diversityrecruitmei	Master's	School Counseling	Northeastern Illinois Univ	Persian	Education/School Course	Middle School
IL	Latasha	Williams	http://diversityrecruitmei	Master in inner city studi	inner city studies educati	northeastern illinois unive	english	education	Early Childhood / Preschool
IL	Chazz	McCullough	http://diversityrecruitmei	Bachelor of Science	Human Development and	Northwestern University	English (native), Chinese (	Education	Early Childhood / Preschool
II	Rose Marie	Ali	http://diversityrecruitmei	EdD, MS	Education, Life Science	NSU, UWI	English	Teaching	High School
IL	Nicole	Frankt	http://diversityrecruitmei	Bachelor of Arts in Eleme	Elementary Education, mi	Roosevelt University	English	Education	Elementary School
IL	John	Robinson	http://diversityrecruitmei	Bachelor	Criminal Justice Leadershi	Roosevelt University	English	Administration	Middle School
IL	Ashlee	Stanley	http://diversityrecruitmei	Masters of arts	School counseling	Stephens College	English	teaching	Early Childhood / Preschool
IL	Mercedes	Lanman	http://diversityrecruitmei	Masters of Arts in Teachir	English Language ARTs	Trinity International Univ	English	Education	Middle School
IL	Tiffani	Nixon	http://diversityrecruitmei	Master of Arts in Teachin	Special Education	University of IL at Chicago	English	Education	Middle School
IL	Kyle	Decker	http://diversityrecruitmei	MEd	Special Education	University of Illinois at Ch	English	Teaching	High School
IL	Ciera	Hoosier	http://diversityrecruitmei	Master's Education	Secondary Science Educat	University of Illinois Chica	English	Teaching	High School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
IL	Mansi	Tripathi	http://diversityrecruitme	Master of Science	Information Management	University of Illinois Urbai	English	Information Management	Middle School
IL	Meryl	Barnes	https://diversityrecruitme	B.S.ed Early Childhood Ed	Early Childhood Educatior	University of Missouri - Cr	English	Early Childhood Educator	Early Childhood / Preschool
IL	Tonie	Wasco	http://diversityrecruitme	Bachlors in Education	Secondary English Educat	University of Wisconsin -	English	Teaching	Middle School
IL	Sierra	Becker	http://diversityrecruitme	English B.S.Ed	English	University of Wisconsin-V	Secondary English Educat	Teaching	Middle School
IL	George	Nye	http://diversityrecruitme	B.S.	Kinesiology	University of Wisconsin, M	English, Conversational Sp	Education	Middle School
IL	Martha	Carter	http://diversityrecruitme	Bachelor	Psychology	Whitewater Wisconsin	English	Teaching	Elementary School
IL	Sara	Perez	http://diversityrecruitme	BA	Marketing Communicatio	Columbia College Chicago	English and some Spanish	Management	High School
IL	Emily	Lipson	http://diversityrecruitme	Bachelors of Science	Recreation, Parks, and Lei	University of Minnesota, T	English	Education	Elementary School
Illinois	Geeta	Madiraju	http://diversityrecruitme	Master's	Education	DePaul University	English, Hindi, Telugu	Teaching	Elementary School
Illinois	Elizabeth	Mincheski	https://diversityrecruitme	Masters degree in curricu	Special education	Elementary	English	Education	Elementary School
Illinois	Hollee	Czajka	http://diversityrecruitme	Bachelor's Degree	Secondary Education and	Elmhurst College	English	Teaching	High School
Illinois	Ainhoa	Garcia-de-Vicuna-Vega	http://diversityrecruitme	MA in Languages, Literatu	Spanish Theoretical and A	Illinois State University	Spanish, English	Foreign Language Teachin	High School
Illinois	Jeffrey	Taylor	http://diversityrecruitme	Master	Management	Minot State University, Ni	English	Management, Teaching	High School
Illinois	TONYA	TRACY-MC CLAIN	http://diversityrecruitme	Master of Arts	Psychology	National Louis University	English	Teaching / Counseling	Elementary School
Illinois	Brittaney	Greene	http://diversityrecruitme	Early Childhood Special Et	Early Childhood	National Louis University	English	Teaching	Early Childhood / Preschool
Illinois	TODD	BITTORF	http://diversityrecruitme	M.Ed Technology in Educu	Fine Art and Technology	National Louis University	English	Teaching	Elementary School
Illinois	Christopher	Tatchoum	http://diversityrecruitme	MA	Geography	Northeastern Illinois Univ	English and French	Teaching	High School
Illinois	Tresa	Reynolds	http://diversityrecruitme	Bachelors	Business Administration	Paul Quinn College	English	Support Staff, Teaching	Elementary School
Illinois	Anita	Naz	http://diversityrecruitme	Bachelors	Business Management	Rockford University	English, Spanish,Farsi, Pas	Management	Early Childhood / Preschool
Illinois	Fatima	Brunson	http://diversityrecruitme	PhD	Policy Studies in Urban Ec	University of Illinois at Ch	English	Research	High School
Illinois	Andrea	Riles	http://diversityrecruitme	Masters of Education	Special Education	University of Illinois at Ch	English	Teaching- Special Educati	High School
Illinois	Tara	Meyer	http://diversityrecruitme	Master of Arts	Elementary Education	University of Kentucky	English, Conversational in	Elementary Teaching	Elementary School
IN	Janet	Bragg	http://diversityrecruitme	BSEUDUC	elementary education & t	Indiana University	English	education	Elementary School
IN	Gabriela	Kolman	http://diversityrecruitme	MA	Hispanic Literatures and C	Indiana University	Spanish and Portuguese	Teaching	High School
IN	Andrea	Winters	http://diversityrecruitme	Masters, Bachelors, Assoc	Social Work	Indiana University- Indian	English	Mental Health	Elementary School
IN	Michelle	Cross	http://diversityrecruitme	B.A.	Transition to Teaching	Marian University	English	Administration	Elementary School
IN	Chelsea	Studebaker	http://diversityrecruitme	Bachelor's	Biology Education	Purdue	English	Teaching	High School
IN	Rosalie	Stanley	http://diversityrecruitme	Elementary Education	Elementary Education	Purdue Univeristy	Spanish	Teaching	Elementary School
IN	Josie	Crawford	http://diversityrecruitme	Bachelor	English Education	Purdue University	English, knowledge of ASI	Teaching	High School
IN	Katelyn	DeMarco	http://diversityrecruitme	BA	Elementary Education and	Purdue University	English	Teaching	Elementary School
IN	Katherine	Jimenez	https://diversityrecruitme	Bachelor of Arts	Elementary Education	Purdue University	English	Teaching	Elementary School
IN	Julia	Katz	http://diversityrecruitme	Bachelor of Arts	Elementary Education	Purdue University	English	Teaching	Elementary School
IN	Jessica	Kroll	https://diversityrecruitme	Bachelor of the Arts	Elementary Education & I	Purdue University	English	Teaching	Elementary School
IN	Marsha	Goin	http://diversityrecruitme	B.S., M.S. PhD	Education, Psychology	Purdue University. Weste	English	Special Education	High School
IN	Ismael	Pena	http://diversityrecruitme	Master	Electrical Engineering / Sp	The University of Carabob	Spanish Portuguese	Teacher	Middle School
IN	Allie	Hammond	http://diversityrecruitme	Bachelors	Elementary Education	University of Evansville	English	Teaching	Elementary School
Indiana	Yvette	Foreste	http://diversityrecruitme	Master of Divinity	Theology	Christian Theological Sem	English	Teaching	Elementary School
Indiana	Lynn	Hamilton	http://diversityrecruitme	Master's	Education Teacher Leader	Indiana Wesleyan Univer	English	teaching	Elementary School
Indiana	Kelsey	Bowyer	https://diversityrecruitme	BA	Visual Arts Education	Purdue University	English	Art Teaching	Middle School
Indiana	Caroline	Boyer	http://diversityrecruitme	Bachelor	Elementary Education	Purdue University	English	Teaching	Elementary School
Indiana	Jonathan	Gudeman	https://diversityrecruitme	Bachelor	English Education	Purdue University	English	Teaching	High School
Indiana	Gabrielle	Hubbard	http://diversityrecruitme	Bachelor of Arts	Elementary Education	Purdue University	English	Teaching	Elementary School
Indiana	Haley	Makowski	http://diversityrecruitme	Bachelor of Arts	Elementary and Special Et	Purdue University	English	Teaching	Elementary School
Indiana	Jeep	Morehouse	http://diversityrecruitme	Bachelor of Arts	Special Education Mild/In	Purdue University	English	Teaching	High School
Indiana	Kate	Bertels	https://diversityrecruitme	Bachelor's in Liberal Arts	Visual Arts Education K-1:	Purdue University (Main C	English	Teaching	High School
Indiana	Jerius	Harris	http://diversityrecruitme	Bachelors	Political Science	Tennessee state universit	English	Case Manager	Middle School
Indiana	Glori	Suarez	http://diversityrecruitme	Bachelors of Science	Business Administration	University of Southern Ca	English	Management / Facilities	Elementary School
Iowa	Joshua	Jack	http://diversityrecruitme	Master of Arts	Education	Concordia University-Port	English	Teaching	
Kansas	Amy	Jones	http://diversityrecruitme	Bachelor of Science	Art Education, and Humai	Kansas State University	English	Teaching	Elementary School
Kansas	LaKayla	Thompson	http://diversityrecruitme	Bachelors	Education Studies	Spelman College	English	Education	Elementary School
Kansas (KS)	Sophie	Solomonson	http://diversityrecruitme	Bachelor's	Music Education	University of Kansas	English	Teaching	Elementary School
Kansas City	Beverly	Roberts	http://diversityrecruitme	Masters	Elementary Education	Ashford University	English	Teaching	Elementary School
Karnataka	Nasreen I	Hulkoti	http://diversityrecruitme	Ph.D	Botany	Karnatak University	English, Hindi, Kannada	Teaching	High School
Kentucky	Hannah	Gadberry	http://diversityrecruitme	Master of Arts in Teachin	Secondary STEM Educatio	University of Kentucky	English	Teaching - Secondary STEI	High School
Kentucky	Lyudmyla	Ivanyuk	http://diversityrecruitme	doctor of education	literacy	University of Kentucky	English, Ukrainian, and Ru	Education	Elementary School
Kentucky	Kelsey	Kadow	http://diversityrecruitme	Bachelor of Arts	Middle Level Education in	University of Kentucky	English	Teaching	Middle School
Kentucky	Richard	Marshall	http://diversityrecruitme	Bachelors	Middle School Education	University of Kentucky	English	Teaching	Middle School
Kentucky	Amanda	Rivera	http://diversityrecruitme	Bachelor of Arts	Middle Level Education	University of Kentucky	English	Teaching	Middle School
Kentucky	Chantellese	Shockley	http://diversityrecruitme	Bachelor	Interdisciplinary Early Chi	University of Kentucky	English	Teaching	Early Childhood / Preschool
Kentucky	Olivia	Wills	http://diversityrecruitme	Bachelor of Arts	Elementary Education	University of Kentucky	English	Teaching	Elementary School

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Kerala	sijo	varghese	https://diversityrecruitme	Masters	education , Bachelors in	University of Calicut , India	ENGLISH	teaching	Middle School
Kingston	Gary	Wynter	http://diversityrecruitme	Bachelor in Education	Education	Jamaica Theological Seminary	English	Education	Middle School
Kingston	audrey	Tulloch-lorne	http://diversityrecruitme	partial Masters	special education	mico university college	english	teaching	Elementary School
KS	Cathy	Shaw	http://diversityrecruitme	BS; MEd	Exercise and Health Sciences	Bryan College	English	Teaching, PE	Elementary School
KS	Bridget	Quinn	http://diversityrecruitme	Elementary Education & F	Elementary Education & F	Clemson University and C	English	Teaching	Elementary School
KS	Laurie	Herbers	http://diversityrecruitme	Masters	Educational Administratic	Emporia State University	English	Administration, Teaching,	High School
KS	Andrea	Siefkes	http://diversityrecruitme	Masters	Curriculum, ESOL, and Ad	Friends Univeristy, Empor	English	Teaching and Administrat	High School
KS	Shelda	Kirkland	https://diversityrecruitme	Masters	Secondary Education	Grand Canyon University	conversational spanish	Teaching	Middle School
KS	Lei	Cheng	http://diversityrecruitme	BSE	Chinese PK 12 Foreign Lar	University of Kansas	Chinese	Teaching	High School
KS	Anisha	Dodhiya	http://diversityrecruitme	Teaching	Unified Early Childhood	University of Kansas	Hindi, English, Gujrati	Teaching	Early Childhood / Preschool
KS	Jennie	McDow	http://diversityrecruitme	MAED	Educational Administratic	University of Kansas	English	Teaching, coaching, admini	Elementary School
KS	Marjorie	Stump	http://diversityrecruitme	Masters in Curriculum and	Curriculum and Teaching	University of Kansas	French, English	Education	High School
KS	Nicole	Welshans	http://diversityrecruitme	BS	Biological Sciences	Wichita State University	English	Teaching	High School
KY	Bobbie	Sparks	http://diversityrecruitme	Ph.D.	Organizational Leaderhip	Northcentral University	English, Chinese	Education	High School
KY	Kellsie	Kennedy	http://diversityrecruitme	B.A. in English, working on	English Secondary Educat	University of Kentucky	English	Teaching	High School
KY	Maggie	O'Neil	http://diversityrecruitme	B.A.	Elementary Education	University of Kentucky	English	Elementary Education	Elementary School
KY	Lydia	Spencer	http://diversityrecruitme	BA in Elementary Educati	Elementary Education	University of Kentucky	English	Teaching	Elementary School
La	Bianca	Comeaux	http://diversityrecruitme	Masters in Education	Curriculum and instructio	Concordia University- Por	English	Teaching	Elementary School
LA	Krystle	Frank	http://diversityrecruitme	Accounting	Associates	Delgado Community Colle	English	Administration, Managem	Middle School
LA	Chrishel	Crawford	http://diversityrecruitme	B.A in Social Work	Social Work	Dillard University	English	Teaching	Elementary School
LA	Farley	RICHARD	http://diversityrecruitme	Ed.D	Education Organizational	Grand Canyon University	English	Administration	Elementary School
LA	Sarah	Spromberg	http://diversityrecruitme	Master of Arts	Teaching English to Speak	Hunter College	Basic Arabic, Italian, Span	Leadership	High School
LA	Sentoris	Bronner	http://diversityrecruitme	Education	Special Education	Jackson State University	English	Administration,Managem	High School
LA	Janeicia	Neely	http://diversityrecruitme	Bachelor of Social Science	Mass Communication	Loyola University New Or	English	Sports Entertainment	Middle School
LA	Alecea	Thompson	http://diversityrecruitme	Masters of Science	Health And Human Perfor	McNeese State University	English	Teaching	Elementary School
LA	Ashley	Alexis	http://diversityrecruitme	Master of Arts in Teachin	Early Childhood Educatio	Mercer University	English	Teaching	Elementary School
LA	Esmine	Riggins	http://diversityrecruitme	Masters in Arts of Teachir	Middle School Math	RELAY GSE	English	Teaching	Elementary School
LA	Tonecia	Harvey	http://diversityrecruitme	Bachelors	Early Childhood Educatio	San Francisco State Unive	English	Teaching	Early Childhood / Preschool
La	Delwin	Davis Jr	http://diversityrecruitme	Yes	General Studies	Southeastern Louisiana U	English	Teaching	Middle School
LA	Rudy	San Miguel	http://diversityrecruitme	Bachelor of Arts	English	Southern Illinois Universit	English	Teaching	High School
LA	Melinda	Everson	https://diversityrecruitme	B.A.	Psychology	Southern University	English	Teaching	Early Childhood / Preschool
LA	Janay	Bolton	http://diversityrecruitme	Master of Social Work	Social Work	Southern University at Ne	English	Social Work	Early Childhood / Preschool
LA	Brittany	Mcfarland	http://diversityrecruitme	Bachelors	Child development and fa	Southern university of Ne	English	Administration	Early Childhood / Preschool
LA	Keisha	Hawkins	http://diversityrecruitme	Master of Arts	Juvenile Justice	SUNO	English	Administration	High School
La	Samantha	Thompson	http://diversityrecruitme	Bachelors of science	Interdisciplinary studies- I	Tennessee Tech Universit	English	Teaching	Middle School
LA	Janice	Keys	http://diversityrecruitme	BA	Administration	Tulane University	English	Teaching	Early Childhood / Preschool
LA	Rosa	Hughes	http://diversityrecruitme	B.S., M.A., J.D.	Sociology	Tuskegee University, Atlai	English	management, Law	High School
LA	Whitney	Johnson	http://diversityrecruitme	bachelor	business	university of louisiana at l	English	teaching	Early Childhood / Preschool
LA	Deletta	Cager	http://diversityrecruitme	M.Ed. Education Leadersh	Education	University Holy Cross	English	Administration & Teachin	Early Childhood / Preschool
LA	Rose	Shelton-Singleton	http://diversityrecruitme	M.Ed	Teaching and Learning	University of Holy Cross	English, Polite Spanish	Teaching (Pre-K - 2nd) or	Early Childhood / Preschool
LA	Natalie	Graser	http://diversityrecruitme	Bachelor of Science	Vocational Education	University of Louisiana at	English	Teaching	High School
LA	Cynthia	Hurtado	http://diversityrecruitme	Bachelor of Sciences	Elementary Education	University of New Orleans	English, Spanish	Teaching	Elementary School
LA	Glori	Woods	http://diversityrecruitme	Bachelor's	Business Administration	University of New Orleans	English	Open	Elementary School
LA	Michelle	Melancon	https://diversityrecruitme	Masters	Education	Xavier University	English	SPED	Elementary School
La Libertad	FLORENCE PRIYA	ALEXANDER	http://diversityrecruitme	Masters	English literature	Maharshi Dayanad Sarasw	English, Hindi	Education	Middle School
Lagos	VIVIAN	UYANNEH	http://diversityrecruitme	M.Sc	Learning and Technology	Western Governors Unive	English	Teaching	Middle School
Lahore	Khawar	Qayyum	http://diversityrecruitme	IT	IT	IT School	English	IT	High School
Limpopo	Idris Oladimeji	Dauda	http://diversityrecruitme	Postgraduate Certificate in	Natural and Life Sciences	University of South Africa	English	Teaching	Middle School
London	Danai	Marinou	http://diversityrecruitme	Master's	Education	MusicoLOGY	English, Greek, Italian, Fre	Education	Elementary School
Louisiana	Letitia	Michon	http://diversityrecruitme	Adult Education	Gene Masters	Bac& AIU	McNe English	Education	Middle School
Louisiana	Ashley	Carter	http://diversityrecruitme	Bachelor of Arts	Communications/ Broadc	Alabama A&M University	English	Teaching, Counseling, Adr	Middle School
Louisiana	Kelly	Donatto	http://diversityrecruitme	Masters	Educational Leadership	American College of Educ	English	Education	Elementary School
Louisiana	Jay	Johnson	http://diversityrecruitme	Master of Curriculum and	Education	Arizona State University	English	Management	High School
louisiana	Harold	Nunnery	http://diversityrecruitme	Associate	Management	Booker T Washington	English	etc..	High School
louisiana	Michelle Bella	Legault	http://diversityrecruitme	MA	Higher Ed Admin	Boston College	English	Education	Elementary School
Louisiana	Amber	Gay	http://diversityrecruitme	Masters/Credential	Elementary Education	CSU Stanislaus	ASL, Spanish	Elementary education	Elementary School
Louisiana	Abigail	Lantigua	http://diversityrecruitme	Master's	Higher Education Adminis	Florida International Univ	English and Spanish	Administration	High School
Louisiana	Charles	Larce	http://diversityrecruitme	kinesiology	pedagogy	Grambling State Universit	English	Teaching	High School
Louisiana	Gertrude (Trudy)	Wells	http://diversityrecruitme	Masters- Curriculum and	Education- Concentration	Louisiana State University	English/ Beginning Spanis	Teaching/Instruction	Elementary School
Louisiana	Lynnette	Smith	http://diversityrecruitme	Bachelor	Social Sciences	Our lady of Holy Cross Col	English	Teaching	Early Childhood / Preschool

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Louisiana	Faith	Frey	http://diversityrecruitmer	Bachelor of Science	Family & Consumer Scien	Southeastern Louisiana U	English	Teaching	Early Childhood / Preschool
Louisiana	Wellington	Stewart	https://diversityrecruitme	Masters	Health and Physical Educ	Southern University	english	Teaching	High School
Louisiana	jalana	farlough	http://diversityrecruitme	B.S.	CRIMINAL JUSTICE	SOUTHERN UNIVERSITY	ENGLISH	teaching, administration	Elementary School
Louisiana	Jocelyn	Jenkins	http://diversityrecruitmer	Bachelor's	Sociology	Southern University and #	English	Teaching	Elementary School
Louisiana	Melvin	Duncan-Ret.USA	http://diversityrecruitme	Master Art Degree	CriminalJustice/Juvin	Southern University at Ne	English	Teaching K4	Elementary School
Louisiana	Nykia	McCray	http://diversityrecruitme	Bachelors	Criminal justice	Southern University at N	English	Teaching	Elementary School
Louisiana	JOSEPH CHRISTOPHER SO	COOPER	http://diversityrecruitme	JD	Law	Southern University Law (	English and Spanish	Teaching	High School
Louisiana	Shenell	Deville	http://diversityrecruitme	M.Ed and M.Ed	Curriculum & Instruction	University of New Orleans:	English	Education Administration	Elementary School
Louisiana	Shekinah	Easterling	http://diversityrecruitme	Master of Education	Counselor Education	University of New Orleans:	English	School Counseling	Middle School
Louisiana	Desmond	OConnor	http://diversityrecruitme	M.Ed	Guidance Counseling	University Our Lady Cross	French, English	Guidance Counselor, Phys	Elementary School
Louisiana	Dana	Allen	http://diversityrecruitme	M.A.	Teaching	Xavier University	English	Administration, Manager	High School
Louisiana	Amara	Jackson	http://diversityrecruitme	Associates	Childhood Development	Nunez Community Colleg	English	Teacher	Early Childhood / Preschool
Louisiana	Debra	Keller	http://diversityrecruitme	BA	Elementary Education	Southern University	English	Teaching	Middle School
Louisiana	Dwight	Rousseve Jr	http://diversityrecruitme	Bachelor	General Studies	Southern University at Ne	English	Teaching	Elementary School
Louisiana	Kenyatta	Bush	http://diversityrecruitme	Bachelors of Science	Applied Behavioral Scienc	University of Holy Cross C	English	Culture/ Teacher	High School
M	William	Chan	http://diversityrecruitme	Master in Education	Mathematics	Cambridge College	English & Chinese & Pro	TEACHING	High School
MA	Anthea	Lavergne	http://diversityrecruitme	M.Ed	Instructional Technology	American InterContinent	English	Administration and Teach	Elementary School
MA	Susan	Petrucelli	http://diversityrecruitme	Doctor of Education	Teaching and Learning	American International C	English	Education, College Prepar	High School
MA	Mia	McCue	http://diversityrecruitme	Elementary Education	Elementary Education	American University	English	Teaching	Elementary School
MA	Kimberly	Sheppard	http://diversityrecruitme	MSW	Social Work	Boston College	English	Social Work (Supervisory	Elementary School
ma	Nicole	Yurchak	http://diversityrecruitme	Masters in Education	TESOL	Boston University	Spanish; Mandarin	ESL teaching	Middle School
MA	Rachel	weinstein	http://diversityrecruitme	BA, MA, MSW	psychology, social admini	Boston University, Colum	English	Administration, Program I	Elementary School
MA	Brian	Russo	http://diversityrecruitme	Bachelor of Arts	Political Science, Religiou	Colby College	English & Spanish	Teaching	High School
MA	Carmen	Moreno Sanz	https://diversityrecruitme	Master	Spanish	Complutense University	Spanish, French, German,	Education	High School
MA	Betty jo	McGee	https://diversityrecruitme	Masters	Instruction & Curriculum	Concordia University	Spanish	All fields: teaching, admin	High School
MA	Monica	Swan	http://diversityrecruitme	MBA	Business Management	Curry College	English	Management	Elementary School
MA	Jaimie	March	https://diversityrecruitme	Masterâ€™s in Education	ABA and Autism	Endicott College	English	Special Education	High School
MA	MARQUISSE	HENRY	http://diversityrecruitme	Bachelor of Science Degre	Sports and Recreation Ma	Franklin Pierce University	English	Teaching, Leadership, Ath	Middle School
MA	Bergina	Francois	http://diversityrecruitme	M.Ed	Early Childhood Educatio	Lesley University	English, French, Haitian C	Teaching	Early Childhood / Preschool
MA	Sujoy	Catandella	http://diversityrecruitme	M.E.d	Creative Arts in Learning,	Lesley University	English	Art teacher	High School
MA	Emily	Law	http://diversityrecruitme	Bachelors	ECHE & Psychology	MCLA	English	Teaching	Elementary School
MA	Janelle	Clarke	http://diversityrecruitme	M.Ed	Education	Merrimack College	English	Teaching, Coaching	High School
MA	Radhika	Pillai	http://diversityrecruitme	MBA	Marketing	Miami University, Oxford,	English, Malayalam, Hindi	Education, Communicatio	High School
MA	Yuhan	Zhan	http://diversityrecruitme	BA	Psychology and Educatio	Mount Holyoke College	Mandarin, English	Teaching	Elementary School
MA	Alison	Angell (Lesley Career Cent	http://diversityrecruitme	N/A	N/A	N/A	English	Career Services for Educa	Elementary School
ma	Aruna	Panneerselvam	http://diversityrecruitme	Master in engineering	math, physics	outside of US	tamil, english	teaching	High School
MA	Zoe	Turner	http://diversityrecruitme	Masters	Social Work	Simmons University	English	Social work	Elementary School
MA	Peter	Sakura	http://diversityrecruitme	Master's	Teaching English to Speak	Teachers College Columbi	English, Japanese	Teaching	Elementary School
MA	Joshua	Rosenbaum	http://diversityrecruitme	Bachelor of Science	Secondary Social Studies I	The Pennsylvania State U	English	Teaching	High School
MA	Matthew	D'Innocenzo	http://diversityrecruitme	M. Ed.	Middle/Secondary Educat	UMass Boston	English	Teaching	Middle School
MA	Bridget	Levandowski	http://diversityrecruitme	Bachelor of science	Rehabilitation Services	University of Maine at Far	English	Special education	High School
MA	Rachel	Bay-Chaparro	http://diversityrecruitme	MEd	Mathematics	University of Massachuse	Korean	Teaching	Middle School
MA	Nguyen	Dorvilus	https://diversityrecruitme	M.Ed/Ed.S	School Counselor Educati	University of Massachuse	Vietnamese, Spanish	School Counseling	High School
MA	Allana	Matthews	http://diversityrecruitme	Bachelors of Science	Public Health/Education	University of Massachuse	English; Spanish - Proficie	Education, Teaching, Educ	High School
MA	Adeola	Mbaneme	http://diversityrecruitme	M.S	Mental Health Counseling	University of Massachuse	English	School Counseling	High School
MA	Cassidy	DeLong	http://diversityrecruitme	Bachelors	Education	West Chester University c	English	Teaching	Elementary School
MA	Nicole	Andrews	http://diversityrecruitme	Masters in Education	Elementary Education	Westfield State University	English	Education	Elementary School
MA	ANNE	MOSLEY	http://diversityrecruitme	Human Development	Early Education and Care	Wheelock College	English	Teaching, Administration	Early Childhood / Preschool
MA Massachusetts	Reuben	Howard	https://diversityrecruitme	Bachelor of Arts	English	Harvard College	English, Spanish (working	Teaching	Middle School
Maharashtra	Maharashtra	VINITA	http://diversityrecruitme	BE	Instrumentation	Mumbai University	English, Hindi	Teaching	Early Childhood / Preschool
Maharashtra	Nancy	Paul	https://diversityrecruitme	Master of Arts	English Literature	University of Pune	English and Spanish	Teaching	Elementary School
Maharashtra	Blessy	Christopher	http://diversityrecruitme	B.Sc	Mathematics	Christ Church School	English,Hindi and Tamil	Teaching	Middle School
Malawi	Rabson	Kamanga	http://diversityrecruitme	Bsc Technical Education	Technical Education	University of Malawi	English	Teaching	Middle School
Maryland	Maryland	Tiffany	http://diversityrecruitme	Associate of Arts	Culinary Arts	American River College	English	Administration	Elementary School
Maryland	Raven	Marshall	http://diversityrecruitme	High School Diploma	Criminal Justice Major	Ballou Senior High School	English	Teachers Aide	Elementary School
Maryland	Raven	Marshall	http://diversityrecruitme	High School Diploma	Criminal Justice Major	Ballou Senior High School	English	Teachers Aide	Elementary School
Maryland	Vimala	Tabron	http://diversityrecruitme	Diploma	General	Bladensburg	English	Adminstration	Elementary School
Maryland	Christopher	Garces	http://diversityrecruitme	High school diploma	N/A	Bladensburg high school	Spanish , English	Administration , Cleaning	High School
Maryland	Denzel	Knox	http://diversityrecruitme	Bachelor of Fine Arts in M	Music Performance	Bowie State University	English	Music Education	Elementary School
Maryland	Cynthia	Lawrence	http://diversityrecruitme	B.S.	Psychology	Bowie State University	English	Teaching	Elementary School

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Maryland	Leo	Washington 3rd	http://diversityrecruitmer	Bachelor's	Sports Management	Bowie State University	English	Education	Elementary School
Maryland	Bryana	Harrington	http://diversityrecruitmer	Bachelor's	Elementary Education	Florida Atlantic University	English	Teaching	Elementary School
Maryland	LaToya	Aldridge	http://diversityrecruitmer	Master of Education/Spec	Special Education	Grand Canyon University	English	Teaching	Early Childhood / Preschool
Maryland	Riley	Holbert	http://diversityrecruitmer	Bachelors	Psychology	Hampton University	English	Administration	Elementary School
Maryland	Jarmel	Taylor	http://diversityrecruitmer	Masters	Physical Education	Hampton University	English	Teaching	High School
Maryland	Joy	Washington	http://diversityrecruitmer	High school Diploma	General Education	High Point High School	English	Assistant Teaching	Early Childhood / Preschool
Maryland	Karla	Rodney	http://diversityrecruitmer	MASTER OF ARTS	RELIGIOUS STUDIES	HOWARD UNIVERSITY SC	ENGLISH	EDUCATION	High School
Maryland	Eboni	Zook	http://diversityrecruitmer	Master's	Curriculum and Instructio	Loyola University Marylan	English	Education	High School
Maryland	Lola	Adedipe	https://diversityrecruitme	Bachelor	Family Child Studies	Montclair State University	English	Teaching	Early Childhood / Preschool
Maryland	Schevette	Woolfolk	http://diversityrecruitmer	MSW	School social work, famili	Morgan State University	English	social work, teaching	Early Childhood / Preschool
Maryland	Sophia	Cote	http://diversityrecruitmer	French and education	French	Mount Holyoke College	French	Teaching	Middle School
Maryland	Tiara	Tolson	http://diversityrecruitmer	N/A	N/A	N/A	English	Administration	Early Childhood / Preschool
Maryland	Stephen	Thorne	http://diversityrecruitmer	Masters	Education	Neumann University	English	Administration, Educator	High School
MARYLAND	Monet	Greene	http://diversityrecruitmer	BS in Mathematics, MAT I	Mathematics; Elementary	North Carolina A&T State	English	Teaching	Middle School
Maryland	Courtney	Thomas	http://diversityrecruitmer	Bachelor	English Secondary Educat	Salisbury University	English	Teaching	High School
Maryland	Leah	Hill	http://diversityrecruitmer	Bachelors	Early Childhood	Salisbury University	English	Teaching	Early Childhood / Preschool
Maryland	Charles	Mickens	http://diversityrecruitmer	BA	Early Childhood Educatio	SDC	English	Administration	Elementary School
Maryland	Kowanda	Chapman	http://diversityrecruitmer	Bachelor's Degree	Business Administration v	Strayer University	English	Administration, Managerr	Middle School
Maryland	Shiva	Shrestha	http://diversityrecruitmer	DSc	Urban and Regional Plann	Technion - Israel Institute	English	Full time Teaching	High School
Maryland	Lance	McCoy	http://diversityrecruitmer	Doctorate in Education	Educational Leadership	Temple University	English, Beginner in Spani	Education, administration	Elementary School
Maryland	Kenneth	Carter	http://diversityrecruitmer	BS	Physical Education Sports	The Citadel	English	Administration, Managerr	High School
Maryland	Lisa	Lockett	http://diversityrecruitmer	CDA	Early Child Development	UDC	English	Teacher Asst	Early Childhood / Preschool
Maryland	Tamarra	Okoya	http://diversityrecruitmer	Bachelor of Arts	English	UMBC	English	Teaching	High School
Maryland	Luan	Yang	http://diversityrecruitmer	Master's	Second Language Acquisit	University of Maryland - C	Mandarin Chinese, English	Teaching	High School
Maryland	Luan	Yang	https://diversityrecruitme	Master's	Second Language Acquisit	University of Maryland - C	Mandarin Chinese, English	Teaching	High School
Maryland	Kelly	Downs	http://diversityrecruitmer	Dual Masters	Instructional Technology,	University of Maryland &	Spanish	Technology,Teaching,Trai	Elementary School
Maryland	Billy	Lacey	http://diversityrecruitmer	Bachelors	Business	University of Phoenix	English	Teaching	High School
Maryland	William	Thomas	http://diversityrecruitmer	MBA	Human Resources Manag	University of Phoenix - At	English	Human Resources	High School
Maryland	Lydienne	Endalle	http://diversityrecruitmer	Master of Arts degree in I	Graduated	University of Yaounde I	English/French	Teaching	Elementary School
Maryland	Paris	Coulter	http://diversityrecruitmer	Associates	Psychology	Virginia State University	English	Administration, Food, Ho	Early Childhood / Preschool
Maryland	SALAMATU	FOFANAH-SUKU	http://diversityrecruitmer	CDA	Early early Childhood ed	Washington DC school	English	Assistant Teacher	Early Childhood / Preschool
Maryland	Cedric	Scott	http://diversityrecruitmer	Master of education	Curriculum and Instructio	Concordia University	English	Teaching, Professional De	Elementary School
Maryland	Sukai	Prom	http://diversityrecruitmer	Bachelors	Early Childhood Educatio	Salisbury University	English	Teaching	Early Childhood / Preschool
Maryland	Jasmine	Kilgore	http://diversityrecruitmer	Masters of Science	Community and Therape	The University of North C.	English	Management	Early Childhood / Preschool
Maryland	Marcus	Jackson	http://diversityrecruitmer	BA	Social Psychology	University of Massachuse	ASL	Social Services, and Educa	Early Childhood / Preschool
Maryland	Yvonne	Lopez	http://diversityrecruitmer	B.A	English	Virginia State University	Spanish	Education	Middle School
Maryland (MD)	Tonia	Hillman	http://diversityrecruitmer	Masters	Education	University of Phoenix	English	Teaching	Elementary School
MASSACHUSETTS	Janaya	Little	http://diversityrecruitmer	Bachelors	Pre-Law	BayPath University	English	Teaching	Middle School
Massachusetts	Daniel	Madigan	http://diversityrecruitmer	M.Ed. in Educational Med	BLA- Interdisciplinary Stud	Boston University School	English	Education	Elementary School
Massachusetts	Kayla	Satchell	http://diversityrecruitmer	Masters of Science	School Counseling	Capella University	English	School Counseling	Middle School
Massachusetts	Kerrin	Duffy	http://diversityrecruitmer	Bachelors of Arts	Secondary Education; Fini	Framingham State Univer	English, Limited Spanish	Teaching	High School
Massachusetts	Kelin	Velasquez	http://diversityrecruitmer	M.Ed. in Elementary Educ	Elementary Education	Lesley University	Spanish	Teaching	Elementary School
Massachusetts	Rosane	Osmani	http://diversityrecruitmer	Masters	Education	Salem State University	English	Education	Early Childhood / Preschool
Massachusetts	Meghan	Mozea	https://diversityrecruitme	Masters in Education	Secondary Social Studies/	Stanford University Schoo	English	Teaching	High School
Massachusetts	Jessica	Cross	http://diversityrecruitmer	M.Ed	Educational Administratic	Stephen F. Austin	English	Special Education	Elementary School
Massachusetts	Russell	Marino	http://diversityrecruitmer	Doctor of Education	Education Management, I	University of Bath, UK	English (Native); German	Education Leadership	Middle School
Massachusetts	Ruth	Park	http://diversityrecruitmer	BS	Chemistry	University of California, S	Korean	Teaching	High School
Massachusetts	Archita Bharatkumar	Vaghasiya	http://diversityrecruitmer	Bachelor's of Engineering	Information Technology	University of Mumbai	English	Teaching	Middle School
Massachusetts	Newton	Rewi	http://diversityrecruitmer	Arts	History	University of Otago	English	Teaching	High School
Massachusetts	Maxwell	Polans	http://diversityrecruitmer	M.Ed	Elementary Education	University of Pennsylvania	English	Teaching	Elementary School
Massachusetts	Sophie	Wang	https://diversityrecruitme	Bachelors	Psychology & Education	Wellesley College	Chinese (Mandarin), Chin	Teaching	Elementary School
MD	Christina	Palmer	http://diversityrecruitmer	MAT & M.Ed.	Secondary Social Studies I	American University	English	Secondary Education, Hig	High School
MD	Catharine	Straley	http://diversityrecruitmer	Masters	Early Childhood Educatio	American University	English	Teaching	Early Childhood / Preschool
MD	Abigail	Weber	http://diversityrecruitmer	Master's in Teaching	Special Education	American University	English	Special Education	Elementary School
MD	James	Everett	https://diversityrecruitme	MAT	Elementary Education	American University Scho	English	Teaching	Elementary School
MD	Brownette	Suku	http://diversityrecruitmer	Bachelors of Science	Social working	Bowie State	English	Teaching	Elementary School
MD	DINE'	WHITE	http://diversityrecruitmer	MASTERS	COUNSELING PSYCHOLOG	BOWIE STATE UNIV	ELEM SPANISH	EDUCATION - COUNSELIN	Elementary School
MD	Zenobia	Fenrick	http://diversityrecruitmer	B.A.	English	Bowie State University	English, Spanish	Teaching	High School
MD	Tiara	Glover	http://diversityrecruitmer	Bachelors of Science	Sports Management	Bowie State University	English	Teaching	Elementary School
MD	Shakia	Jackson	http://diversityrecruitmer	M.Ed	Elementary	Bowie State University	english	Teaching, Coaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
MD	Brownette	Suku	http://diversityrecruitmer	Bachelor of science	Social work	Bowie state University	English	Teaching	Elementary School
MD	Atchoi	Osekre-Bond	http://diversityrecruitmer	BS and MEd (Expected G	BS in History and Govern	Bowie State University an	English	Educational Leadership/A	High School
MD	Rebecca	Daniel	http://diversityrecruitmer	Bacholr of Science	Psychology	Clafin University	English	Teaching	Elementary School
MD	Darron	Black	http://diversityrecruitmer	Bachelor	Criminal justice	COPPIN State University	English	Teaching	High School
MD	QUIANA	GRIFFIN	http://diversityrecruitmer	Bachelors	Elementary Education	Coppin State University	English	Teaching	Elementary School
MD	Tamara	Carrion	http://diversityrecruitmer	Bachelors	Public Relations/Comm.	CUNY York College	English, Spanish	Teaching, Administration,	Early Childhood / Preschool
MD	Dr. Mauria	Uhlik	http://diversityrecruitmer	Doctorate	Educational Leadership	Drexel University	English	Leadership/administratio	Early Childhood / Preschool
MD	Terry	Whitaker	http://diversityrecruitmer	Bachelor in Arts	Communication	Fayetteville State Universi	English	STEM	High School
MD	Sheena	Wheeler Norman	http://diversityrecruitmer	Bachelor of Science	Health Science	Florida A&M University	English	TEACHING	Elementary School
MD	Chardinay	Hines	http://diversityrecruitmer	Bachelor of Science	Elementary/Middle Schoo	Frostburg State University	English	Teaching	Middle School
MD	Morgan	Johnson	http://diversityrecruitmer	Bachelors	Mass Communications	Frostburg State University	english	Teaching	Elementary School
MD	Charmaine	Gray	https://diversityrecruitme	Masters	Educational Leadership	George Washington Univ	English	Administration	Elementary School
MD	Nakeya	Hairston	http://diversityrecruitmer	B. A. Degree	Early Childhood	Grand Canyon University	English	Teaching	Early Childhood / Preschool
MD	Patience	Madufor-Onyima	http://diversityrecruitmer	Masters	Nursing	Grand Crayon University	English	Teacher	High School
MD	Breanna	Walker	http://diversityrecruitmer	Bachelors of Science	Political Science	Howard University	English, some Spanish	Teaching	High School
MD	Samantha	Sikorski	http://diversityrecruitmer	Bachelors	Communication Sciences	James Madison University	English	Administration, Teaching	Early Childhood / Preschool
MD	Camille	Warren	http://diversityrecruitmer	Bachelors	English	Lane College	English	Teaching	High School
MD	Norvell	Ewing	http://diversityrecruitmer	Master of Teaching	Special Education	Liberty University	English	Teaching	Elementary School
MD	Terry	Griffin	http://diversityrecruitmer	ED.d	Educational Leadership	Liberty University	English	Administration	Elementary School
MD	Brittany	Murray	http://diversityrecruitmer	Masters	Teaching and Learning-Le	Liberty University	English	Curriculum development,	Elementary School
MD	John	Norwood	http://diversityrecruitmer	Associate	Hvacr	Maryland institute of tect	English	HVACR Trades	High School
MD	Sheena	Wilson	http://diversityrecruitmer	Doctorate	Biology	Morgan State	Na	Administration	High School
MD	BONITA	BORDLEY	http://diversityrecruitmer	BA	Education	Morgan State Univ	English	Education	Elementary School
MD	Pearl	Umoh	http://diversityrecruitmer	Bachelors of Science in PT	Recreation & Parks	Morgan State University	English	Project Management/ Te	High School
MD	Stephen	Thorne	http://diversityrecruitmer	Masters	Educaiton	Neumann University	English	Administration, Educatior	High School
MD	Shelby	Gueory	http://diversityrecruitmer	B.A.	English	Note Dame of Maryland L	English	Teaching	Elementary School
MD	Katherine	St Martin	http://diversityrecruitmer	Bachelor of Science	Health Information Mana	PGCPS	english	Teaching	Elementary School
MD	Rhonda	Manning	https://diversityrecruitme	Associate of Arts	Fine Arts/Graphic Design	Prince Georges Communi	English, Some Spanish	Support (Secretary, Admi	Elementary School
MD	Sukai	Prom	http://diversityrecruitmer	Early Childhood Educatior	Psychology	Salisbury	English	Teaching	Early Childhood / Preschool
MD	PATRICK	JOHNSON	http://diversityrecruitmer	MS Educational Admin	Educational Admin. and S	Salisbury University	Spanish - Limites	Education	Early Childhood / Preschool
MD	Samantha	Schrickel	https://diversityrecruitme	Bachelor's	Early Childhood Educatior	Salisbury University	English	Teaching	Early Childhood / Preschool
MD	Brittany	Tedder	http://diversityrecruitmer	Bachelor's	Linguistics/ESOL K-12	Salisbury University	English	ESOL Teaching	Middle School
MD	Helina	Zewdu Nega	http://diversityrecruitmer	Masters	Public Administration	Strayer University	English, Italian, Amharic, I	Administration, Support, I	Elementary School
MD	Sabrina	Gay	http://diversityrecruitmer	Masters	Business Administration	Strayer University	English	Coordinator	Middle School
MD	John	Roberts	http://diversityrecruitmer	Master of Science & Mast	Higher Education	SUNY Buffalo	English	Administration/Leading	High School
MD	Emmanuel	Freeland	http://diversityrecruitmer	Masters	Special Education	Temple University	English	Administration Managem	Middle School
MD	TEVIN	WHITLOCK	http://diversityrecruitmer	BA	Sociology	UMBC	English	Support	High School
MD	Gregory	Williams	http://diversityrecruitmer	B.A./B.A./MBA/PhD	French/Political Science/E	UMBC/UMBC/Strayer/Ne	French	Teaching	High School
MD	Yasmin	Roye	http://diversityrecruitmer	Bs	Biochem	Umes	English	Student	High School
MD	Maria	Ordonez	http://diversityrecruitmer	Secondary Education in M	Bachelor of Arts in Educat	University Ana G. Mendez	Spanish, English	Teaching	Middle School
MD	Cynthia	Wiegand	http://diversityrecruitmer	BA	English	University of Delaware	English Some ASL	Teaching	High School
MD	Olufunlayo	ADEYERI	https://diversityrecruitme	Bachelor's	History/C.R.K	University of Ibadan	English	Teaching	Middle School
MD	MAZIAR	RASTGODAMAVANDI	http://diversityrecruitmer	BS / MS	Industrial Technology / Er	University of Maryland / C	English / Faris (Persian)	Information Technology /	Elementary School
MD	Stephanie	Linden	http://diversityrecruitmer	Bachelor of Science	Elementary education	University of Maryland Cc	English	Teaching	Elementary School
MD	Ashley	Castell	http://diversityrecruitmer	Bachelors	Aviation Science	University of Maryland Ea	English	Education	Elementary School
MD	Regina	Jackson	http://diversityrecruitmer	Master's Degree	Management	University of Maryland Ur	English	Administration, Managem	Elementary School
MD	Alyssa	Baker	http://diversityrecruitmer	Bachelor of Fine Arts	Dance and Choreography	Virginia Commonwealth U	English	Teaching	High School
MD	Holley	Jackson	http://diversityrecruitmer	Bachelor	English	Virginia Union University	English	Teaching	High School
MD	YaShauna	Swan	https://diversityrecruitme	MBA	Management	Washington Adventist Un	English	Administration, Managem	Elementary School
MD	Allsion	Hugel	http://diversityrecruitmer	Bachelor of Arts	Elementary Education	West Virginia University	English	Elementary education	Elementary School
MD	LESLIE	LEWIS	http://diversityrecruitmer	MED	School Leadership & Instr	Wilmington University	English	Education	High School
MD	Allyson	Smith	http://diversityrecruitmer	Master in education	Education	George Washington unive	English	Teaching	Elementary School
MD	Sierra	Snipes	http://diversityrecruitmer	Science	Family and Consumer Scie	NC Central University	English	Teaching	Elementary School
ME	Dr. Reza	Namin	http://diversityrecruitmer	PhD, CAS	Math and Science Educati	Harvard University Gradu	Farsi, Arabic, Azari, Hebr	Administration, Teaching	High School
ME	Marianne	DeRaps	http://diversityrecruitmer	Masters in Educational Le	Education	University of Maine	English	Administration	High School
ME	Lucy	Hanson	http://diversityrecruitmer	Bachelor	BAAS CAS	UT Tyler	English	Education	Elementary School
Me	Catherine	McKnight	http://diversityrecruitmer	Associates	Human services	Kaplan University	English	Work from home	Early Childhood / Preschool
MI	Racquel	Parsons	http://diversityrecruitmer	Bachelor's of Science	Elementary Education	Florida A & M University	English	Teaching	High School
MI	Erika	Hoornaert	https://diversityrecruitme	Masters	Education (also BS w/ a m	Marygrove College	English	Teaching	Middle School
MI	Hanna	Kim	http://diversityrecruitmer	Bachelor of Arts	Education	Michigan State University	English, Korean	Teaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
MI	Lauren	Swenson	http://diversityrecruitmer	Bachelor of Arts	Elementary Education	Purdue University	English, American Sign La	Teaching	Elementary School
MI	kaylee	Hall	http://diversityrecruitmer	Special Education	Intervention Specialist M	University of Toledo	English	teaching	Elementary School
Michigan	John	Griffin	http://diversityrecruitmer	BA	English and History	Albion College	English and Kyrgyz	Education	High School
Michigan	Jennifer	Jarvis	http://diversityrecruitmer	B.S. in Elementary Educat	Mathematics	Central Michigan Universi	English	Teaching	Elementary School
Michigan	Rachel	Nelson	http://diversityrecruitmer	Bachelors in Education	Early Childhood Educatio	University of Toledo	English	Early Childhood Educatio	Elementary School
Milwaukee	Marisa	Lock	http://diversityrecruitmer	Bachelors	Educational Studies with ;	University of Wisconsin -	English	Educational Leadership &	Middle School
minnesota	victoria	williams	http://diversityrecruitmer	NA	NA	roosevelt high school	english	Para	Elementary School
Minnesota	Anabelle	Lefevre	http://diversityrecruitmer	Masters	Elementary Education, Ed	University of Kansas City,	English	Teaching, Leadership	Elementary School
Mississippi	NaTasba	Badger	http://diversityrecruitmer	Associates	Special Education	Lemoyne Owen College	Englisj	Administration	Elementary School
Mississippi	Monica	Cowan	http://diversityrecruitmer	Ed.S.	Curriculum & Instruction	University of Mississippi	English	Administration, Teaching	High School
Mississippi	Desmond	Marshall	http://diversityrecruitmer	Bachelors	Elementary Education	University of Southern Mi	English	Teaching	Elementary School
Mississippi	Dalen	Smith	http://diversityrecruitmer	Bachelors of Science	Chemistry	Tuskegee University	English	Education	High School
Mississippi	Gary	Lee	http://diversityrecruitmer	Masters	Teaching	University of Southern Mi	English	Teaching	High School
Missouri	EDRALIN	HAMBLETON	http://diversityrecruitmer	Bachelor in Secondary Edi	Mathematics	City College of Manila	English/ Tagalog	Teaching	Middle School
Missouri	Alicia	Ellis	http://diversityrecruitmer	Master of Art in Teaching	Spanish K-12	Missouri State University	Spanish / English	Teaching	High School
Missouri	Anne	Morgan	http://diversityrecruitmer	Bachelor	Elementary Education	Missouri State University	English	Teaching	Elementary School
Missouri	Megan	Rogers	http://diversityrecruitmer	Bachelors	Secondary English Educat	Missouri State University	English	Teaching	High School
Missouri	Madison	Tolliver	http://diversityrecruitmer	Bachelor of Science	Secondary Education- Eng	Southeast Missouri State	English	Teaching	High School
Missouri	Nora	Derry	http://diversityrecruitmer	Bachelor of Science	Secondary Language Arts	University of Missouri	English, American Sign La	Teaching	High School
MN	Vangyi	Chongtoua	http://diversityrecruitmer	BSEE	Electrical Engineering	Algebra Reborn	French, english, Hmong	Education, teaching	Middle School
MN	Andres	Hernandez	http://diversityrecruitmer	Bilingual Education	Bilingual Education	Our lady of the lake Univ	Spanish/ English	Teaching	Elementary School
MN	Esther	Konney	http://diversityrecruitmer	MA	Special Education	Saint Mary's University of Akan	Ewe	Teaching	Elementary School
MN	Nelly	Anderson	http://diversityrecruitmer	Master	Education	University of Carabobo	English, Spanish	Teaching	High School
MO	Buffy	Jack	http://diversityrecruitmer	BS	Elementary Ed/Social Scie	Central Methodist Univer	English	Teaching	Elementary School
Mo	Dave	Edwards	http://diversityrecruitmer	Masters in The Art of Teac	English	Fontbonne University	English	Teaching	Middle School
MO	Marnae	Chavers	http://diversityrecruitmer	Master of Education	Secondary Science Educat	John Hopkins University	English	School Operations	Middle School
MO	Sheryl	Timm Kluesner	http://diversityrecruitmer	Masters in Business Admi	Mathematics	Lindenwood University	English	Education	High School
MO	Lynette	Ward	http://diversityrecruitmer	Master of ARTS	Teaching	Lindenwood University	English	Education	Elementary School
Mo	Jeremy	King	http://diversityrecruitmer	BAS	Human Resource Manage	Lindenwood University Sa	English	Human Resource Manage	High School
Mo	Stacie	Smith	http://diversityrecruitmer	Doctorate- educational le	Administration	Maryville University	English, conversational sp	Education	Middle School
MO	Caroline	Belt	http://diversityrecruitmer	Bachelors	Elementary Education	Missouri Baptist	English	Teaching	Elementary School
MO	Sue Ann	Stanley	http://diversityrecruitmer	Bachelor's in Education	Elementary Education (1-	Missouri State University	English	Teaching	Elementary School
MO	Justavian	Tillman	http://diversityrecruitmer	Doctor of Education	Educational Leadership	Saint Louis University	English	Administration	Middle School
MO	kelly	cornman	http://diversityrecruitmer	Liberal Arts	General	Southeast Missouri State	English	Teaching	Elementary School
MO	Elizabeth	Garcia Dominguez	http://diversityrecruitmer	Master's of Arts; Juris Doc	English; Law	University of California, B	Spanish	Teaching	High School
MO	Alexander	Christensen	http://diversityrecruitmer	M.Ed., B.S.	Education, Physics	University of Missouri St.	English, Spanish-learning	Teaching	High School
MO	Eric	Johnson	http://diversityrecruitmer	Bachelor of Music	Music	University of Missouri-St.	English	Teaching	Middle School
MO	Julie	Frasher	http://diversityrecruitmer	Masters	Management	Webster University	English	Teaching or Administratio	Middle School
MS	Jasmine	Pittman	http://diversityrecruitmer	Bachelors in Political Scie	Political Science	Jackson State University	English	Teaching, Project Director	High School
MS	Cierra	Pete	http://diversityrecruitmer	Bachelors of Science in Ec	Elementary Education	Jackson State University	English	Teaching	Elementary School
MS	Cheryl	Thomas	http://diversityrecruitmer	Bachelor's	Business Administration/I	LeMoynes Owen College	English	Teaching	Elementary School
MS	Quindria	Hoskins	http://diversityrecruitmer	Bachelor of Science/ Mast	HPER/ Sports Administrat	Mississippi Valley State U	English	Teaching	High School
MS	Nykirria	Kindle	http://diversityrecruitmer	Bachelors	Early Childhood Educatio	Mississippi Valley State U	English	Teaching, Leadership	Early Childhood / Preschool
MS	Shatara	Hopkins	http://diversityrecruitmer	PhD	Organizational Leadershi	Northcentral University	English	Management	Early Childhood / Preschool
MS	Kavarica	Whitley	http://diversityrecruitmer	Ed Specialist	Administration and Super	NOVA Southeastern	English	Administration	High School
MS	Kavarica	Whitley	http://diversityrecruitmer	EdS	Administration and Super	NOVA Southeastern	English	Administration, managem	High School
MS	leneisha	mccullum	http://diversityrecruitmer	Medical assistant	Nurse	Sanford brown college	English	Management	Elementary School
MS	Donald	Aaron	http://diversityrecruitmer	BACHELORS	MUSIC EDUCATION: VOIC	TOUGALOO COLLEGE	ENGLISH	TEACHING	Middle School
MS	Brandon	Stevenson	http://diversityrecruitmer	Masters	Curriculum and Instructio	University of Mississippi	English	Teaching	High School
MS	TeTaime	Green	http://diversityrecruitmer	Doctoral	Clinical Psychology	Walden university	English	Administration	High School
Ms	Oquandryia	Ross	http://diversityrecruitmer	Masters	Social work	Western New Mexico Uni	English	Social Worker	High School
MT	Caitlin	Dougherty	http://diversityrecruitmer	Masters	Elementary Education	University of Northern Co	english	Family Engagement	Elementary School
N/A	Samantha	Prior	http://diversityrecruitmer	Bachelor of Science with (	Biological Sciences and Cf	University of Limerick	English, French and Irish	Teaching	High School
NC	Norman A.	Howell	http://diversityrecruitmer	MEd	Curriculum & Instruction	American College of Educ	English	Teaching, Administration	Middle School
NC	Kristin	Flak	http://diversityrecruitmer	Masters in Education	Teacher Leadership	Ashford University	English	Teaching	Elementary School
NC	Collins	Ntabanu	http://diversityrecruitmer	MBA	BUSINESS	CARDIFF MET UNIVERSITY	ENGLISH	MANAGEMENT, TEACHIN	High School
NC	Nicole	Fenner	http://diversityrecruitmer	Bachelor of Arts	Psychology	Clark Atlanta University	English	Management	Elementary School
NC	Da'Tarvia	Parrish	http://diversityrecruitmer	PhD	Humanities	Clark Atlanta University	English	Education	High School
NC	Kyoko	Kudo	http://diversityrecruitmer	Bachelor	Fine Art	Cooper Union	English, Basic Japanese, B	teacher	Elementary School
NC	Jessie	Mahoney	http://diversityrecruitmer	Masters	Special Education	Dowling College	English	Teaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
NC	Julie	Barrier	http://diversityrecruitmer	Masters	Theology	Duke	English	Administration	High School
NC	Verneshia	Johnson	http://diversityrecruitmer	B.A. English, M.A. English,	English and Education	Durham, Prince George's	English	Administration, Manager	High School
NC	James	LeCroy	http://diversityrecruitmer	Bachelor	English	East Carolina University	English	Education	High School
NC	Amanda	Ulfsax	http://diversityrecruitmer	Masters	Special Education	East Carolina University	English	Special Education	Elementary School
NC	cynthia	Ambrose	http://diversityrecruitmer	Master Social Work	Social Work	Fayetteville State Universi	English	School Social Worker	Middle School
NC	Candace	Aman	http://diversityrecruitmer	MA	Educational Leadership	Gardner webb	English	Administration and Teach	Middle School
NC	Beverly	Windham Stewart	http://diversityrecruitmer	Master	Secondary Education	Grand Canyon University	English	Education- Teacher	High School
NC	Sandy	Pillpe Herrera	http://diversityrecruitmer	Bachelor	English as a foreign langu	Instituto Pedaggico Nac	English and Spanish	Education	Elementary School
NC	Reginald	Smith	http://diversityrecruitmer	Bachelor of Science	Counseling Psychology	Johnson & Wales Universi	English	Administration, School Ps	Elementary School
NC	Stephanie	Dunston	http://diversityrecruitmer	Ed.S	School Administration	Liberty	English	Education	Elementary School
NC	Annalisa	Grate	http://diversityrecruitmer	B.A.	History	NC A&T	English	Teaching	High School
NC	SaiShea	McNeill-Cook	http://diversityrecruitmer	Masters	Adult & Continuing Ed	NC A&T	English	Education	High School
NC	Centerra	Harris	http://diversityrecruitmer	Masters' in Teaching	Special Education	NC A&T State University	English	Teaching, Behavior Specia	High School
NC	Rebecca	Oldham	http://diversityrecruitmer	Masters	Adult Education	NC A&T State University	English	Science Communication A	Middle School
NC	Christy	McKoy	http://diversityrecruitmer	Bachelor of Science	Child Development and Fi	North Carolina A &T State	English	Teaching	Elementary School
NC	Tauran	Wyse	https://diversityrecruitme	Bachelor of Arts	English: Creative Writing	North Carolina Agricultur	English	Virtual Teaching	Middle School
NC	Ashley	Shaw	http://diversityrecruitmer	Bachelor of Arts & Scienc	History Profession	North Carolina Agricultur	English	Teaching	High School
NC	MAISIELYN	DEMPSTER	http://diversityrecruitmer	Master of Arts	Teaching and Learning	Nova Southeastern Unive	English	Teaching	Elementary School
NC	Jeanette	Mughal	http://diversityrecruitmer	EdD	Educational Leadership	Nova Southeastern Unive	English	Education	High School
NC	Damien	Smith	https://diversityrecruitme	Masters	Sports Administration	Ohio University	English	Administration / Teaching	High School
NC	Casey	Gilbert	http://diversityrecruitmer	Bachelor of Arts	English	Oklahoma State Universit	English, Spanish, America	Teaching	High School
NC	Nicole	Gray	http://diversityrecruitmer	BA	Special Education	Pfeiffer University	English	Education	Elementary School
NC	Shawn	Smith	http://diversityrecruitmer	Bachelor of Science	Adapted Physical Educatio	Shaw University	English	Assistant Principal	Middle School
NC	Kourtney	carr	http://diversityrecruitmer	Bachelor of Arts	interdisciplinary studies (Ec	Shaw University	English	Teaching	Elementary School
NC	Thomasina	McRae	http://diversityrecruitmer	Sociology	Sociology	South Scotland School	English	Teaching	Elementary School
NC	Evonne	Harrison	http://diversityrecruitmer	Master's in Education	Education	Strayer University	English	Teaching	Middle School
NC	Darria	Parker	http://diversityrecruitmer	Bachelor	Elementary Education	UNC Pembroke	English	Teaching	Elementary School
NC	Tamla	Boone	http://diversityrecruitmer	MAT	Art	UNC PEMBROKE	Wnglish	Education	High School
NC	susan	martin	http://diversityrecruitmer	BFA	Studio art- concentration	UNC pembroke	none	Art Education	High School
NC	Felicia	Gaddy	http://diversityrecruitmer	Master of Education - M.Ed	Special Education - Learni	UNC-Charlotte	English	Teaching	Elementary School
NC	Natasha	Alexander	http://diversityrecruitmer	Pursuing my bachelors de	Early Childhood Educatio	UNCP	English	Teaching	Early Childhood / Preschool
NC	Mariea	Bryant	http://diversityrecruitmer	Associates	Secondary Education Ame	UNCP	English	teaching	High School
NC	Daniel	Lugo	http://diversityrecruitmer	Bachelor	EFL	Universidad de Carabobo	English, Spanish	Teaching	Elementary School
NC	Felice	Mitchell	http://diversityrecruitmer	MBA	Business	University of Maryland	English, Spanish	Management	Middle School
NC	Allyson	Cole	http://diversityrecruitmer	BA	English, Hispanic Literatu	University of North Caroli	English, Spanish	Teaching	High School
NC	DawnMarie	Smith	http://diversityrecruitmer	M.Ed	Middle Grades Education	University of North Caroli	English	Administration	Middle School
NC	Logan	Steffen	http://diversityrecruitmer	BFA Theatre Education	Theatre Education	University of North Caroli	English	Teaching	High School
NC	Romaine	Boyd	http://diversityrecruitmer	Master's of Art in Teac	Physical Education and He	University of North Caroli	English	Teaching	Elementary School
NC	Danielle	Bryant	http://diversityrecruitmer	Masters of Education	Elementary Mathematics	University of North Caroli	English	Teaching	Elementary School
NC	Donnell	McLean	http://diversityrecruitmer	Educational Specialist	Leadership for Teaching a	Walden University	English	Administration	Middle School
NC	Temeka	Thatch	http://diversityrecruitmer	Education Specialist	Early Childhood Studies	Walden University	English	Teaching	High School
NC	Brandi	Nosovsky	http://diversityrecruitmer	BS	Elementary Education K-8	Wesley College	English	Teaching, Teacher Coachi	Elementary School
NC	Kimberly	Kimpleton	http://diversityrecruitmer	MS	Curriculum and Instructio	Western Governors Unive	English	Education	Elementary School
NC	Michael	Owens	http://diversityrecruitmer	Masters	Family and Consumer Scie	Western Michigan Univer	English	Teaching	Elementary School
NC	RUSSELL	GREEN	https://diversityrecruitme	Bachelors of Science	Sports Management	Winston Salem State Univ	English	Teaching	Middle School
NC	Morgan	Bullock	http://diversityrecruitmer	BS	Psychology	Winston-Salem State Univ	English	Psychology, Education	Elementary School
NC	Lisa	Jones	http://diversityrecruitmer	MA, MPA	history, public administra	Winthrop University, Wal	English, limited Spanish ai	Education	High School
NC	Shalynda	Davis	http://diversityrecruitmer	Masters	Social Work	Clark Atlanta University	English	Social Work, Counseling,	Elementary School
nc	Jasmine	Polk	http://diversityrecruitmer	Masters	Elementary Education	UNC Pembroke	English	Teaching	Elementary School
NE	Ariason	James	http://diversityrecruitmer	Bachelor of Science	Elementary Education	Peru State College	English	Teaching	Elementary School
NE	Brittany	Haupt	http://diversityrecruitmer	Masters of Science	Education Administration	Wayne State College	English	Teaching	Middle School
Nebraska	Joel	Schindler	http://diversityrecruitmer	BS	Social Science Education (	Peru State College	English	(7- 12) Teaching	High School
Nevada	Ivy	Amoakohene-Kyei	http://diversityrecruitmer	M.Ed	Education	Ashford University	English, Twi	Education	Middle School
Nevada	Delrita	Lowerymorgan	http://diversityrecruitmer	BS, MS, Ed.S	Mathematics and Social S	NOVA SOUTHEASTERN UN	ENGLISH	Teaching	High School
Nevada	Mark	Gabrylczyk	http://diversityrecruitmer	Ed.S	Education Leadership	University of Idaho	N/A	Education	Middle School
nevada	ashtan	orlan	http://diversityrecruitmer	M.Ed.	Elementary Education	University of Nevada Ren	English	education	Elementary School
New Mexico	Catherine	Blas	http://diversityrecruitmer	BS	Elementary Education	UNM	English	Teaching	Elementary School
NEW JERSEY	Sharice	Moore	https://diversityrecruitme	BA	Child Psychology and Chil	Albright College	English	Teaching	Elementary School
New Jersey	Zafirah	Diggs	http://diversityrecruitmer	Master in Arts	Teaching	American University	English	Teaching	Elementary School
New Jersey	Doris	Pitts	http://diversityrecruitmer	Bachelor in Social Studies	Social studies, History, Lit	Caldwell University	English	Teaching	Elementary School

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New Jersey	Juanita	Meyers-Southerland	http://diversityrecruitme	Bachelor or Science	Elementary Education	Cheyney Universit	english	teaching	Elementary School
New Jersey	Dan	Jetter	http://diversityrecruitme	Master's	Science Teaching	Hunter College	English (fluent), Spanish (l	Teaching and/or Educatio	High School
New Jersey	Marissa	Flagg	http://diversityrecruitme	MBA Communications/K-	Public Relations/Educatio	Iona College/Seton Hall	English/Spanish	Athletics	High School
New Jersey	Tawanda	Fields	http://diversityrecruitme	Master's	ECE/SPED & Curriculum a	Lincoln and Concordia Un	English	Administration	Early Childhood / Preschool
new jersey	Harry	Muniz	http://diversityrecruitme	M.A.T	Physical education	Manhattanville	spanish proficient, english	teaching	Elementary School
New Jersey	Jaisha	Imran	http://diversityrecruitme	master of arts	school counseling/appliec	NYU	HINDI, URDU , spanish,	teaching education/ math	Middle School
New Jersey	Tiago	Da Costa Morais	http://diversityrecruitme	Master's degree	Biochemistry and Molecu	Pace University	English, Portuguese, Span	Biotechnology, Research,	High School
New Jersey	Kavon	Eslambolchi	http://diversityrecruitme	Bachelor of Arts	Elementary Education (K-	Rowan University	English	Education	Elementary School
New Jersey	Ron	Choice	http://diversityrecruitme	BA	Econ	Rutgers	English	Managing	Elementary School
New Jersey	Wali	Bradley	http://diversityrecruitme	BS	Criminal Justice	Rutgers University	English	Human Services	Elementary School
New Jersey	Francisca	Deleon	http://diversityrecruitme	Bachelors	labor studies	Rutgers University	na	School Culture/Climate	Middle School
New Jersey	Stephen	Hoyt	http://diversityrecruitme	Ph.D.	English	SUNY Stony Brook	German (fluent), French, !	Administration, teaching	High School
New Jersey	Karen	Sullivan	https://diversityrecruitme	Master of Arts	Mathematics	Temple University	English, German, some Cz	Teaching, Information Tec	High School
New Jersey	Theresa	Wright	http://diversityrecruitme	BA	History/Education	The College of New Jersey	English	Teaching	High School
New Jersey	Sarah	Bjerkle	http://diversityrecruitme	B.A.	Political Science	The George Washington U	Spanish	Teaching	Elementary School
New Jersey	Camry	Griffith	http://diversityrecruitme	Bachelors of Business Adr	Marketing & Corporate Ri	University of Mississippi	English	Administration, Managem	High School
New Jersey	Charisse	Jones	http://diversityrecruitme	Bachelors of Arts	Special Education	Western Governors Univ	English	Teaching	Elementary School
New Jersey	Fatmata	Rogers	http://diversityrecruitme	Masters Degree	Public Administration	Fairleigh Dickinson	English	Management	High School
new jersey	Alaina	Desjardin	http://diversityrecruitme	dba	ed	nacu	eng	management	High School
New Providence	Robyne	Francis-Darville	https://diversityrecruitme	Master of Science	Organizational Leadership	Barry University	English	Education	Middle School
New York	Monifa	Hewitt	http://diversityrecruitme	Bachelors	Corporate Communicatio	Baruch	English	Administration Managem	High School
New York	Jermel	McClure	http://diversityrecruitme	BA	Political Science	Binghamton University	English	Management, Administra	Middle School
New York	Samara	Akhtar	http://diversityrecruitme	Associate	Business Administration	Borough Manhattan com	English	Npower	High School
New York	Sarah	Garcia	http://diversityrecruitme	MSEd	Bilingual Childhood Ed.	Brooklyn College	Spanish	Non-profit	High School
new york	Mia	Davy	http://diversityrecruitme	Bachelors	Elementary education	Buffalo state	English	Teaching	Elementary School
New York	Nia	Williams	http://diversityrecruitme	Bachelor's	Human Services	Cazenovia college	English	Health and Human servic	Early Childhood / Preschool
New York	Niurka	Landron	http://diversityrecruitme	Master's in Education	Psychology	City University of New Yo	Spanish and English	Bilingual School Psycholo	Early Childhood / Preschool
New York	Sarah	Obi	http://diversityrecruitme	Bachelors	Education	Clayton State University	English	Teaching	Elementary School
New York	Dominique	Phillips	https://diversityrecruitme	Masters in Curriculum an	Educational Technology L	Concordia Portland	English	Educa	Elementary School
New York	Quin	Clark	http://diversityrecruitme	Bachelor	English	CUNY - Brooklyn College	English	Administration	Middle School
New York	Tyron	Johnson	http://diversityrecruitme	A.A.S. Human Services	Human Services	CUNY Bronx Community C	English	Management, Teaching	Elementary School
New York	Casey	Singer	http://diversityrecruitme	Graduate	School Counseling	CUNY Hunter College	N/A	Counseling, Administrativ	High School
New York	Tyra	Smith	http://diversityrecruitme	MSW	Social Work	CUNY Hunter College	English	Social Work	Elementary School
New York	Amanda	Johnson	http://diversityrecruitme	Bachelor of Science	Early Childhood and Speci	Edinboro University	English	Teaching	Elementary School
New York	Paul	Fields	http://diversityrecruitme	Bachelor's	Africana Studies	Franklin and Marshall Coll	English	Education Management	High School
New York	Cassandra	Baptiste	http://diversityrecruitme	Master's of Education	Education Management a	Harvard Graduate School	English, Spanish, French	Administration Managem	Middle School
New York	Yahaira	Rodriguez	http://diversityrecruitme	Associates	Early Childhood Educatio	Hostos Community Colleg	English & Spanish	Education /group leader	Early Childhood / Preschool
New York	Mai	Ayyad	http://diversityrecruitme	Master	TESOL K-12	Hunter	Arabic and English	Teaching	High School
New York	Deborah	Shin	http://diversityrecruitme	Masters of Art	TESOL	Hunter College	English, Korean	Teaching	Elementary School
New York	rocio	montero	http://diversityrecruitme	MA Education	TESOL PreK-12th Grades	Hunter College School of I	Spanish	ESOL Teacher	Elementary School
New York	Abigail	Clark	http://diversityrecruitme	Master of Arts in Teachin	Adolescent Education - Fr	Ithaca College	English, French	Teaching	Middle School
New York	Zoe	Stryker	http://diversityrecruitme	Master's of Science in Ed	Childhood Education and	Ithaca College	English	Teaching	Elementary School
New York	Willem	Weinstein	http://diversityrecruitme	Master's of Arts in Teachi	English Education	Ithaca College	English	Teaching	High School
New York	Julius	Caranda	http://diversityrecruitme	Masters	Public Administration	John Jay College of Crimir	English	Education Consulting	High School
New York	Sarah	Wilson	http://diversityrecruitme	BA	Psychology	Le Moyne College	English	Teaching	Elementary School
New York	Rosanna	Brown	http://diversityrecruitme	Masters	Childhood Education/Bilir	Lehman College	English, Spanish	Teaching	Elementary School
New York	Kayla	Yepcz	https://diversityrecruitme	Bachelor of Arts	Speech Language Patholo	Lehman College	English	Teaching	Elementary School
New York	Ryan-James	Turner	http://diversityrecruitme	Bachelor of Arts	English Liberal Arts	Lincoln University of the C	English	Education	Middle School
New York	Makeda	Sutherland	http://diversityrecruitme	Masters of Arts	Urban Studies	Long Island University Brc	English, Spanish	Administration/Teaching	Middle School
New York	Edith	Cepeda	http://diversityrecruitme	M.A.T	Art Education	Manhattanville	Spanish	Education	Elementary School
New York	Mary	Galindez	http://diversityrecruitme	MsE	Childhood, Early Childhoc	Manhattanville College	English	Teaching	Elementary School
New York	Carlin	Iannarelli	http://diversityrecruitme	MAT	Physical Education and Sp	Manhattanville College	English	Physical Education Teach	Elementary School
New York	Daniel	Johnson	https://diversityrecruitme	Masters	Education	Manhattanville College	English, Japanese, some S	Education	High School
New York	Taylor	Morrison	http://diversityrecruitme	BA	Psychology	Medgar Evers College	English	Teaching	Middle School
New York	Tara	Powell	http://diversityrecruitme	Bachelor's	Childhood Education with	Medgar Evers College	English	Teaching	Elementary School
New York	Isaiah	Moncrief	http://diversityrecruitme	Bachelors	Mass Communication anc	Miles College	English	Education	Middle School
New York	Joel	Bunche	http://diversityrecruitme	Bachelors	Business Management	Monroe College	English	Teaching	Elementary School
New York	Jailine	De La Cruz	http://diversityrecruitme	Bachers of Science	Childhood Education/Chil	New York University	English, Spanish	Teaching	Elementary School
New York	Abubakar	Mian	http://diversityrecruitme	BS	Biomolecular Science	New York University	English, Pashto, Arabic	teaching	High School
New York	Tin Yan Angela	Ng	http://diversityrecruitme	Master's of Arts	Early Childhood and Speci	New York University	Mandarin, Cantonese, En	Teaching	Early Childhood / Preschool

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New York	Tina	Vizzini	http://diversityrecruitmer BA		Biology	New York University	English & Italian	Administration, Management	Elementary School
New York	Mary	Dietz	http://diversityrecruitmer Bachelor of Science (BS)		English Education, Grades	New York University	English	Teaching	High School
new york	nicolle	kim	http://diversityrecruitmer bachelor of science		childhood and special edu	new york university	english	teaching	Elementary School
New York	Gisselle	Matute	http://diversityrecruitmer Bachelor Education			NEW YORK UNIVERSITY	English, Spanish	Teaching	Elementary School
New york	Menorka	Rodriguez	http://diversityrecruitmer Masters		Higher Education and Stu	New York University	Spanish and English	Higher Education and Stu	High School
New York	Mark	Settles	http://diversityrecruitmer MBA		Marketing & Managemen	Northwestern Kellogg	English	Education	High School
New York	genesis	bonilla	http://diversityrecruitmer bachelors		physical education/Health	Norwich University	english/ Spanish	teaching	Middle School
New York	Laurie	Valayer	http://diversityrecruitmer MA		Education	Norwich University	English, French, Spanish	Teaching	High School
New York	Harry	Bagga	http://diversityrecruitmer A+ Certification		Information Systems/IT r	mpower	English	Teaching	High School
New York	Cariei	Clarke	http://diversityrecruitmer BA/MSEd		Childhood Education/Lite	Pace University	English	Teaching	Elementary School
New York	Indira priyadarshini	Singamsetti	http://diversityrecruitmer MS		Computer Science	Pace university	English, Hindi, Telugu, Ka	IT	High School
New York	Hans	Francois	http://diversityrecruitmer i, - Queens College, CUNY		Secondary Social Studies I	Queens College	English and Haitian Creole	Education	Middle School
New York	Valencia	Kirnon	http://diversityrecruitmer Masters		Education SBL	St. John's University	English	Management	Elementary School
New York	Katelynn	Capizzi	http://diversityrecruitmer Master of Science in Educ		Curriculum and Instructio	State University of New Y	English	Teaching	Elementary School
New York	Crystal	Holmes-Smith	http://diversityrecruitmer Bachelor of Science/ Masi		Childhood Education/ Lite	SUNY Buffalo State	Spanish (Intermediate Lev	Teaching	Elementary School
New York	Melanie	Adams	http://diversityrecruitmer M.A.T.		Secondary English Educat	SUNY Old Westbury	English	Teaching	High School
New York	OLIVIA	SHEPPARD	http://diversityrecruitmer Bachelors of Science		Sociology	SUNY Potsdam	English	Administration and/or Te	Elementary School
New York	Krupa	DSouza	http://diversityrecruitmer MAT		Mathematics	SUNY, Empire State Colleg	English	Teaching	Middle School
New York	erin	scheirer	http://diversityrecruitmer masters		art education	Syracuse University	english	teaching	Elementary School
New York	Sarah	Mullery	http://diversityrecruitmer Masters of Social Work		Social Work	The Columbia School of Si	English	Social Work	Elementary School
New York	Leila	Kia	http://diversityrecruitmer master's degree		Applied Linguistics and Te	University of Birmingham	Spanish	Teaching	Elementary School
New York	Katherine	Castaneda	http://diversityrecruitmer M. Ed		Educational Leadership	University of Texas-Rio Gr	English	Teacher	Middle School
New York	Brenda	Jones-Davis	http://diversityrecruitmer Masterâ€™s Degree		Education	Alfred University	English	Teaching	Elementary School
New York	Yvan	Siewe	http://diversityrecruitmer Meng		Mechanical engineering	CCNY	French	Engineering	High School
New York	Albina	Dacaj	http://diversityrecruitmer Bachelor		Sociology	Fordham university	Albanian, spanish	College Success	High School
New York	Charles	Sutton	http://diversityrecruitmer MFA/MEd		Media Design/curriculum	Full Sail/Concordia	English	Education k-12	Middle School
New York	Amari	Cooper	http://diversityrecruitmer Masters of Science		Childhood Education	Hunter College	English	Teaching	Elementary School
New York	Jamia	Jordan	http://diversityrecruitmer Masters Degree		Dance Education	New York University	English	Teaching, Administration	High School
New York	Jade	Kearney	http://diversityrecruitmer Masters		Digital Media Design for L	NYU	English	Administration	Middle School
New York	Janine	Gatti	http://diversityrecruitmer Masters		Elementary Education (1-	Queens College	Mandarin - Conversatio	Teaching	Elementary School
New York	Nathaneal	Duran	http://diversityrecruitmer Bachelor of Science		Business Management	SUNY New Paltz	English, Spanish	Education	High School
New York	Kenesha	Crowl	http://diversityrecruitmer High school Diploma		High school diploma	Victor Dixon high	English	Administration	Elementary School
NJ	Tracy-Marie	Moody	http://diversityrecruitmer Master of Education		Educational Leadership	Arcadia University	English	Education Administration	Middle School
NJ	Octavia	Bourne	http://diversityrecruitmer Associates		Criminal Justice	Berkeley college	English	Administration	Elementary School
NJ	Ebony	Howard	https://diversityrecruitme Bachelor		Criminal Justice	Berkeley College	English	Administration	Middle School
NJ	Ericka	McCoy	http://diversityrecruitmer Bachelor		Liberal Arts	Cairn University	English, some Spanish, litt	Education	Middle School
NJ	Debora	Belfield	http://diversityrecruitmer Masters		Educational Leadership/A	Caldwell University	English	Administration	High School
NJ	KEISHA	DOMOND	http://diversityrecruitmer Masters in Education		Early Childhood educator	Cambridge college	english, and Haitian creol	teaching, administration,	Elementary School
NJ	Steven	Deo	https://diversityrecruitme Ed.D. (ABD)		Educational Leadership	Capella University	English	Education	Elementary School
NJ	Dr. Julwel	Kenney	http://diversityrecruitmer PhD		Doctor of Education Philo	Capella University	English	Management	High School
NJ	Brandy	Stubblebine	http://diversityrecruitmer Masters of Science		Curriculum and Instructio	Capella University	English	Education	High School
NJ	Daniela	Cleveland	https://diversityrecruitme Masters		Early Childhood	Cedar Crest College	English	teacher	Early Childhood / Preschool
NJ	Jacqueline	Epler	http://diversityrecruitmer M.Ed.		Reading and Supervision	Centenary University	English	Education	Elementary School
NJ	Adam	Engers	http://diversityrecruitmer B.A		Psychology	Cheyney University of Per	English	Any	Middle School
NJ	Sherie	Newell	http://diversityrecruitmer Master of Education		Educational Leadership	Concordia University	English	Education	Elementary School
NJ	Jhamellia	Livingston	http://diversityrecruitmer BSC		Biology	CUNY Medgar Evers	English	Science	High School
NJ	Angelika	Kurpaska	http://diversityrecruitmer MBA		Management	Eastern University	Polish	Management, Administra	High School
NJ	Quadera	Chappell	http://diversityrecruitmer AA		Education	Essex County College	English	Paraprofessional	Middle School
NJ	Candice	Stein	http://diversityrecruitmer Master's Degree of Arts		Administration/Leadershi	Georgian Court University	English	Administration, Teaching	Middle School
NJ	Carmen	Henderson	http://diversityrecruitmer Doctor of Education in Sp		Special Education Leaders	Gwynedd Mercy Universit	English	Leadership	Elementary School
NJ	Sari	Pascoe PhD	http://diversityrecruitmer PhD		Education	Indiana University, Bloom	Spanish, English	Administration	Elementary School
NJ	Niurka	Vidal	http://diversityrecruitmer MBA		Business Administration	Instituto de Empresa	English, Spanish	Administration, managem	Elementary School
NJ	Brittany	Gies	http://diversityrecruitmer Associate		Medical	Kaplan University	English	Teaching	Elementary School
NJ	Josef	Kariuki	http://diversityrecruitmer Masters		Physics and Chemistry cur	Kean	English	Teacher Training and Teac	High School
NJ	Winerlva	Dazulme	http://diversityrecruitmer Bachelors of Science		Business Management	Kean University	English and Haitian Creole	Data/Assessment, Studen	Elementary School
NJ	Sharay	Featherstone	http://diversityrecruitmer Bachelor		Criminal Justice	Kean University	English	Personnel	Elementary School
NJ	Nabia	Nawaz	http://diversityrecruitmer Masters of Science		Biotechnology	Kean University	Urdu	Education	Middle School
NJ	Nia	Questel	http://diversityrecruitmer Bachelor's		English	Kean University	English, French, Mandarir	Admin, Teaching	High School
NJ	Ashley	Murray	http://diversityrecruitmer B.S		Marketing	Kean University	English	Operations	Elementary School
NJ	Tamara	Tompkins	http://diversityrecruitmer Bachelors		Sociology	Kean University	English	Healthcare	Elementary School

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NJ	Aishia	Jerrick	http://diversityrecruitmer	MA	Creative Writing	Kingston University Lond	English	Teaching	Early Childhood / Preschool
NJ	Crystal	Lewis-Moses	http://diversityrecruitmer	Bachelor's of Arts	Speech Language Patholo	Lehman College	English	Education	Elementary School
NJ	Jon	Pardo	http://diversityrecruitmer	MBA	Business Administration	Liberty University	Spanish	Human Resources	High School
NJ	Emily	Poole	http://diversityrecruitmer	Master of Science	Sport Management	Liberty University	English	Administration, Teaching,	Elementary School
NJ	Sung	Kim	http://diversityrecruitmer	Masters in Professional St	TESOL	Manhattanville College	Korean	Teaching	Elementary School
NJ	Mikal	McDaniel	http://diversityrecruitmer	BA	Communications	Montclair State University	English	Administrative Support	High School
NJ	Madeja	Stewart	http://diversityrecruitmer	In progress	Medical humanities and ç	Montclair State University	English, bÄsico Spanish, I	Private child care	Early Childhood / Preschool
NJ	Pamela	Rule	http://diversityrecruitmer	BA Comparative Lit., BA F	Comparative Lit., French I	Most recent school: Row	Spanish (quite fluent), Fre	Teaching	High School
NJ	Gina	Acosta	http://diversityrecruitmer	MA	Educational leadership an	MSU	English	Administration	Early Childhood / Preschool
NJ	Sara	Richardson	http://diversityrecruitmer	Bachelor of Science	Criminal Justice	New Jersey City University	English; Spanish	Administration	Middle School
NJ	Frank	Jiang	http://diversityrecruitmer	Master of Science	Applied Statistics	New York University	English, Chinese	Data related, Teaching	High School
NJ	LaKeitha	Walton	http://diversityrecruitmer	Masters	Education and Social Polic	New York University	English	Administration, teacher	High School
NJ	Nadirah	Mateen	http://diversityrecruitmer	Masters of Education	Administration and Super	Our Lady of Holy Cross Co	English	Education-School Leaders	Middle School
NJ	Ankit	Gupta	http://diversityrecruitmer	MBA	Financial Management an	Pace University	English	Information Technology	High School
NJ	Vicky	Santiago	http://diversityrecruitmer	A.B. (M.A. Educational Le	Politics (Foci: Sociology of	Princeton University	Bilingual: Spanish/English	Administration; Managem	High School
NJ	Michelle	Vigilance	http://diversityrecruitmer	Masters	Curriculum and Design	Purdue	English	Education	Elementary School
NJ	Megan	DAmico	http://diversityrecruitmer	Bachelors	Elementary Ed: Dual Majc	Rowan University	English	Teaching	Elementary School
NJ	Kevin	Ovalle	http://diversityrecruitmer	Bachelors	Health and Exercise Scien	Rowan University	English	Teaching	High School
NJ	Richard	Doughty	http://diversityrecruitmer	Ed.S	School Psychology	Rowan Unizersity	English	School Psychology	Middle School
NJ	Ronald	Choice	http://diversityrecruitmer	BA	Econ	Rutgers	English	Management, operations,	Elementary School
NJ	Dana	Longstreet	http://diversityrecruitmer	MSW	Social Work	Rutgers	English	communications; social w	Middle School
NJ	Syntyche	Severe	https://diversityrecruitme	Associate's	Psychosocial Rehabilitatic	Rutgers University	Haitian Creole, French, En	Teaching	Middle School
NJ	Ashley	Jackson	http://diversityrecruitmer	Bachelorá€™s Degree	Business Administration	Rutgers Universityá€œCarr	English	Administration Leadershiç	Middle School
NJ	Samuel	Ramsey	http://diversityrecruitmer	Biology	Biology Secondary Educat	Salisbury University	English	Teaching	High School
NJ	Jazsmyne	Garland	http://diversityrecruitmer	Bachelor	Social and Behavioral Scie	Seton Hall	English	Administration, Teaching	High School
NJ	Cynthia	Andrews	http://diversityrecruitmer	MA	Education	Seton Hall University	Spanish	Teaching	Elementary School
NJ	Jennifer	Smith	http://diversityrecruitmer	Masters of Education	Higher Education Adminis	Southern New Hampshire	English	College Counseling	High School
NJ	Mitzie	Vaz	http://diversityrecruitmer	BA	Education Teaching	St Peters University	English	Teaching	Elementary School
NJ	Danielle	Py-Salas	https://diversityrecruitme	MS	Psychology and Spanish	St. Joseph's University	Spanish	Elementary Teacher	Elementary School
NJ	Kristen	Kim	http://diversityrecruitmer	Masters	Education	Stanford University	English, some Korean	Teaching	High School
NJ	Dave	Cuthbert	http://diversityrecruitmer	MS	Computer Science	Stevens Institute of Techn	English, Spanish, German	Software Development	High School
NJ	Khaya	Caine	http://diversityrecruitmer	MA	Communications - TV, Rai	Syracuse University	English	Education, Project Manag	High School
NJ	Caroline	Groome	http://diversityrecruitmer	Undergraduate	Inclusive Elementary and	Syracuse University	English	Teaching	Elementary School
NJ	Yinyi	Zhou	http://diversityrecruitmer	Master	Learning Analytics	Teachers College, Columb	English, Mandarin	Teaching, data analyst, in:	Elementary School
NJ	Erin	Murray	http://diversityrecruitmer	BS	Business Administration	University of Phoenix	English	Teaching	Early Childhood / Preschool
NJ	Joanna	Ayala	http://diversityrecruitmer	Masters	Education	University of Phoenix	English	Teaching	Middle School
NJ	Raven	Parker	http://diversityrecruitmer	Bachelors degree	Special education	Virginia Union university	English	Teaching	Elementary School
nj	Cordel	Elcock	http://diversityrecruitmer	Bachelors	Sport Management	William Paterson	English	Athletics	High School
NJ	Andre	Norris-Darby	http://diversityrecruitmer	Bachelors	Interpersonal Communica	William Paterson Universi	English	Teaching	Early Childhood / Preschool
NJ	Sharon	Montgomery	http://diversityrecruitmer	MA leadership K-12	Leadership	Wilmington	English	Administration	High School
NJ	Judy	Wallen	http://diversityrecruitmer	Bachelor's Degree / Certif	Elementary Education/ Pr	York College of Pennsylv	English	Teaching	Early Childhood / Preschool
NJ	Natasha	Dobson	http://diversityrecruitmer	MA	MBA, Organizational Lead	Southern New Hampshire	English	Management, Organizatic	High School
NM	Jarly	Lopez	http://diversityrecruitmer	Master's of Education	Curriculum Technology	Grand Canyon University	Spanish, English	Administration; teaching	High School
NM	Angela	Kamman	http://diversityrecruitmer	Masters	Guidance & Counseling: S	New Mexico Highlands Ur	English	School Counseling	High School
North Carolina	Verna	Rochon	http://diversityrecruitmer	Masters	Education Teaching and L	Ashford University	English	Teaching	High School
North Carolina	Crystal	Readus	http://diversityrecruitmer	Master of Science	Psychology	Capella University	English	Education	Middle School
North Carolina	Mellicia	Moore	http://diversityrecruitmer	Bachelor's of Science	Interdisciplinary Studies	Chowan University	English	Private care	Elementary School
North Carolina	Desmond	Gatling	http://diversityrecruitmer	Bachelor of Arts	Sociology	Duke Univerisity	English	College Advising	High School
North Carolina	Andrew	Prince	http://diversityrecruitmer	Bachelors	Music Education	Hampton University	English	Teaching	High School
North Carolina	Tabitha	Miles	http://diversityrecruitmer	Master	School Administration	NC A&T State University	English	Administration, Teaching,	Elementary School
North Carolina	Karen	Ingram	http://diversityrecruitmer	M.Ed.	Business/Marketing Curri	North Carolina State Univ	English	Administration and Onlin	High School
North Carolina	Vanessa	Robertson	http://diversityrecruitmer	Masters	Teaching	North Carolina State Univ	English, American Sign La	Teaching	Elementary School
North Carolina	Paul Jewwel	Agor	http://diversityrecruitmer	Master of Education	Special Education	Southwestern University -	English, Tagalog	Teaching	Elementary School
North Carolina	Brittany	Millson	http://diversityrecruitmer	BS	Elementary education	UNCP	english	Teaching	Elementary School
North Carolina	Darius	Barnes	http://diversityrecruitmer	Bachelors of Science	Elementary Education K-6	University of North Caroli	English	Teaching	Elementary School
North Carolina	Tapanga	Bullard	http://diversityrecruitmer	BA	Art Education	University of North Caroli	English	Teaching	Elementary School
North Carolina	Ronald	LeDuc	http://diversityrecruitmer	Master of Arts in Teachinç	Middle Grades Math (6-9)	University of North Caroli	French	Teaching	Middle School
North Carolina	jennifer	Bynum	http://diversityrecruitmer	Masters of Education	ELE	University of North Caroli	English and some sign lan	ELE teaching(masters proç	Elementary School
North Carolina	Samantha	Fisher	http://diversityrecruitmer	Master of Arts in Teachinç	Secondary Science Educat	University of North Caroli	English	Secondary Science Educat	High School
North Carolina	Miguel	Iglesias Nunez	http://diversityrecruitmer	Bachelor's Degree in Educ	Education	University of Santiago de	English, Spanish, Portugui	Teaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
North Carolina	Claire	Liu	http://diversityrecruitmer	B.S.	Economics/Mathematics	University of Southern Ca	English	Management	Early Childhood / Preschool
North Carolina	Avis	Washington	http://diversityrecruitmer	M.ED	Elementary Education	Winthrop College	English	Instructional Administrati	Elementary School
North Carolina	Jacob	Locklear	http://diversityrecruitmer	Bachelor of Science	Health and PE K-12	University of North Caroli	English	Teaching	High School
North Carolina	Mirlourdes	Petit-Frere	http://diversityrecruitmer	Master of Education	Curriculum and Instructio	University of South Florid	Haitian-Creole	Teaching	Early Childhood / Preschool
North Carolina	Nipa	Surati	http://diversityrecruitmer	Masterâ€™s	Education	Wayne State University	English, Hindi, Spanish, Gi	Education Consultant	Elementary School
North Dakota	Rachel	Meyer	http://diversityrecruitmer	Bachelor's Degree in Elem	Elementary Education	I currently work from hon	English	Teaching	Elementary School
NP	Tiffany	Bain Saunders	http://diversityrecruitmer	Masters of Science	Child, Youth and Family Si	University of Nebraska-Lir	English	Program development, m	Middle School
Nuevo Leon	Oswaldo	Rodriguez	http://diversityrecruitmer	Bachelor's Degree	Mechanics	Centro de Estudios Univei	Spanish and English	Teaching	Middle School
NV	Kristine	Tilley	http://diversityrecruitmer	Masters	Education	National University	English	Teaching	Elementary School
nv	Julie	weaver	http://diversityrecruitmer	MA	Counseling	University of MO-STL	english	Teaching	High School
NV	Caitlin	Foley	http://diversityrecruitmer	B.A. Secondary Education	Social Studies	University of Nevada, Ren	English	Certified Full Time Teachii	Middle School
NV	Emily	Gudeman	http://diversityrecruitmer	Bachelors of Arts	Secondary Education, Eng	University of Nevada, Ren	English	Teaching	Middle School
NV	Carrie	Chapman	https://diversityrecruitmer	Master of Education	Curriculum & Instructor	UNLV	English, some Spanish	Teaching	Elementary School
NV	marian	mosser	http://diversityrecruitmer	PHD MS MS	Decisions Sciences and M	walden Univeristy	english	teaching	High School
NV	Michelle	Plumb	https://diversityrecruitmer	Masters Degree	Mathematics Education-E	Western Governor Univer	English	Teaching	Elementary School
NY	Sheldon	Sucre	http://diversityrecruitmer	BS	Physical Education	Adelphi University	english	Teaching	Elementary School
NY	Jordan	Brooks	http://diversityrecruitmer	Bachelor of Science	Human Development & F	Auburn University	English	Human Development & F	Elementary School
NY	Edmond	Malin	http://diversityrecruitmer	MS.Ed	Childhood General and Sp	Bank Street College of Edu	English, Japanese	Teaching	Elementary School
NY	Raul Jesus	Cepin	http://diversityrecruitmer	Bachelors	Latin American and Caribl	Binghamton University	Spanish, English	Community Development	High School
NY	Jorwell	Perez	http://diversityrecruitmer	Bachelors of Science	Human Development	Binghamton University	English, and Spanish	Administration, Counselin	High School
NY	Evan	Rabin	http://diversityrecruitmer	BA	Business and Internationa	Brandeis University	English	teaching	Elementary School
NY	Keara	Small	http://diversityrecruitmer	Bachelor of Arts	Secondary education with	Brooklyn College	English	Social studies teacher 7-1	High School
Ny	Rosemary	Ferrer	http://diversityrecruitmer	B.A	International relations	Buffalo state college	Spanish/English	International affairs	Middle School
NY	Annie	Plumpe	http://diversityrecruitmer	Master's Degree in Currici	School Health Education/	Central Washington Univ	English	Teaching	High School
NY	Debbie	Rosado	http://diversityrecruitmer	Bachelors	Business Administration a	City College of New York	Spanish	Management	High School
NY	Debbie	Rosado	https://diversityrecruitmer	Bachelors	Business Administration a	City College of New York	Spanish	Management	High School
ny	Jade	Seymour	http://diversityrecruitmer	Bachelor of the Arts	Fashion Design	Clark Atlanta University	English	Teaching	Middle School
NY	Ayoka	Solomon	http://diversityrecruitmer	Masters of Science in Soci	Social Work / Administrat	Columbia University Scho	English	LMSW, Administrative	Middle School
NY	Ivan	Green	http://diversityrecruitmer	PhD	Educational Leadership ar	Concordia University	English and Spanish	Administration	High School
NY	Sharda	Mitchell	http://diversityrecruitmer	Masters	Education	CUNY Hunter	English	Teaching	High School
NY	Jimmy	Mcmillian	http://diversityrecruitmer	Bachelor Degree	English	CUNY Queens College	English	Teaching	High School
Ny	Tiffany	Isaacs	http://diversityrecruitmer	Masters	Early childhood educatio	CW post	English	Early childhood educatio	Elementary School
NY	Ersane	John	http://diversityrecruitmer	Associates	Sociology	DePauw University	English	Education/IT	Elementary School
NY	Kelvin	Bonds	http://diversityrecruitmer	Bachelors	Health & Physical Educati	Elizabeth City State Unive	English	Teacher education	High School
NY	Magdaleina	Sfeir	http://diversityrecruitmer	MA	Educational Sciences	Excelsior College	French, Arabic, Spanish	Administration, teaching	High School
NY	Vicky	Stampoli	http://diversityrecruitmer	Master's	Marketing Management	Fairleigh Dickinson Univer	English, Greek, French	Administration	High School
NY	Matthew	Goidell	http://diversityrecruitmer	Master's	Special and Childhood Edu	Fordham Graduate Schoo	English	Education	Elementary School
NY	Nancy	Timpani	http://diversityrecruitmer	Masters of Science in Edu	Curriculum and Teaching	Fordham University	English	Education and Teaching	High School
NY	Adriana	Ardolino	http://diversityrecruitmer	Master's	Education/International T	Framingham State College	Italian, Spanish	Education	Middle School
NY	Elnora	Walker	http://diversityrecruitmer	Bachelors of Science	Health Science	Fresno State	English	Education	Elementary School
NY	Charlotta	Blackman	http://diversityrecruitmer	Masters	Political Science	Georgetown University	English	Education	High School
Ny	Fazia	Isakh	http://diversityrecruitmer	Master of education: elen	English	Grand Canyon university	English	Teacher	Elementary School
NY	Eric	Washington	http://diversityrecruitmer	School Leadership	Education	Harvard Graduate School	English	Education	Middle School
NY	Sarah	Cooney	https://diversityrecruitmer	M.S.	Secondary Education and	Hofstra University	English	Teaching	Middle School
NY	Lucy	Guo	http://diversityrecruitmer	M.S and M.A	School Counseling and Sp	Hofstra University and Syi	Spanish and Chinese	School Counseling, Admin	High School
NY	Joselyn	Rivera	http://diversityrecruitmer	Associates	Early Childhood Educator	Hostos Community Colleg	English, Spanish	Education/Groupleader	Early Childhood / Preschool
ny	bo	zhang	http://diversityrecruitmer	master	education	Hunter	Chinese	teaching	High School
NY	Eric	Dittmore	http://diversityrecruitmer	Master's of Education	Adolescent English	Hunter College	English, conversational Sp	Teaching	High School
NY	Fraida	Friedman	http://diversityrecruitmer	Masters	English Adolescent Educa	Hunter College	English, some Hebrew	Teaching	High School
NY	Sharon	Li	http://diversityrecruitmer	Masters degree	TESOL Prek-12	Hunter college	English and Cantonese	Teaching	Early Childhood / Preschool
NY	Clarele	Mortimer	http://diversityrecruitmer	Bachelors Degree	Mathematics	Hunter College	Creole	College Planning; Workfo	High School
NY	Julianne	Nicolette	http://diversityrecruitmer	Masters in Education	School Counseling	Hunter College	English	School Counseling and Co	High School
NY	Matthew	Nitzberg	http://diversityrecruitmer	Masters	Education	Hunter College	English	Teaching	Middle School
NY	Jessica	Russo	http://diversityrecruitmer	Bachelors, *Candidate for	English	Hunter College	English, very little Spanis	Teaching	Middle School
NY	Erik	Van Gunten	http://diversityrecruitmer	School Building Leadershi	Education	Hunter College	Spanish	Education Administration	Elementary School
NY	Margaret	May	http://diversityrecruitmer	BA, MA, MLS	Fine Arts, Art Education, I	Hunter College CUNY, UN	English, Spanish, Irish	Education, Library, Archiv	Elementary School
NY	Eleanor	Grewal	http://diversityrecruitmer	MA, Education	TESOL PK12	Hunter College, City Univ	Native English, Proficient	Teaching	High School
NY	Jaime	Garzon	http://diversityrecruitmer	MS	Elementary Education	Iona College	English, Spanish	Teaching	Elementary School
NY	Ceydi	Giron	http://diversityrecruitmer	Master of Arts	School Psychology	Iona College	English and Spanish	Mental Health	Elementary School
NY	Nadia	Sisley	http://diversityrecruitmer	Bachelor of Arts	Art Education	Ithaca College	English	Teaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
NY	Mauricio	Streb	http://diversityrecruitme	Masters of Adolescent Te	Social Studies Education	Ithaca College	English, Spanish, & Frencl	Teaching	Middle School
NY	Rosanna	Brown	http://diversityrecruitme	Masters	Childhood Education/Bilir	Lehman College	English	Teaching	Elementary School
NY	Cama	Klicic	http://diversityrecruitme	Masters in Ed	TESOL	Lehman College	English, Bosnian	Teaching, Administration	Elementary School
NY	Alexa	Matos	http://diversityrecruitme	Bachelors	Psychology	Lehman College	English, Spanish	Teaching	Early Childhood / Preschool
NY	Melise	George	http://diversityrecruitme	Bachelor of Arts	Mathematics	Lehman College	English, Spanish	Teacher Assistant	Early Childhood / Preschool
NY	Daphne	Armstrong	http://diversityrecruitme	MSEd	Special Education	Long Island University - Br	English	Education	Middle School
NY	Kristina	Vuktilaj	http://diversityrecruitme	Bachelors	Early Childhood and Child	Manhattanville	English	Teaching	Early Childhood / Preschool
NY	Michelle	Green	http://diversityrecruitme	Master of Arts in Teachin	Physical Education	Manhattanville College	English	Teaching	Middle School
NY	Armela	Mustafaj	http://diversityrecruitme	Masters	Special Education	Manhattanville College	English and Albanian	Teaching	Elementary School
NY	Stephanie	Pedro	http://diversityrecruitme	MPS	General and Special Educ	Manhattanville College	English	Teaching	Elementary School
NY	Paola	Salazar	http://diversityrecruitme	Master's Degree	Teaching English as a Sec	Manhattanville College	Spanish/ English	Teaching ENL	Elementary School
NY	Kalpana	Thenmalai	http://diversityrecruitme	Master of Arts in Teachin	Childhood Special Educati	Manhattanville College	Hindi, Bengali Odia, Telug	Teaching	Elementary School
NY	David	Zhan	http://diversityrecruitme	Masters Degree	Physical Education	Manhattanville College	English, Mandarin	Education	High School
NY	Nicole	Palazzo	http://diversityrecruitme	Master of Professional St	Special Education Early Cf	Manhattanville College	English	Teaching	Elementary School
NY	Alicia	Mohan	http://diversityrecruitme	Bachelor's of Science in p	Psychology	Maria college	English	Teaching	Early Childhood / Preschool
NY	Denise	Major	http://diversityrecruitme	Master	Public administration and	MCNY	English	Administrator/Manager	High School
NY	Shantall	Mitchell	http://diversityrecruitme	Associate	Business administration	Medgar Evers College	English	Administration	Elementary School
NY	Sandra	Cauthen	http://diversityrecruitme	Masters	School Building Leadershi	Mercy College	English	Teaching/Administration	Middle School
NY	Nicole	Guerrero	http://diversityrecruitme	M.S.Ed.	Early Childhood Educator	Mercy College	English, Spanish	Education, Teaching	Early Childhood / Preschool
ny	santina	sargent	http://diversityrecruitme	masters	childhood education	metropolian college of ne	english	teaching	Elementary School
NY	Ebony	Lambright	http://diversityrecruitme	Duals Masters	General and Specual Edu	Metropolitan College of N	English	Special Education	Elementary School
NY	Na'il	Salahu-Din	http://diversityrecruitme	Bachelors of Arts	Sociology	Morehouse College	English	Education, Youth Develop	Middle School
NY	Elyssa	Utz	http://diversityrecruitme	Bachelor	Music Education	Nazareth College	English	Teaching	Middle School
NY	Michelle	Chen	http://diversityrecruitme	Master of Arts	Early Childhood General a	New York University	English, Chinese	Teaching	Early Childhood / Preschool
NY	Nora	Engelman	http://diversityrecruitme	Masters	Social Studies Education	New York University	Engelish	Education	Middle School
NY	Jason	Le	http://diversityrecruitme	Bachelor of Science	Teachers of Social Studies	New York University	English, French, Vietnam	Teaching	High School
NY	Rocio	Puno	http://diversityrecruitme	Bachelor of Science	Early Childhood and Speci	New York University	English, Filipino	Early Childhood Special Et	Early Childhood / Preschool
NY	Natalie	Braziller	http://diversityrecruitme	MA	Early Childhood Educator	New York University	English, Spanish	Teaching	Early Childhood / Preschool
NY	Sarah	Rapkin	http://diversityrecruitme	Masters of Arts	Elementary and Special Et	New York University	English	Teaching	Elementary School
NY	Jennifer	Castillo	http://diversityrecruitme	B.S. Teaching English, Gra	English Education	New York University- Stei	English, Spanish	Teaching	High School
NY	Imani	Person	http://diversityrecruitme	Bachelors Degree	History	North Carolina Central Un	English	Teaching	High School
NY	Alisha	McFarlane	https://diversityrecruitme	Bachelor's Degree	English Education	NYU: Steinhardt School of	English	Teaching	Middle School
NY	JenÃ©	Brown	http://diversityrecruitme	Business Administration	Arts and Entertainment M	Pace University	English	Dance Specialist	Elementary School
NY	Philip	Akogu	http://diversityrecruitme	Masterâ€™s of Science fo	Students with Disabilities	Pace University	English	Teaching	High School
NY	Denessa	Loregnard	http://diversityrecruitme	MPA	Public Administration	PACE UNIVERSITY	English	Administration/Education	High School
NY	Victoria	Baptiste	http://diversityrecruitme	Bachelors	Public Policy and Adminis	Polk State College	English	Education, Youth Develop	Elementary School
NY	Yves	Jean	http://diversityrecruitme	BA	Mathematics	Queens College	Creole, French, English, sc	Teaching	High School
NY	Amanda	Mercado	http://diversityrecruitme	Bachelors	Spanish	Queens College	English, Spanish, Italian (ii	Teaching	High School
NY	Jiayi	Xue	http://diversityrecruitme	bachelor	Chemistry education	Queens College	English, mandarin	Chemistry teaching	High School
NY	Danielle	Chambers	http://diversityrecruitme	Masters	Elementary Education	Quinnipiac University	English	Teaching, Administration	Middle School
NY	Fatimah	Barrie	http://diversityrecruitme	Masters	Teaching	Relay Graduate School of	English	Teaching	Middle School
NY	Jordan	Eshelman	https://diversityrecruitme	Master of Arts	Teaching	Relay Graduate School of	English	Teaching	High School
NY	Edith	Laryea-Walker	http://diversityrecruitme	MAT	Adolescent Education Che	Relay Graduate School of	ENGLISH	Teaching	High School
NY	Emily	Miller	http://diversityrecruitme	MSEd and MA	Education 1-6/Literacy an	Russell Sage College and T	English, Spanish, Korean	Education	High School
NY	Phee	Simpson	http://diversityrecruitme	Doctorate	Educational Administratic	Sage Colleges	English	Administration	High School
NY	Kevin	Bourne	http://diversityrecruitme	Bachelors of Science	Information Systems	School of professional stu	English	Management, administrat	High School
NY	Danielle	Mink-Bellizzi	http://diversityrecruitme	Bachelors of Art	Urban Studies and Lithogr	School of the Art Institute	English, Portuguese, Span	Teaching STEM	High School
NY	Shonte	Harrell	http://diversityrecruitme	Bachelor of Arts	Math	Spelman College	English	Education	Middle School
NY	Valentina	Briguglio	http://diversityrecruitme	School Counseling, Maste	School Counseling, Psych	St. John's University & W	English	School Counseling, Teachi	Elementary School
NY	MARIELA	REGALADO	http://diversityrecruitme	IN PROCESS	COMMUNICATIONS	ST. JOHNS UNIVERSITY	ENGLISH, SPANISH	COLLEGE ACCESS	High School
NY	David	Friedlander	https://diversityrecruitme	Masters	School Administration	State University of New Y	English	school administration	Elementary School
NY	Eileen	Breen	http://diversityrecruitme	Masters of Education	Special Education	SUNY at Buffalo State Coll	English	teaching	Middle School
NY	Dakota	Calderon	http://diversityrecruitme	Bachelor of Arts	Public Communication	SUNY Buffalo State Colleg	English	Teaching	Elementary School
NY	GREGORY	CARRIERO	http://diversityrecruitme	MAT	Secondary Education	Suny Empire State Colleg	English	Teaching	High School
NY	Edward	Wilders	http://diversityrecruitme	Bachelor of Arts	Interpersonal Communic	SUNY New Paltz	English	Media	High School
NY	Yesenia	Reynoso	http://diversityrecruitme	BA	Public Relations	SUNY Plattsburgh	Spanish	Education	Middle School
NY	Nicole	Greene	http://diversityrecruitme	Bachelors	Secondary Education	SUNY Stony Brook	English, Italian	Administration and Teach	Middle School
NY	Dienane	Fleurival	http://diversityrecruitme	Master's in Social Work	Social Work	SUNY StonyBrook Univers	English	Social Work	High School
NY	Michael	Fernandes	http://diversityrecruitme	Bachelor of Music in Mus	Music Education	Syracuse University	English and Portuguese	Teaching	Middle School
NY	Jessica	Martinez	http://diversityrecruitme	Master of Science: Prepar	Art Education	Syracuse University	Spanish	Teaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
NY	Kristen	Sampino	http://diversityrecruitmer	B.S.	Inclusive Elementary & Sp	Syracuse University	English	Teaching	Elementary School
NY	Edmye	Hernandez	http://diversityrecruitmer	Masters	Education	Teacher College - Columb	English; Spanish	Education - Teaching	Middle School
NY	T	Mcmillan	http://diversityrecruitmer	MA	Education	Teachers College	English	Teaching, management	High School
NY	Nedda	Suliman	http://diversityrecruitmer	BS Education	Childhood Education	The City College of New Y	English	Teaching	Elementary School
NY	Katherine	Cepeda	http://diversityrecruitmer	MS Ed	Childhood Education/ Gift	The City University of Nev	English, Spanish, ASL	Education	Elementary School
NY	Nicole	Moss	http://diversityrecruitmer	CAS	School District Leadership	The College of Saint Rose	English	Administration	Elementary School
NY	Sara	Rychtarik	http://diversityrecruitmer	MPhil, ABD	French	The Graduate Center, CUNY	English, French	Teaching	High School
NY	Betty	Flores	http://diversityrecruitmer	Bachelor	Psychology	Touro College	Spanish	Social services	Elementary School
NY	Tasia	Strong	http://diversityrecruitmer	Masters Degree	School counseling	Touro College	English	Counseling	High School
NY	Tasia	Strong	http://diversityrecruitmer	Masters Degree	School counseling	Touro College	English	Counseling	High School
NY	Doug	Pesse	http://diversityrecruitmer	Master's	Curriculum and Instructio	Touro University-Nevada	Spanish Portuguese	Education Teaching	High School
NY	Justin	Lee	http://diversityrecruitmer	BA	Africana Studies	UNC Charlotte	English	Education	Middle School
NY	Melissa	Codner	http://diversityrecruitmer	Bachelors of Arts	English	University at Albany	English	Administration	Elementary School
NY	Maia	Nunes	http://diversityrecruitmer	Master of Public Health	Public Health: Social Beha	University at Albany	English	Public Health & Educatior	Elementary School
NY	Ayodele	Campbell	http://diversityrecruitmer	Master of Social Work	Social Work	University at Albany- SUN	English	Social Work	High School
NY	Allen	Alagheband	https://diversityrecruitme	BA	History/Economics	University at Buffalo	Spanish & Persian/Farsi	Teaching	High School
NY	Kesha	Peyrefitte	http://diversityrecruitmer	Bachelor of Arts in English	English	University of Belize	English	Early Childhood Educatior	Early Childhood / Preschool
NY	Ijubinka	kulisc	http://diversityrecruitmer	master's	music	university of lugano	german, italian, serbian	teaching	Elementary School
NY	Mendee	Mendes	http://diversityrecruitmer	Bachelors	Business Management	University of Mumbai	English, Hindi	Operations/Administratio	High School
NY	Barry	Friedman	http://diversityrecruitmer	Ph.D.	Chemistry	University of North Texas	some Spanish, some Gern	Teaching	High School
NY	Noris	Peguero	https://diversityrecruitme	Bachelors	Criminology	University of South Florid	English	Education	Middle School
NY	Te'Awanna	Williams	http://diversityrecruitmer	Bachelor	Liberal studies/Teaching	Utica College of Syracuse	English	Teaching	Elementary School
NY	Achumboro	Ataande	http://diversityrecruitmer	J.D.	Business Law	Vanderbilt Law School	English	Education Consulting	High School
NY	Malika	Norman	http://diversityrecruitmer	Bachelor of Science	Psychology	Virginia State University	English	EDUCATOR	Middle School
NY	Ronald	Castillo	http://diversityrecruitmer	Masters	Education	Walden University	English	Music Education	Middle School
NY	Kevin	Vogolino	http://diversityrecruitmer	Masters Creative Writing	Creative Writing	Wilkes University	English, Thai, Spanish, Ma	ELA teacher	High School
NY	Roxanne	Douby	https://diversityrecruitme	MSW	Social Work	Yeshiva University	English	Social Worker	Middle School
NY	Dustin	Leider	http://diversityrecruitmer	Master's Degree in Educa	Special Education	Dominican College	English	Teaching	Elementary School
NY	Mandy	Gottlieb	http://diversityrecruitmer	M.S. Ed in Special Educati	Early Childhood Special Et	Lehman College	English	Early Childhood Special Et	Early Childhood / Preschool
NY	Presley	Bryant	http://diversityrecruitmer	Bachelors	Exceptional Education/ El	SUNY Buffalo State	English, ASL	Teaching	Elementary School
NY	Jermaine	Meadows	http://diversityrecruitmer	Master's of Science	Educational Policy and Le	University at Albany	English	Education	High School
OH	Dominique	Kizer	http://diversityrecruitmer	Bachelors Degree	Financial Integrity	Case Western Reserve Un	English	Teaching	Middle School
OH	Ashanti-Cheree	Combsez	http://diversityrecruitmer	Bachelor of Arts	English Literature	Central State University	English	Teaching	High School
OH	Kathy	Gittinger	http://diversityrecruitmer	Bs	Ot	Csu	English	Occupational therapist	Elementary School
OH	Angeletha	Rogers	http://diversityrecruitmer	High School Diploma	Automated Word Process	Eastmoor High School	English	administration	Middle School
OH	Jordan	Pugh	http://diversityrecruitmer	Bachelors	Child Psychology	Kent State University	English	Teaching	Early Childhood / Preschool
OH	Tonya	Walker	http://diversityrecruitmer	Master of Education	Reading Specialization (K-	Kent State University	English	Education - Reading Speci	Elementary School
OH	Jenny	Willis	http://diversityrecruitmer	MEd	Special Education	Kent State University	English	Administration	Middle School
OH	K'ree	Kelton	http://diversityrecruitmer	Masters of Education	Education	Mount Vernon Nazarene U	English	Special Education	Elementary School
OH	Devon	Fletcher	https://diversityrecruitme	Masters	Special Education, Admini	Muskingum University	English	Administration, Special Et	Elementary School
OH	Hailey	Batross	http://diversityrecruitmer	Bachelor	Child and Youth Studies	Ohio State University	English	Teaching	Early Childhood / Preschool
OH	Abigail	Bynum	http://diversityrecruitmer	Bachelor's	Exercise and Psychologica	Ohio University	English	Intervention, teaching	Middle School
OH	Naquan	James	http://diversityrecruitmer	BA, Secondary Education	Integrated Social Studies i	The University of Akron	English	Teaching	Middle School
OH	Alyse	Clark	http://diversityrecruitmer	Masters	Educational Administratic	University of Akron	English	Education	High School
OH	Schyonne	Ross	https://diversityrecruitme	M.S.	Educational Leadership	University of Dayton	English	Education	High School
OH	Jennifer	Fillipovich	http://diversityrecruitmer	Bachelors Plus- ACT	Education- English and Sp	Wheeling Jesuit Universit	English	Teaching English Language	High School
OH	Jennifer	Fillipovich	http://diversityrecruitmer	Bachelors Plus- ACT	Education- English and Sp	Wheeling Jesuit Universit	English	Teaching English Language	High School
OH	Michele	Huber	http://diversityrecruitmer	B.S. Ed./M. Ed.	Early Childhood Educatior	Wright State University, C	English	Teaching, Teaching Leade	Elementary School
Oh	Angie	Klingensmith	http://diversityrecruitmer	Masters in special educati	Regular Ed pre-K-3. Spe	Youngstown state univers	English	Teaching	Elementary School
Ohio	Sheldon	Hill	http://diversityrecruitmer	M.S. Educational Leadersh	Educational Leadership	American College Educati	English	Teaching	High School
Ohio	Jordan	Honeywood	http://diversityrecruitmer	Doctorate	Education - Educational L	Capella University	American Sign Language -	Administration	High School
Ohio	Michael	Robinson	http://diversityrecruitmer	Doctorate	Organizational Managemei	Capella University	English	Administration; Managem	High School
Ohio	Lamont	Robinson	http://diversityrecruitmer	Integrated Journalism and	BS Communication	Clarion University of Penn	English	Teaching	Early Childhood / Preschool
Ohio	Hongmin	Yu	http://diversityrecruitmer	Master	Curriculum and Instructio	Cleveland State University	Chinese/ English	Cleveland State University	High School
Ohio	Evelyn	Zimmer	http://diversityrecruitmer	BA	Art/ Education	Cleveland State University	English	Education	High School
Ohio	Monique	Sanders	http://diversityrecruitmer	Master of Science	Social Work	Columbia School of Social	English	Social Work	Early Childhood / Preschool
OHIO	Staci	McDaniel	https://diversityrecruitme	Bachelors, Masters, Mast	Eled 1-8; Gifted K-12; Mai	Kent State University	English, took 4 years of Sp	Administration	Elementary School
Ohio	Courtney	Carpenter	http://diversityrecruitmer	Bachelor of Arts	Art Education	Kent State University	English	Art Teaching	Elementary School
Ohio	Sharon	Erwin	http://diversityrecruitmer	Bachelor of Arts	Communicatios	Kent State University	English	Substitute Teaching, Adm	High School
Ohio	Shawnye	Medley	http://diversityrecruitmer	BA	Social Work	Mount Vernon Nazarene U	English	Education	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
Ohio	Jessica	Turner	http://diversityrecruitmer	Bachelor	Special Education	OSU	English	Intervention	Middle School
Ohio	Suri	Ralph	http://diversityrecruitmer	BA	Spanish Teacher	School k12	English, Spanish	School k12	High School
Ohio	Jenna	McGuire	http://diversityrecruitmer	MBA	Business	The Ohio State University	English	Higher Education	High School
Ohio	Eder	Coelho Paula	http://diversityrecruitmer	PhD	Education	The University of Edinbur	Portuguese, English	Education	High School
OHIO	anne	mendheim	http://diversityrecruitmer	MA ENGLISH	ENGLISH	UNIVERSITY OF AKRON	NON	TEACHING	High School
Ohio	Christopher	Spruill	http://diversityrecruitmer	Physical education/Health	Physical education	University of Akron	English	Teaching	High School
Ohio	Adrienne	Carr	http://diversityrecruitmer	Doctor of Education	Curriculum and Instructio	University of Cincinnati	None	Education	High School
Ohio	Lesa	Cummings	http://diversityrecruitmer	Ba	Political science	University of Cincinnati	Conversation Spanish	Teaching	High School
Ohio	Heather	Lampert	https://diversityrecruitme	Bachelors	Education	Western Governors Univ	English	teaching	Elementary School
Ohio	Olga	Gerardino	http://diversityrecruitmer	BA	Spanish	YSU	English and Spanish	Teaching, clerical, secreta	Elementary School
Ohio	Ann	Wilhoite	http://diversityrecruitmer	M. Ed.	K-12 Learning & Behavior	Bowling Green State Univ	English	Special Education	Elementary School
Ohio	Rebecca	Kemper	http://diversityrecruitmer	PhD (candidate), MS, BS, I	Architecture & Psycholog	Ohio State University	English	Instructor, Education Res	High School
OK	Athena	Borgialli	http://diversityrecruitmer	MS	Educational Leadership	New Mexico Highlands Un	English	Business	High School
OK	Alexandria	Sanders	http://diversityrecruitmer	Bachelor in Science	Animal Science/ Vo- Ag	Oklahoma State Universit	English	Teaching	Middle School
OK	Cole	Bradshaw	http://diversityrecruitmer	Master of Education	Adult & Higher Education	University of Central Okla	English	Education	High School
OK	Christy	Paul	http://diversityrecruitmer	Bachelors	Education	University of Mumbai	English	Teaching,Administration	High School
Oklahoma	Dionne	Robinson	http://diversityrecruitmer	Bachlor's	Chemistry	Langston University	English	Teaching	High School
Oklahoma	Karen	Scruggs	http://diversityrecruitmer	Bachelors in Art Educatio	Art Education	Northeastern State Univ	English	Education	Middle School
Oklahoma	Jennifer	Allen	http://diversityrecruitmer	Bachelor's Degree	English	University of Oklahoma	English	Teaching	Middle School
Oklahoma	Cameron	Rhodes	http://diversityrecruitmer	Bachelor's of Arts	Psychology	Langston University	English	Teaching	Early Childhood / Preschool
ON	Ifrac	Iman	https://diversityrecruitme	Master's in Education	Teaching Multilingual Lea	Teach-Now educatore Scf	English, French, Arabic,...	ESL and French/FSL Teach	Middle School
OR	Kandra	Luna	http://diversityrecruitmer	M.A in Education, BA in h	M.A in Education, Endors	Pacific University	English and can speak anc	Health and Physical Educ	High School
OR	Tzofnat	Peleg-Baker	http://diversityrecruitmer	PhD	Psychology-Conflict & Me	Rutgers University	English and Hebrew	Teaching and Managemer	Middle School
OR	Danni	Burkhartzmeyer	http://diversityrecruitmer	Masters	Elementary Education	University of Oregon	English, some spanish	Teaching	Elementary School
OR	Liane	Davis	http://diversityrecruitmer	Masters Ed	Education	University of Oregon	English, some Spanish, so	Education	High School
OR	Olivia	Garcia	http://diversityrecruitmer	Masters	Curriculum and Teaching	University of Oregon	English	K-5 Teaching	Elementary School
OR	Nicole	Harbordt	http://diversityrecruitmer	Master's of Education (M.	Curriculum & Teaching	University of Oregon	English	Teaching	Middle School
OR	Emma	Judson	http://diversityrecruitmer	Master in Education	Curriculum and Teaching	University of Oregon	Spanish	Teaching	High School
OR	Jordan	Okoniewski	http://diversityrecruitmer	Master's	Education	University of Oregon	English	Teaching	Middle School
OR	Allison	Shirtcliff	http://diversityrecruitmer	Masters	Curriculum and Teaching	University of Oregon	English, conversational pr	Teaching	Elementary School
OR	Lillian	Loftin	http://diversityrecruitmer	M.A.	Curriculum and Teaching	University of Oregon	English, Spanish	Teaching	Middle School
OR	Kimmie	Sanders	http://diversityrecruitmer	MA in Special Education/k	Special Education	University of Oregon	English	Teaching (Special Educati	Elementary School
OR	Adam	Madison	http://diversityrecruitmer	Elementary Education	Education	Western Oregon Universit	English	Teaching	Elementary School
OR	Rinda	Montgomery	https://diversityrecruitme	M.S.	Education	Western Oregon Universit	English, Spanish, America	Education	High School
OREGON	Sally	Huntley	http://diversityrecruitmer	MASTER'S	Teaching English as a Sec	Jones International Univ	English and Spanish	TEACHING	Elementary School
Oregon	Colleen	Crabtree	http://diversityrecruitmer	MAT	Endorsement areas: Drarr	Pacific University	English and some polite c	Teaching	High School
Oregon	Nicole	Piller	http://diversityrecruitmer	MA	English	SFSU	No	Teaching	High School
Oregon	Lora	Williams	http://diversityrecruitmer	MBA	English	UCLA	English	Teaching	Elementary School
Oregon	Bianca	Flynn	http://diversityrecruitmer	M.Ed. Master of Educatio	Teaching and Curriculum	University of Oregon	English and Spanish	Teaching	High School
OREGON	Jude	Jesiah	http://diversityrecruitmer	B.Sc , PGDBA , M.Ed	Chemistry , ESOL , Busine	University of Oregon	English , Hindi , Kannada ,	Teaching / Management	High School
Oregon	Shea	Selby	http://diversityrecruitmer	Masters of Education	Curriculum & Teaching	University of Oregon	Spanish	Education, Teaching	Middle School
Oregon	Anna	Tsoi	https://diversityrecruitme	Curriculum & Teaching	Multiple Subjects - Eleme	University of Oregon	Cantonese, Mandarin	Teaching	Elementary School
Oregon	Kim	Phillips	http://diversityrecruitmer	Elementary Education Pos	Education	Western Governors Univ	English (native speaker),	Education K-5	Elementary School
PA	Daniel	McDevitt	http://diversityrecruitmer	M.Ed.	Education	Arcadia University	English	Teaching	High School
PA	Charles	Freeman	http://diversityrecruitmer	Master	Sports Administration	Belhaven University	English	Administration, Educatior	High School
PA	Suman	Vohra	http://diversityrecruitmer	Masters	Elementary Education	Cabrini University	Hindi, Punjabi, Farsi	Education	Elementary School
PA	Joshua	Scott	http://diversityrecruitmer	Bachelor's	Psychology	California Coast Universit	English	instructional support	Middle School
PA	Kevin	Pusateri	http://diversityrecruitmer	Master's	School Administration	California University of Pe	I speak a little Spanish Sp	administration	High School
Pa	Gary	Dailey	http://diversityrecruitmer	Bachelors	sociology	California university pa	English	Human services	Early Childhood / Preschool
PA	Regena	Upsher	http://diversityrecruitmer	Master of Science	Public Safety Leadership	Capella University	English	Teaching, Administrative	High School
PA	Mark	Fischer	http://diversityrecruitmer	M.S.Ed	PreK-4	Chestnut Hill College	English	Teaching	Elementary School
PA	Kadeem	Lawrence	http://diversityrecruitmer	Bachelors	Early Childhood	Chestnut Hill College	English	Teaching	Elementary School
PA	Sharneil	Dunn	http://diversityrecruitmer	Business Administration	Na	Cheyney university	Na	Teaching	High School
Pa	Zakia	Williams	http://diversityrecruitmer	Certificate	Office Administration	DPT Business School	English	Administration	Elementary School
PA	Cheryl	Demusz	http://diversityrecruitmer	MA Teaching using Techn	Education	Drexel University	English	Teaching	Elementary School
PA	Cheryl	Rosowski	http://diversityrecruitmer	Bachelor of Science	Elementary Education Pre	Drexel University	English	Teaching	Elementary School
PA	Lauren	Colaizzi	http://diversityrecruitmer	Bachelor of Science, Early	Early Childhood Educatior	Duquesne University	English	Teaching	Elementary School
PA	Stephanie	Ebbert	http://diversityrecruitmer	Bachelor of Science	Early Childhood Educatior	Duquesne University	English (Native), Spanish	Education	Elementary School
PA	Jenna	Leavitt	http://diversityrecruitmer	Bachelors of Science	Middle Level 4-8 and Spe	East Stroudsburg Universi	English	Teaching	Middle School
Pa	Ariyana	Ragland	http://diversityrecruitmer	Bachelor	Early childhood educatior	East Stroudsburg Universi	English, little Spanish	Teaching	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
PA	Shyrelle	Felmine	http://diversityrecruitme	Bachelor's of Science	Early Childhood Educatio	East Stroudsburg Universi	English	Teaching	Elementary School
PA	Erinni	Binikos	http://diversityrecruitme	Bachelor of Science	Early Childhood/Special E	East Stroudsburg Universi	English and Greek	Teaching	Elementary School
PA	Melonie	Courson	http://diversityrecruitme	BS in Elementary Educatio	Master in Reading	Edinboro University	English	Teaching	Elementary School
PA	Mariah	DlPlacido	http://diversityrecruitme	Bachelor of Arts	Music Education	Edinboro University	English	Teaching	Elementary School
PA	Renee	McGill	https://diversityrecruitme	Masters in Secondary Edu	Social Studies	Edinboro University	English	Education	High School
PA	Jennifer	Stevenson	https://diversityrecruitme	Bachelors of Science	Early Childhood and Speci	Edinboro University	English	Early Childhood and Speci	Elementary School
PA	Alexandra	Tomasic	https://diversityrecruitme	Bachelors	Early Childhood Educator	Edinboro University	English	Teaching	Elementary School
PA	Lydia	Berkstresser	https://diversityrecruitme	BSE	Early Childhood and Speci	Edinboro University	English	Teaching	Elementary School
PA	Linsey	Dunham	http://diversityrecruitme	Bachelor of Science	Early Childhood and Speci	Edinboro University	English	Early Childhood and Speci	Elementary School
PA	Catherine	Day	http://diversityrecruitme	Masters of Education	Reading	Edinboro University of Pe	English	Education	High School
PA	Tonya	Keeler	http://diversityrecruitme	Master in Art Education w	Art Education	Edinboro University of Pe	English	Art Instructor	Elementary School
PA	Peter	Cline	http://diversityrecruitme	Masters in Educational Le	English, Educational Admi	Georgia State University	English, Spanish	Teaching	Middle School
PA	Heather	Robinson	http://diversityrecruitme	Masters	Early Childhood Educatio	Grand Canyon University	English	Teaching/ management/	Elementary School
PA	Jihan	Latimer	http://diversityrecruitme	MS	Education	Gwynedd Mercy Universit	English	Teaching	Elementary School
PA	David	Odesina	http://diversityrecruitme	Masters	Technology Education	High School and Middle S	English & Yoruba	Teaching	High School
PA	Karen	Keppel	http://diversityrecruitme	M.S.; B.S.; J.D.	Educational Leadership, E	Holy Family University, W	English	Administration	Elementary School
PA	Sara	Burke	http://diversityrecruitme	Bachelor's	Psychology	Immaculata University	English	Administration	Early Childhood / Preschool
PA	Dana	Cooper	http://diversityrecruitme	Bachelor of Science	Music Education	Indiana University of Penr	English, polite Spanish	Music Education	Middle School
PA	Brett	Gummo	http://diversityrecruitme	Bachelor of Science	Health & Physical Educati	Indiana University of Penr	English	Teaching	Elementary School
Pa	Luci	Keesee	http://diversityrecruitme	Bachelors	Elementary Education	Indiana University of Penr	English	Teaching	Elementary School
PA	Brooke	Blair	http://diversityrecruitme	Masters in Teaching	Adolescent Education in E	Ithaca College	English	Teaching	Middle School
PA	Kanwal	Irshad	http://diversityrecruitme	Masters	special education	Lahore College For wome	English,Urdu,Punjabi	teaching	Early Childhood / Preschool
PA	Charles	Ireland	http://diversityrecruitme	M.Ed.	Educational Administratic	Lehigh Universithy	English	Various	High School
PA	Brittany	Charles	http://diversityrecruitme	Masters	School Counseling	Liberty University	English	School Counseling	High School
PA	Nisheka	Davis	http://diversityrecruitme	Masters	Human Services	Lincoln University	English	Dean/ Counselor	Middle School
PA	Lucian	Stern	https://diversityrecruitme	Bachelor's of Fine Arts, Hc	Animation	Massachusetts College of	English, Spanish	Teaching	Elementary School
PA	Tyler	Bagi	https://diversityrecruitme	Bachelor's in Secondary E	Social Studies	Millersville University	English, Macedonian, Bul	Teaching	High School
PA	pronob	das	http://diversityrecruitme	Master's of science	Physics	National university of Ban	English	Teaching	Middle School
PA	Roberto	Luciano	http://diversityrecruitme	MS	Early Childhood Educatio	Nova Southeastern Unive	Spanish	Management	Early Childhood / Preschool
PA	Melanie	Marcano	http://diversityrecruitme	Bachelor of Science	Elementary and Early Chil	Penn State University	English	Teaching	Elementary School
PA	Carolyn	Stoughton	http://diversityrecruitme	Bachelor's	Elementary and Early Chil	Pennsylvania State Univer	Spanish and English	Teaching	Elementary School
PA	Barbara	Bishop	http://diversityrecruitme	Master	Secondary Education - En	Saint Joseph's University	English	Teaching	High School
PA	Terry	DeCarbo	http://diversityrecruitme	Masters in Education	Special Education	Slippery Rock University	English	Administration	High School
PA	Bryant	Evans	http://diversityrecruitme	Masters	Public Administration	Sojourner Douglass Colleg	English/ some Spanish	Education	High School
Pa	Gary	Cararini	http://diversityrecruitme	Master	Secondary Special Ed and	SRU	English	Teaching	Middle School
PA	shoshana	fox	http://diversityrecruitme	Masters	Higher Education Adminis	Stony Brook University	English, French	Administration	High School
Pa	Rachel	Caesar	http://diversityrecruitme	MS	Public Administration	Strayer University	English	Administration	Middle School
PA	Lauren	Smallwood	http://diversityrecruitme	M.Ed	Higher Education	Temple University	English	Student Affairs	High School
PA	Racquel	Stokes	http://diversityrecruitme	M.ED.	Urban Education	Temple University	English	Teaching	Elementary School
PA	Emily	Holden	http://diversityrecruitme	Masters	Special Education	Temple University	English	Teaching	Elementary School
PA	Sonia	Eugene	http://diversityrecruitme	Master of Arts, Bachelor	Elementary Education, Sp	Temple University, Roser	English	Teaching	Elementary School
PA	Lucinda	Ellis	http://diversityrecruitme	Bachelor's	Secondary Social Studies I	The Pennsylvania State Ur	English	Teaching	High School
PA	Amanda	Wielr	https://diversityrecruitme	Bachelor of Science/ Mast	Special Education/ Currici	The Pennsylvania State Ur	English	Teaching	High School
PA	Dianna	Coleman	http://diversityrecruitme	Master's	Global Public Health	University of Pennsylvani	English	Administrative, Managem	Middle School
PA	Yaming	Fang	http://diversityrecruitme	master	Learning sciences and tec	University of Pennsylvani	English, Mandarin	EdTech, Instruction design	High School
PA	Sylvia	Taylor	http://diversityrecruitme	MS	Education	University of Phoenix	English	Teacher	Elementary School
PA	William	Shelton	http://diversityrecruitme	Master of Art	Education	Villanova	English	Education	Middle School
PA	Deanna	Palonis	http://diversityrecruitme	MSED	Elementary Reading and I	Walden University	English	Leadership and Literacy	Elementary School
PA	Victor	Moody	http://diversityrecruitme	Bachelors	Criminal Justice	West Chester University	English	Climate & Culture	Elementary School
PA	Angela	Gordon	http://diversityrecruitme	Masters	Education, Counseling	West Chester University c	English, Spanish	Teaching, School Adminis	Middle School
Palawan	Christine	Manggao	http://diversityrecruitme	Bachelor of Arts	Christian Education	Harris Memorial College	English, Filipino	Teaching	Early Childhood / Preschool
Panama	laura	White	https://diversityrecruitme	Bachelor of Arts	Literature	Universidad Catolica And	Spanish, English	Teaching	High School
Pennsylvania	Melody	Carter-Frye	http://diversityrecruitme	EdD	Organizational Leadership	Argosy University	English	Administration	High School
Pennsylvania	Alexa	Merbler	http://diversityrecruitme	Bachelor of Science	Middle Level English Educ	East Stroudsburg Universi	English	Teaching	Middle School
Pennsylvania	Nichole	Heitzenrater	http://diversityrecruitme	Bachelor's of Science in Et	Secondary Social Studies	Edinboro University	English	Teaching	High School
Pennsylvania	Haleigh	Huff	http://diversityrecruitme	Bachelor of Science in Ed	Early Childhood Educator	Edinboro University of Pe	English	Teaching	Elementary School
Pennsylvania	Zachary	Sanford	https://diversityrecruitme	Bachelor of Science: Educ	Secondary Social Studies	Edinboro University of Pe	English	Teaching	High School
Pennsylvania	Alexander	Traverso	http://diversityrecruitme	Bachelor of Science in Ed	Secondary Education (7-1	Edinboro University of Pe	English	Teaching	High School
Pennsylvania	Jordan	Ingram	http://diversityrecruitme	Bachelor's	Communications	Fairleigh Dickinson Univer	English	Education	High School
Pennsylvania	Kimberly	Atias	http://diversityrecruitme	M.Ed.	Education	Holy Family University	Hebrew	Education Leadership	High School

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Pennsylvania	Thomas	Persing	http://diversityrecruitmer	Master of Arts and Bachelor's	Secondary Education and	Lehigh University and Kutztown University	English and German	Education, Consulting, and Administration/Teaching	High School
Pennsylvania	Pearline	Sturdivant	http://diversityrecruitmer	M.Ed	Early Childhood Educator	Lincoln University	English	Administration/Teaching	Elementary School
Pennsylvania	Cathy	Beare	http://diversityrecruitmer	Bachelors	Elementary Education	Millersville University	English	Teaching	Elementary School
Pennsylvania	Christina	McDaniel	http://diversityrecruitmer	Bachelors of Science in Education	Early Childhood and Special Education	Millersville University	English	Teaching	Elementary School
Pennsylvania	William	Magee	http://diversityrecruitmer	B.A	Health and Physical Education	Rowan University	English	teaching	High School
Pennsylvania	Marissa	Robinson	http://diversityrecruitmer	Master of Public Administration	Education Policy	Rutgers University - Camden	English	Administration, Project Management	Elementary School
Pennsylvania	Erica	Evans	http://diversityrecruitmer	Master's	Organizational Development	Saint Joseph's University	English	Educator	High School
Pennsylvania	Jessica	Fields	http://diversityrecruitmer	Bachelor of Arts	Secondary English Education	University of Maryland College Park	English	Education	Middle School
Pennsylvania	Jamie	Harvey	https://diversityrecruitmer	Bachelors	Human Development and Family Studies	University of Pennsylvania	English	Administration, School Social Worker	High School
Pennsylvania	Latanya	Clement	http://diversityrecruitmer	M.S.	Psychology	University of Phoenix	Lite Spanish	College and Career Readiness	High School
Pennsylvania	Zach	Bookman	http://diversityrecruitmer	Bachelor of Arts	International Studies/German	University of South Carolina	German	Coordination, Administration	High School
Pennsylvania	naemah	jones-polhill	http://diversityrecruitmer	Masters Degree	Curriculum, Instruction and Assessment	Walden University	English	Education	Middle School
Pennsylvania	Ruby	Glenn	http://diversityrecruitmer	BFA	Arts Administration	Howard University	English	Administration	Early Childhood / Preschool
Pennsylvania	Nabia	Nuriddin	http://diversityrecruitmer	BS	Elementary Education	Lincoln University	English	Teaching	Elementary School
Philippines	Michelle	Zambo	http://diversityrecruitmer	Master of Arts	English	Ateneo de Davao	English, Filipino	Teaching	High School
Philippines	Jasmin	Aguado	http://diversityrecruitmer	Master's (thesis writing)	Math	Laguna State Polytechnic	English and Filipino	Teaching	Middle School
Puerto Rico	Carlos	Velez	http://diversityrecruitmer	Master Degree	Teaching English as a Second Language	Elementary, Middle School	Fluent in English and Spanish	ESL Teacher all levels	Elementary School
Puerto Rico	Maribel	Fermaint	http://diversityrecruitmer	BA	Education	Metropolitan University	English and Spanish	Education	Middle School
Puerto Rico	Ineris	Hernandez	http://diversityrecruitmer	Master	Hispanic Studies	Pontifical Catholic University of Puerto Rico	Spanish, English	Teaching	High School
Punjab	Divya	Nirvan	http://diversityrecruitmer	B.Sc IT	M.Sc Computer Science	California Institute of Technology	English, Hindi, Punjabi	Teaching and Computer Science	High School
Punjab	Khawar	Qayyum	http://diversityrecruitmer	IT	IT	UAE	English	IT	Early Childhood / Preschool
Rajasthan	Ankit	Agarwal	http://diversityrecruitmer	B.Tech	Chemical engg	IIT BHU	English	Teaching	High School
Rhode Island	Donna	Phillips	http://diversityrecruitmer	Bachelor of Science	Biology	Colorado State University	English	Teaching/Education	Elementary School
Rhode Island	Nancy	Lewis-Oliver	http://diversityrecruitmer	Early Childhood - Language	Education	Rhode Island College	English	Teaching	Early Childhood / Preschool
Rhode Island	Yesicca	Cranshaw	http://diversityrecruitmer	Bachelor of Science Human Services	Early Childhood Educator	University of Rhode Island	Spanish and English	teaching	Early Childhood / Preschool
RI	Amy	Page	http://diversityrecruitmer	Bachelor Degree	Administration of Justice	Salve Regina University	English	Human Services	High School
RI	Julie	Piekarski	http://diversityrecruitmer	B.S. (anticipated May 2022)	Early Childhood Educator	University of Rhode Island	English	Education	Early Childhood / Preschool
RI	Ashley	Iadevaia	http://diversityrecruitmer	Ed.D	Sport and Performance Psychology	University of Western State	english	teaching	Middle School
RI	Jason	Drake	http://diversityrecruitmer	BA	Teaching	URI	English	Special Education	Elementary School
Riyadh	Samer	EL Ajami	http://diversityrecruitmer	Bachelor of Sciences	Mathematics Option: Computer Science	Lebanese University, Faculty of Science	English, Arabic	Teaching	High School
SÃo Paulo	Jair	Araujo	http://diversityrecruitmer	Bachelor in Business Administration	Frederico Barros Brotero	Waldomiro Pompeo	English(fluent) Spanish, Portuguese	Administration	High School
SC	Bridget	Allison	http://diversityrecruitmer	Master of Education	Educational Leadership	American College of Education	English	Administration	Elementary School
SC	Jasmine	Eunice	http://diversityrecruitmer	Bachelors	Kinesiology	Augusta University	English	Management/Substitute Teacher	Elementary School
SC	Linda	Brown-Collins	http://diversityrecruitmer	Master's	Education technology	Central Michigan University	English	Teaching	High School
SC	Cassandra	Proctor	http://diversityrecruitmer	Bachelors	Early Childhood Educator	Charleston Southern University	English	Education	Early Childhood / Preschool
SC	Maya	Robinson	http://diversityrecruitmer	Masters	Social Work	Chicago State University	English	social work	High School
SC	Markus	Howell	http://diversityrecruitmer	Bachelors	English	Clemson University	English, French	Teaching	High School
SC	Janiece	Little	http://diversityrecruitmer	Master of Education	Curriculum and Instruction	Concordia University Portland	English	Teaching	High School
SC	H. Marie	Lemon	http://diversityrecruitmer	M.Ed	Educational Leadership	Florida Atlantic University	French, Spanish, Haitian Creole	Teaching	Middle School
SC	Sa	Ramachandran	http://diversityrecruitmer	PhD	Life Sciences	Indian Institute Of Science	English, Hindi, Tamil, Telugu	Teaching	High School
SC	Andrea	Martin	http://diversityrecruitmer	Master's Degree	Curriculum and Instruction	Northern AZ University	English	Teaching	High School
SC	Sean	Rochester	http://diversityrecruitmer	Masters	Curriculum, Instruction & Assessment	Nova Southeastern University	English	Education	High School
SC	Katharine	Vaclavik	http://diversityrecruitmer	Masters/Bachelors/Minor	Elementary Administration	University of South Carolina	English/Majority of Spanish	Teaching	Elementary School
SC	Kali	Hasselbacher	http://diversityrecruitmer	Bachelor of Arts	Middle level Education - Secondary	University of South Carolina	English	Teaching	Middle School
SC	Christine	Reissener	http://diversityrecruitmer	Bachelors of Science	Elementary Education	University of South Florida	English	Teaching	Elementary School
SC	Tamika	Bacchus	http://diversityrecruitmer	Ed.S Administrative Leadership	Early Childhood Educator	Walden University	English	Teaching	Early Childhood / Preschool
SC	Kimberly	Stanzola	http://diversityrecruitmer	Master's	Education Middle Level IV	Walden University	English	Education	Middle School
Sc	Nicadra	Street	http://diversityrecruitmer	Education Specialist	Educational leadership	Webster University	English	Administration	Elementary School
SD	Sarah	Pioske	http://diversityrecruitmer	Masters	Secondary Education, English	BHSU, ASU	English	Teaching	High School
SD	Destiny	Harris	http://diversityrecruitmer	Bachelor of Science in Education	English	Black Hills State University	English	Secondary English Education	Middle School
Select a State	Monica	Harps-Wilson	http://diversityrecruitmer	M.A.	Human Services Counselor	Regent University	English	Human Services Counselor	Middle School
Shanghai	Camille	Lindo	http://diversityrecruitmer	Masters	Education Leadership	American College of Education	English	Teaching	Elementary School
Single	Kiran	Naz	http://diversityrecruitmer	Graduation continue	Intermediate	Karachi University	Urdu, English		Middle School
South Carolina	Caitlyn	Richardson	http://diversityrecruitmer	Masters in Education	Elementary Education	Clemson University	English and American Sign Language	Teaching	Elementary School
South Carolina	Katherine	Buffkin	http://diversityrecruitmer	Masters	Education (Literacy)	Coker College	English	Teaching	Early Childhood / Preschool
South Carolina	George	Walker	http://diversityrecruitmer	Physics (Chemistry Minor)	Physics	College of Charleston	English/Conversational Spanish	Teaching	High School
South Carolina	Kellie	Swoyer	https://diversityrecruitmer	BS and Master's	Elementary Education and Special Education	College of Charleston and Clemson University	English	Education	Elementary School
South Carolina	Crystal	Basmith	http://diversityrecruitmer	Special Education- Learning Disabilities	Human Development and Family Studies	Francis Marion University	English	Teaching	Elementary School
South Carolina	Kimann	Johnson	http://diversityrecruitmer	MS	Teaching (Spanish)	New School	Spanish, English	Teaching	High School
South Carolina	Javier	Molea	https://diversityrecruitmer	Bachelors	Literature	UDELAR	English, Spanish	Teaching	Middle School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
South Carolina	Kaleel	Jacobs	https://diversityrecruitme	Bachelor of Arts in Educat	Elementary Education	University of South Caroli	English	Teaching	Elementary School
South Carolina	Damian	Pantucci	http://diversityrecruitme	Bachelor of Arts	Middle Level Education	University of South Caroli	English	Teaching	Middle School
SOUTH CAROLINA	Janice	Bailey-Layne	http://diversityrecruitme	Masters in Education	Elementary Education	University of the West Inc	English	Teaching	Elementary School
Spain	Ana BelÃ©n	Crespo MartÃ©nez	http://diversityrecruitme	PGCE (Master)	degree	University of Murcia	spanish and english	teaching	High School
Telangana	Peter	Regulagadda	http://diversityrecruitme	Masters	Physics	Barkathullah University	English & Telugu	Education/Teaching	High School
Telangana	P.L.	Prasanna	http://diversityrecruitme	Post graduate	Bachelor in Education	Narayana high school	English Hindi telugu	Teaching	High School
Tennessee	APPERIDAY	GIBSON	http://diversityrecruitme	Master's	Elementary Edu	Grand Canyon Univ	English	Teaching Assistant	Elementary School
Tennessee	Jessica	Alvarez	https://diversityrecruitme	Bachelor of Science	Elementary Education	Middle Tennessee State U	English	Teaching	Elementary School
Tennessee	Alyssa	Frennier	http://diversityrecruitme	Bachelors of Science	Early Childhood Educatio	Middle Tennessee State U	English	Teaching	Early Childhood / Preschool
Tennessee	Sarah	Schwartz	http://diversityrecruitme	Masters of Science	History	Middle Tennessee State U	English	Teaching	High School
Tennessee	Whitney	Young	http://diversityrecruitme	Bachelor of Science	Elementary Education	Middle Tennessee State U	English	Teaching	Elementary School
Tennessee	Alayna	Strickland-Duffel	http://diversityrecruitme	Master's of Arts in Teachi	Master's of Arts in Educat	Middle Tennessee State U	English	Teaching	Elementary School
Tennessee	Leslie	Woods	http://diversityrecruitme	Special Education	Special Education-Compr	MTSU	English	Teaching	Elementary School
Tennessee	Amori	Shokunbi	http://diversityrecruitme	, management	Business management	Park view Baptist	English	Teaching	Early Childhood / Preschool
Tennessee	Georgette	Kearney	http://diversityrecruitme	Doctorate	Early Childhood Educatio	The University of Memph	English	Administration/Teaching	Early Childhood / Preschool
Tennessee	Lydia	Green	http://diversityrecruitme	Masters of Library and Inf	Library and Information S	The University of Souther	English	Teaching-Library Science	Elementary School
Tennessee	Dr. Shantell	Cook	http://diversityrecruitme	Ed.D	Organizational Leadership	Trevecca Nazarene Univer	English	Administration	Middle School
Tennessee	Wellington	Jatto	http://diversityrecruitme	Masters	Food Technology	University of Ibadan	English	Food Technology and tea	High School
Tennessee	Sandra	Gipson	http://diversityrecruitme	BA in Spanish/education/	Spanish	University of memphis	english/Spanish	teaching, administration	High School
Tennessee	Chare	Moore	http://diversityrecruitme	Bachelor's of Science in e	Integrative Studies	University of Memphis	English	Education	Elementary School
Tennessee	April	Pettis	http://diversityrecruitme	MBA	Communication	University of Phoenix	English	Management, Human Res	Middle School
Tennessee	Christian	Reynolds	http://diversityrecruitme	Bachelor	Sports management	University of Tennessee	English	Teaching, management	Middle School
Tennessee	David	Edgar	http://diversityrecruitme	Master's in Education	Teaching and Learning	Vanderbilt University	English, Spanish	Teaching	High School
Tennessee	Ann	Varnedoe	http://diversityrecruitme	Masters of Education	Secondary Social Studies	Vanderbilt University	English, Spanish	Teaching	Middle School
Tennessee	Nicole	McClard	http://diversityrecruitme	M.Ed.	TESOL/ELA	Grand Canyon University	English	Teaching	High School
Tennessee	Eileen	DeStefano	http://diversityrecruitme	Batchelor	Business	Univ. of Phoenix	English	Teaching	Early Childhood / Preschool
Texas	Carson	Wright	http://diversityrecruitme	Bachelor of Science	Mathematics with a Focu	Abilene Christian Universi	English	Teaching	High School
Texas	Leah	Lockhart	http://diversityrecruitme	Bachelors of Science	Elementary Education/Re	Abilene Christian Universi	English	Teaching	Early Childhood / Preschool
Texas	Irama	Garcia	http://diversityrecruitme	Dotor Education	Instructional Technology	Abraham S. Fischler Colle	Spanish / English / Brazil	Education	Elementary School
Texas	Kyaira	Todd	http://diversityrecruitme	Bachelor's	General Studies with emp	Alcorn State University	English	Teaching, Administrative,	High School
Texas	Lee	Manley	http://diversityrecruitme	Master's	Business Administration s	American Intercontinenta	English	Teacher	Elementary School
Texas	Frank	Chatman	http://diversityrecruitme	Bachelor	Sports and Health Science	American Public Universit	English	Teaching	High School
Texas	Mekdes	Getahun	https://diversityrecruitme	Bachelors	International Relations	American University	English, Amharic	Teaching	Middle School
Texas	LaVonda	High	http://diversityrecruitme	Bachelor's Degree	Business Administration	Argosy University Dallas	English	Teaching	High School
Texas	Lindsay	Bermudez	https://diversityrecruitme	Bachelor's	Art studies	Arizona state university	English	Education	Elementary School
Texas	Dana	Weber	http://diversityrecruitme	MAED	Education	Ashford University	English	Teaching	High School
Texas	Robert	Jones	http://diversityrecruitme	Masters	Teaching	Austin college	English	Teaching	High School
Texas	Katie	Furman	http://diversityrecruitme	Bachelor of Science	Middle Grades English, La	Baylor University	English and Spanish	Teaching	Middle School
Texas	Christopher	Sherman	http://diversityrecruitme	Masters of Arts	Bible and Theology	Biola University	Proficient in English; Com	Teaching	Elementary School
Texas	Kellie	Heder	http://diversityrecruitme	Family and Consumer Scie	Family and Consumer Scie	Brigham Young University	English	Teaching	Middle School
Texas	Emily	Valtancoli	http://diversityrecruitme	Bachelors Degree	Liberal Studies	California State University	English	Teaching	Elementary School
Texas	Nicole	Lartey	http://diversityrecruitme	Bachelors degree	Communications (Public F	Chadron State College	English	Communications	Early Childhood / Preschool
Texas	LaToya	Foreman	http://diversityrecruitme	BACHELORS	Healthcare Management	Colorado Technical Unive	English	Teaching	Elementary School
Texas	amari	ware	http://diversityrecruitme	Bachelors of Science	Healthcare Management	Colorado Technical Unive	english	Healthcare Management	Elementary School
Texas	Paula	Norvell	http://diversityrecruitme	Masters of Science	Educational Administratic	Concordia University - Au	English	Educational Administratic	Elementary School
Texas	Vanessa	Lam	http://diversityrecruitme	BA	Music	Conservator de Music, Frz	English	Management, administral	Middle School
Texas	Victoria	Alaniz	http://diversityrecruitme	Master of Arts	Discipleship	Dallas Baptist University	English	Administration	Elementary School
Texas	Alexis	Gregory	http://diversityrecruitme	Bachelor of Science	Psychology/Biology	Dallas Baptist University	English	Non-Profit	Middle School
Texas	Cattani	Frye	http://diversityrecruitme	Master of Science	Political Science	Florida Metropolitan Univ	English	Administration	Middle School
Texas	Wesley	Huey	http://diversityrecruitme	Bachelors in education (Ei	Education	GPU	English	Teaching	Elementary School
Texas	Tolu	Yerokun	https://diversityrecruitme	Bachelor of Science	Psychology	Georgia State University	English	Human Resources	Middle School
Texas	Adrian	Robinson	http://diversityrecruitme	bachelor	Computer Science	Grambling State Universit	English and Spanish	Teaching	Elementary School
texas	mahogany	mcclain	http://diversityrecruitme	bachelors	music	Grambling State Universit	english	teaching	Elementary School
Texas	Byzanium	Nelson	http://diversityrecruitme	Bachelors	Education	Grand Canyon University	English	Teaching	Early Childhood / Preschool
Texas	Christin	Siller	http://diversityrecruitme	M. Ed.	Educational Administratic	Grand Canyon University	English	Education	High School
Texas	Jessica	Kontchou	http://diversityrecruitme	M.Ed	International Education P	Harvard Graduate School	French, Spanish	Education Leadership	Elementary School
Texas	Phil	Foster	https://diversityrecruitme	BA, MSS, MBA	Journalism, Operations M	Henderson State Universi	English	Teaching	Middle School
Texas	Denise	Alcover	http://diversityrecruitme	Master of Education in Cc	School Counseling	Houston Baptist Universit	English	Education/School counsel	Middle School
Texas	Cassandra	Skinner	http://diversityrecruitme	Health Studies	Reading	Houston Baptist Universit	English	Teaching	Middle School
TEXAS	Ubaldo	Vazquez	http://diversityrecruitme	Bachelor of Arts	Kinesiology	Huston Tillotson Universit	English and Spanish	Teaching	Middle School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
Texas	ALI	JAFRY	http://diversityrecruitmer	MBA	International Business	Institute of Business Adm	ENGLISH URDU	Teaching	High School
Texas	Andrea	Medrano	http://diversityrecruitmer	Bachelor	System engineering	Instituto Universitario Pol	English/Spanish	Teaching	Elementary School
texas	michael	guerrero	http://diversityrecruitmer	high school diploma,some	HECE	JOHN F KENNEDY	english,spanish	maintenance,administrati	Middle School
Texas	Byul	Yim	http://diversityrecruitmer	Master of Science	Special Education Early Cf	Johns Hopkins University	English, Korean	Teaching	Early Childhood / Preschool
Texas	Nathaniel	Anderson	http://diversityrecruitmer	MBA	Management	Keller Graduate School of	English	Education	Elementary School
Texas	Maha	Munawar	http://diversityrecruitmer	Bachelors	Computer Science	Lahore University of Man	English and Urdu	Education	Middle School
Texas	Mandisha	Mark	http://diversityrecruitmer	Masters Education	Administration and Couns	Lamar University	English, Some Spanish	Teaching, Counseling	Middle School
Texas	Reggie	Prudhomme	https://diversityrecruitme	M.Ed.	School Counseling	Lamar University	English	Behavior Management	Elementary School
Texas	Russ	Sims	http://diversityrecruitmer	Masters	Education Administration	Lamar University	English only	Education-Assistant Princi	Elementary School
Texas	Chazz	Williams	http://diversityrecruitmer	Masters	Educational Leadership	Lamar University	English	Administration, Teaching	Middle School
TEXAS	Irina	Badanova	http://diversityrecruitmer	Masters degree	Jurisprudence	Law	Romanian, Russian, Italian	Administration, Managerr	Elementary School
Texas	Caleb	Rinard	http://diversityrecruitmer	Masters of Education	Administration & Supervi	Liberty University	English, Japanese, Indone	Education	Middle School
Texas	Carmika	Austin	http://diversityrecruitmer	Masters of Science	Human Resources Manag	Lindenwood University	English	Management	High School
Texas	India	Pullum	http://diversityrecruitmer	AAS	Nursing (still attending)	Lone Star	English	Paraprofessional	Early Childhood / Preschool
Texas	Latoshia	Jackson	http://diversityrecruitmer	Associate of Arts	General Studies	Lone Star College Cy-Fair	English	Administrator/HR Assista	Elementary School
Texas	MonÃ©t	LaCour	http://diversityrecruitmer	Bachelor of Arts	Political Science	Louisiana State University	English	Teaching, recruiting	Elementary School
Texas	Jennifer	Hanson	http://diversityrecruitmer	Master of Education in Ed	Bachelor of Art in Elemen	Lubbock Christian	English	teaching	Elementary School
Texas	Sylvia	Hunger-Miller	http://diversityrecruitmer	Master Special Education	Education	Lynchburg College	English	Teaching	Middle School
Texas	Uloma	Achinanya	http://diversityrecruitmer	B.Engr , IPGCE	Communication	Madonna University Nige	English	Teaching	Middle School
Texas	Brittany	Jamerson	http://diversityrecruitmer	N/a	N/a	Maybe creek high	English	Teaching	Early Childhood / Preschool
Texas	Shanna	Emfinger	http://diversityrecruitmer	Bachelors	Early Childhood Educatio	McMurry University	English	Teaching	Elementary School
Texas	Deborah	Lansford	http://diversityrecruitmer	Masters	Special Education	Midwestern State Univer	English	Teaching	Elementary School
Texas	Garrett	Foster	http://diversityrecruitmer	Bachelor of Science	Mechanical Engineering	Mississippi State Universi	English	Teaching	High School
Texas	Yaritza	De los Santos	http://diversityrecruitmer	N/a	N/a	N/a	Spanish and English	Teaching	Elementary School
Texas	Courtney	Fuller	http://diversityrecruitmer	N/a	N/a	N/a	English	Clerical	Middle School
Texas	Stephany	Gaines	http://diversityrecruitmer	High School Diploma	Education	Nimitz High School	English	Education	Early Childhood / Preschool
Texas	Denzel	Powell	http://diversityrecruitmer	Recreation Administration	Sports Management	North Carolina Central Un	English	Sports administration	Middle School
Texas	Karl	Stovall	http://diversityrecruitmer	Bachelor's	Accounting	North Texas	English	Administration	Elementary School
Texas	Rodney	Butler	http://diversityrecruitmer	Master of Education	Sport & Athletic Manag	NorthCentral University	English	Administration	High School
Texas	Ebony	Young	http://diversityrecruitmer	Masters	Reading K-12	Nova Southeastern Unive	English	Teaching	High School
Texas	Kenny	Fox	http://diversityrecruitmer	Bachelor of Science	Business	Oklahoma Christian Unive	English	Education	Elementary School
Texas	Abderrahmane	Abdiche	http://diversityrecruitmer	Bachelor Degree	Business engineering	Paris graduate school of n	French, Arabic, Maltese, E	Teaching	High School
Texas	Cassandra	Ford	http://diversityrecruitmer	Diploma	General Studies	Parkway Christian School	English	Administration	Early Childhood / Preschool
Texas	Veronica	Angel	http://diversityrecruitmer	BSIS	Information System	Phoenix University	English	Information Technology	Middle School
Texas	Omaira	Pacheco	http://diversityrecruitmer	B.S. and M.S.	Chemical Engineering	Polytechnic University Bai	English and Spanish	Teaching	
Texas	Nichole	Pruitt	http://diversityrecruitmer	Bachelors	Kinesiology	Prairie View	English,ASL	Administration	Elementary School
Texas	Carolina	Christopher	http://diversityrecruitmer	Bachelor of Science	Biology	Prairie View A & M Unive	English	Teaching	Middle School
Texas	Patrick	Allen	https://diversityrecruitme	B.S.	Architecture	Prairie View A&M	English	Education	Elementary School
Texas	Sylvia	Bonds-Stewart	http://diversityrecruitmer	Masters in Educational Le	Educational Leadership ar	Prairie View A&M Univer	English	Education	Elementary School
Texas	Von	Braxton	http://diversityrecruitmer	Education Administration	Administration	Prairie View A&M Univer	English	Administration, Teaching	Elementary School
Texas	Lindsay	Dixon	http://diversityrecruitmer	Ph.D.	Educational Leadership	Prairie View A&M Univer	English, Spanish	Education	High School
Texas	Jaelin	Baty	http://diversityrecruitmer	Masters	Education Administration	Prairie View A&M Univer	English	Teacher	Middle School
Texas	Ashley	Hilts	http://diversityrecruitmer	Bachelors	Communications	Prairie View A&M Univer	English	Teaching	Elementary School
Texas	Rebecca	Deckinger	http://diversityrecruitmer	B.A.	Social Studies Education	Purdue University	English	Teaching	Middle School
Texas	Alisha	Thomas	http://diversityrecruitmer	MAT	Elementary Education	Relay Graduate School of	English	Educator	Early Childhood / Preschool
Texas	Chris	Gonzalez	http://diversityrecruitmer	Masters	German	Rice	English, German, and Fre	education	High School
Texas	Joy	Nyeche	http://diversityrecruitmer	MSc	Engineering	Salford University, Manch	English	Teaching	Middle School
Texas	Shakejwak	Nyakwol	http://diversityrecruitmer	Bachelors	Mathematics	Sam Houston State	English, Spanish, Arabic	Teaching/Administration	Early Childhood / Preschool
Texas	Luis	Ramirez Marin	http://diversityrecruitmer	Bachelors of Science	Psychology	Sam Houston State Unive	English and Spanish	Supervision, Administrati	High School
Texas	JaiQuandria	Thomas	http://diversityrecruitmer	Interdisciplinary studies	Early childhood educatio	Sam houston state univer	English	Teaching	Elementary School
Texas	Hannah	Escalante	http://diversityrecruitmer	M.A.	Urban Ministry	Southern Methodist Univi	Conversational Spanish	Teaching	Elementary School
Texas	Kendall	Lockhart	http://diversityrecruitmer	Bachelors of Fine Arts	Dance	Southern Methodist Univi	English	Management and teachin	Middle School
Texas	Deritia	Wilson	http://diversityrecruitmer	Business Administration	Human Resources	Southern New Hampshire	English	Administration	Middle School
Texas	Audreana	Singleton	http://diversityrecruitmer	Interdisciplinary Studies	Education	Southern University	English	Teaching	Elementary School
Texas	Christopher	King	http://diversityrecruitmer	Bachelor of Arts	History with Teacher Cert	St Mary's University	English	Teaching	High School
Texas	Rebecca	Moreno	http://diversityrecruitmer	Bachelor's	Criminal Justice	St Mary's University	English	administrative assistant	High School
Texas	Keri	Schaefer	http://diversityrecruitmer	Masters of Education	Education/English	Sul Ross University	English	Teaching	Elementary School
Texas	Patricia	Diaz	https://diversityrecruitme	Bachelors of Science	Psychology	Tarleton State University	Spanish, English	Teaching	High School
Texas	Amin	Suleiman	http://diversityrecruitmer	BACHELORS	Mathematics	Texaa A & M, Commerce	English, French, Arabic,	Teacher	High School
Texas	Stacey	Lewis	http://diversityrecruitmer	Masters	Education Administration	Texas A & M Kingsville	English	Administration, Curricula	Elementary School

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Texas	Pam	Thomas	http://diversityrecruitmer	Bachelors	Alternative Certification	Texas A & M University	English	Teaching	High School
Texas	Douglas	Fonville	http://diversityrecruitmer	M.A.	Photography	Texas A&M Commerce	Spanish & English	Sales, Teaching, Research,	High School
Texas	Mindy	Montemayor	http://diversityrecruitmer	Bachelors	Criminal Justice	Texas A&M Internationals	Spanish	Physical Education	Elementary School
Texas	Joseph	Valadez	http://diversityrecruitmer	Masters	Bilingual Education	Texas A&M SA	English & Spanish	Teaching	Elementary School
Texas	Courtney	Chivers	http://diversityrecruitmer	Bachelors	Interdisciplinary Studies	Texas A&M University - C	English	Teaching	Elementary School
Texas	Lashare	Barron	http://diversityrecruitmer	Bachelor Degree	Interdisciplinary Studies	Texas A&M University-Co	English	Teaching	Elementary School
Texas	Ariel	James	http://diversityrecruitmer	Masters in Education	Arts in Teaching	Texas A&M University-Co	English	Teaching	Elementary School
Texas	Veronica	Zapata	http://diversityrecruitmer	B.S Multidisciplinary Stud	Education/Spanish	Texas Lutheran Univeristy	English and Spanish	Teaching	Elementary School
Texas	Latoya	Abengowe	http://diversityrecruitmer	Business Administration	Management	Texas Southern University	English	Teaching	Middle School
Texas	Dianne	Ghosh	http://diversityrecruitmer	Bachelor	Mass Media Communicat	Texas Southern University	English	education	Middle School
Texas	Salma	Husain	http://diversityrecruitmer	BA	Political Science/History	Texas Southern University	English, Bengali, Hindi, Ur	Administration, Managem	Elementary School
Texas	Kaelin	Manuel	http://diversityrecruitmer	Bachelor of Science	Chemistry	Texas Southern University	English	Teaching	Middle School
Texas	Shatyra	Peevy	https://diversityrecruitmer	Master's	Health and Kinesiology	Texas Southern University	English	Teaching	Middle School
TEXAS	SHARON	RICHARDSON	http://diversityrecruitmer	MASTERS	URBAN PLANNING	TEXAS SOUTHERN UNIVEF	ENGLISH	TEACHING	High School
Texas	Jaron	Robinson	http://diversityrecruitmer	Bachelor's	Education	Texas Southern University	English	Education	Middle School
Texas	TRONECIA	WASHINGTON	http://diversityrecruitmer	Bachelor's Degree	Kinesiology	Texas Southern University	English	Teaching	Middle School
Texas	Ashley	Thomas	http://diversityrecruitmer	Master of Science	Human Services and Cons	Texas Southern University	English	Human Services Educatio	Elementary School
Texas	Taylor	Veal	http://diversityrecruitmer	Bachelors	Fashion Merchandising	Texas State	English	Teaching	Elementary School
Texas	Ashley	Fleming	http://diversityrecruitmer	Bachelor's	Interdisciplinary Agricul	Texas Tech University	English	Teaching	Middle School
Texas	Ashley	Hadad-Barriga	http://diversityrecruitmer	Bachelor of Science	Multidisciplinary Studies	Texas Tech University	English	Teaching	Elementary School
Texas	Sara	Hajek	http://diversityrecruitmer	PhD	Curriculum & Instruction	Texas Tech University	English, German, Spanish	Education	High School
Texas	Manuel	Martin	http://diversityrecruitmer	PhD Candidate	Spanish	Texas Tech University	Spanish, English, Portugua	Teaching	High School
Texas	Chloe	Stevens	http://diversityrecruitmer	Bachelor of Science	Early Childhood Developn	Texas Tech University	English	Teaching (elementary)	Elementary School
Texas	Andrew	Cosper	http://diversityrecruitmer	MA	Spanish	Texas Tech University	Spanish, English, Portugua	Teaching	High School
Texas	Ruby	Smola	http://diversityrecruitmer	Bachelor of Science	Multidisciplinary Studies,	Texas Tech University	English	Teaching	Elementary School
Texas	Roberto	Hernandez	http://diversityrecruitmer	Bachelor of Arts	Sociology	The Evergreen State Colle	English Fluent and Spanis	Advisor / Administration	Early Childhood / Preschool
Texas	Monica	Vingochea	http://diversityrecruitmer	Associates	General Studies	The University of Arizona	Spanish & English	Teaching and/or Manager	Elementary School
Texas	Rochelle	Brown	http://diversityrecruitmer	BS	Human Development and	The University of Texas at	English	Teaching	Middle School
Texas	Zuhey	Mendoza	http://diversityrecruitmer	Bachelor of Arts in Applie	Special Education EC-12 A	The University of Texas at	English, Spanish, America	Teaching	Early Childhood / Preschool
Texas	Edwin	Torres	http://diversityrecruitmer	Bachelors in Science with	Applied Mathematical Sci	The University of Texas at	English and Spanish	Math ot Stem Tutor	High School
Texas	Anna	Conger	http://diversityrecruitmer	MSW and MA	Social work and Teaching	The University of Texas at	Spanish	Teaching Spanish or TESL	High School
Texas	Peter	Mulamba	http://diversityrecruitmer	Bachelors	Kinesiology	The University of Texas at	French, English, Spanish, !	Coaching	High School
Texas	Mayte	Vega	http://diversityrecruitmer	Master's	English as a second langu	The University of Texas Ri	English, Spanish	Teaching	Middle School
Texas	Shah	Haque	http://diversityrecruitmer	Ph.D.	Chemistry	Tokyo University, Japan	English, Bengali, a little Ja	Teaching	High School
Texas	Nora	Mohtadi	http://diversityrecruitmer	Masters	Education	Trident University Interna	Arabic	Teaching	Middle School
Texas	Rashel	Burton	http://diversityrecruitmer	MEd	Instruction & Learning	U of Pitt	English	Administration	Middle School
Texas	Alejandra	Barragan	https://diversityrecruitme	MBA	MARKETING	UNIVERSIDAD LATINOAM	SPANISH, ENGLISH, FREN	TEACHING	Elementary School
texas	jenny	suarez	http://diversityrecruitmer	speech and language pat	language	Universidad Mayor de Sar	Spanish and English	Teaching	Early Childhood / Preschool
Texas	Jessica	Broils	http://diversityrecruitmer	Bachelor of Science	Child & Family Developm	University of Central Miss	English	Teaching	Middle School
Texas	Hicham	Rehane	http://diversityrecruitmer	Bachelor	English	University of Hassan II of	French and Arabic	Information Technology, I	High School
Texas	Austin	Beck	http://diversityrecruitmer	Bachelor of the Arts	Music	University of Houston	English	Teaching	High School
Texas	Julianah	Botwe	https://diversityrecruitme	Bachelor of Arts	Political Science	University of Houston	English	Teaching, Education	Elementary School
Texas	Maria	Espino	http://diversityrecruitmer	Bachelors	Political Science	University of Houston	Spanish/English	Teaching	High School
Texas	Torria	Harrington	http://diversityrecruitmer	B.A. in English Literature	English Literature	University of Houston	English	Teaching	Middle School
Texas	Regina	James	http://diversityrecruitmer	BBA	Accounting	University of Houston	English	Teaching	High School
Texas	Connie	Rossi	http://diversityrecruitmer	BA	History	University of Houston	English	Education	High School
Texas	Roxanna	Gario	http://diversityrecruitmer	Masters	Education Management	University of Houston Cle	English	Education Administration	Elementary School
Texas	Julio	Alvarez	http://diversityrecruitmer	Bachelor's	Biology	University of Houston Do	English, Spanish	Healthcare, Science	Elementary School
Texas	Drucessa	Ireland	http://diversityrecruitmer	MA	Nonprofit Management	University of Houston Do	English	Managementn/Faciliator	High School
Texas	Rhonda	Rivers-Jones	http://diversityrecruitmer	Bachelor's Degree in li	Interdisciplinary Studies a	University of Houston Do	English	Education	Elementary School
Texas	Divon	Collins	http://diversityrecruitmer	Master	Early Childhood	University Of Houston- C	English	Teaching and managemer	Early Childhood / Preschool
Texas	Kiara	Revels	http://diversityrecruitmer	BA	Interdisciplinary Studies I	University Of Houston- Dc	English	Teaching	Elementary School
Texas	Ashley	Valdez	http://diversityrecruitmer	Bachelor in Science	Interdisciplinary Studies	University of Houston- Dc	English	Teaching/Education	Elementary School
Texas	Michellee	Valdez	http://diversityrecruitmer	Bachelor of Arts	General Education	University of Houston-Do	English/ Spanish	Administration	Elementary School
Texas	Breyeh	Calhoun	http://diversityrecruitmer	Master of Social Work	Social Work (Advanced Cl	University of Illinois at Ur	English	Social Services/Social Wor	Elementary School
Texas	Laura	Lusby	http://diversityrecruitmer	Bachelor's Degree	Education	University of Mary Hardin	English	Education	Middle School
Texas	Luis	Acosta	http://diversityrecruitmer	Masters	Educational Leadership	University of Montana-Mi	Spanish and English	Administration	Elementary School
Texas	Caitlyn	Reily	http://diversityrecruitmer	Bachelor's	Kinesiology	University of North Texas	English	Teaching	High School
Texas	Micayla	Stevenson	http://diversityrecruitmer	Bachelors in Arts	Theatre	University of North Texas	English	Teaching	High School
Texas	Blanca	Tapia-Ortiz	http://diversityrecruitmer	Bachelors	Spanish	University of North Texas	Spanish	Education	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
Texas	Meighen	Osborne	http://diversityrecruitmer	Masters in Educational Le	Educational Leadership	University of North Texas	English	Administration	High School
Texas	Emily	Willis	http://diversityrecruitmer	Bachelors	Visual Arts (Art Educator	University of North Texas	English	Teaching Art	Elementary School
Texas	Mia	Taylor	http://diversityrecruitmer	Bachelor of Arts	Sociology	University of North Texas	English	Administration, Managerr	Elementary School
Texas	Mary	Davis	http://diversityrecruitmer	Bachelor	Early Childhood Education	University of Oklahoma	English	Teaching	Elementary School
Texas	Monica	Flores	https://diversityrecruitme	Bachelors of Science	Psychology	University of Phoenix	Spanish/English	Education	Middle School
Texas	Izine	Harris	http://diversityrecruitmer	Bachelors	Accounting	University of Phoenix	English	Finance	High School
Texas	Carol	Williams	https://diversityrecruitme	Master	Accountancy	University of Phoenix	English	Administration, Managerr	High School
TEXAS	Cory	Wunderlich	http://diversityrecruitmer	Bachelor of Arts	English	University of Saint Mary	English	Teaching	Middle School
Texas	Madrical	Tillman	http://diversityrecruitmer	Masters	Educational Leadership	University of St Thomas	English/Spanish is basic	Administration, managerr	Elementary School
Texas	Ashley	Fontnette	http://diversityrecruitmer	Master	Social Work	University of Texas at Arli	English	Administration	Elementary School
Texas	Beatriz	Castillo	http://diversityrecruitmer	Bachelors	Public Relations	University of Texas at Aus	English and Spanish	Teaching	Elementary School
Texas	Nadia	Perales	http://diversityrecruitmer	Bachelors	EC-6 Bilingual	University of Texas at Bro	English and Spanish	Teaching	Elementary School
Texas	Priscilla	Andreu	http://diversityrecruitmer	Bachelor of Arts in Applie	Education with Concentra	University of Texas at Tyle	P English and Spanish	Teaching	Elementary School
Texas	Jeri	Hallberg-Harmon	http://diversityrecruitmer	Master of Education Instr	SPECIAL EDUCATION EC-1	University of Texas at El P	English	SPED Teacher	Elementary School
Texas	Paola	Hernandez	http://diversityrecruitmer	Bachelor of Arts	English	University of Texas at El P	English and Spanish	Teaching	High School
Texas	Karla	Huerta	http://diversityrecruitmer	Bachelor of Art	Applied Learning and Dev	University of Texas at El P	English	Teaching	Elementary School
Texas	Gabriela	Valdez	http://diversityrecruitmer	Bachelor of arts in Spanis	Spanish	University of Texas at El P	English and Spanish	Teaching	Middle School
Texas	Sarah	Akhtar	http://diversityrecruitmer	M.S.	Clinical and Mental Health	University of Texas at San	English	Mental Health Counselor	Elementary School
Texas	Sara	Dunning	http://diversityrecruitmer	BAAS	General - Minor in Art	University of Texas at Tyle	English, and basic ASL	Art Education (pursuing r	Middle School
Texas	Maria	Nunez	http://diversityrecruitmer	Bachelor of Arts	English	University of Texas in El P	English and Spanish	Teaching	High School
Texas	Josefann	Barber	http://diversityrecruitmer	Bachelors in Interdisciplin	EC-6 Generalist	University of Texas Rio Gr	English	Teaching	Elementary School
Texas	Jerzain	Bernal	http://diversityrecruitmer	Music Education	Music	University of Texas Rio Gr	English/Spanish	Teaching	High School
Texas	Gustavo	Torres	http://diversityrecruitmer	Bachelor of Interdisciplin	Interdisciplinary Studies	University of Texas Rio Gr	English, Spanish	Teaching	Middle School
Texas	Chancellor	Edwards	http://diversityrecruitmer	Bachelor	Information Technology	University of the Cumberl	English	Technology	High School
Texas	Ragen	Breath	http://diversityrecruitmer	Bachelors of Music	Music Therapy	University of the Incarnat	English, American Sign La	Education	Early Childhood / Preschool
Texas	Katherine	Sotello	http://diversityrecruitmer	Bachelors in Arts	Psychology	University of the Incarnat	English	Teaching	High School
Texas	James	Harris	http://diversityrecruitmer	BACHELORS	General Studies/ Physical	University of the Southwe	English	Teaching	Elementary School
Texas	Monica	Boezio	http://diversityrecruitmer	Art Bachelor	Industrial Relations	Urbe University	English and Spanish	Teaching	Elementary School
Texas	Paula	Flores	http://diversityrecruitmer	Bachelor	Bilingual education	UTEP	English, Spanish	Teaching	Elementary School
Texas	Alexia	Ganzert	http://diversityrecruitmer	Bachelors	Interdisciplinary Studies	UTRGV	German/ English	Teaching	Elementary School
Texas	Kathryne	Esparza	http://diversityrecruitmer	BA	English	UTSA	English	Teaching	Middle School
texas	Dana	Hunsinger	http://diversityrecruitmer	Bachelors	Elementary Education	Vanderbilt	English	Teaching	Elementary School
Texas	Dr. Erika	Jones	https://diversityrecruitme	Ph.D.	Public Policy	Walden University	English	Education Administration	Middle School
Texas	Djuanna	West	http://diversityrecruitmer	Masters	Education: Curriculum, In	Walden University	English	Education	Elementary School
Texas	Veronica	Hayes	http://diversityrecruitmer	Masters in Education	Education	Walden university	English	Education	Middle School
Texas	Jessica	Crook	http://diversityrecruitmer	Bachelor	Education	Western Kentucky Univer	English	Teaching	Elementary School
Texas	Desiree	Jones	http://diversityrecruitmer	BA	Psychology	Argosy University	English	Special Education Teacher	Elementary School
Texas	Brittani	Johnson	http://diversityrecruitmer	Bachelors	Psychology and Interdisci	Dallas Baptist University	English	Education	High School
Texas	Elizabeth	Ibañez Cintron	http://diversityrecruitmer	Early Childhood Education	Teaching	Interamericana University	English and Spanish	Special Education	Elementary School
Texas	Juanita	Griner	http://diversityrecruitmer	Master of Education	Administration	Lamar University	English	Administration	Middle School
Texas	Kemba	Green	http://diversityrecruitmer	Bachelors	Liberal Arts: Education	Roberts Wesleyan College	English	Teaching, recruitment	Early Childhood / Preschool
Texas	Tyra	Thomas	http://diversityrecruitmer	Masters	Public Administration	Tarleton State University	English	Teaching	Elementary School
Texas	Brandon	Thomas	http://diversityrecruitmer	Masters Degree	Child and Family Developi	Texas Southern University	English	Teaching	Elementary School
Texas	Alanna	Pedicini	http://diversityrecruitmer	Master of Education	Educational Leadership	Texas Tech University	English	Teaching	Elementary School
Texas	Shelby	Morgan	http://diversityrecruitmer	Bachelors	Multidisciplinary Studies	Texas Tech University	English	management	Elementary School
Texas	Charlise	Chaney	http://diversityrecruitmer	Masters	Educational Leadership Ar	University of Houston Vic	English	Teaching and Administrat	High School
Texas	Britney	Francis	http://diversityrecruitmer	Bachelor	Communication	Xavier University of LA	English	Teaching	High School
Texas (TX)	Rasha	Bradley	http://diversityrecruitmer	Master of Science	Industrial Organizational I	William Carey University	English	Human Resources	Middle School
TN	A.J.	Dugger	http://diversityrecruitmer	Bachelor of science	Communications	Austin Peay State Univers	English	Teaching, journalism	Middle School
TN	Patricia	Watts	http://diversityrecruitmer	Master's	Sport Administration	Belmont University	English	Teaching, Sports, Adminis	High School
TN	Ruth	Pearson	http://diversityrecruitmer	Bachelors	Business Education	Bethel University	english	teaching	Elementary School
TN	Grace	Brown	http://diversityrecruitmer	Masters	Educational Leadership	Concordia University	English	Teaching	Elementary School
TN	Candice	Johnson	http://diversityrecruitmer	MBA	Sports Management	Concordia University Chic	English	High Education	High School
tn	Krystalin	Murray	http://diversityrecruitmer	Masters	Curriculum and Instructio	Concordia University Port	English	Teaching	Elementary School
TN	Lesa	Monte	http://diversityrecruitmer	MST	Administration and Super	Fordham University/Pace	Spanish	Teaching/coaching	Elementary School
TN	Julia	Boggan	http://diversityrecruitmer	Bachelors	Elementary Education	Grambling State Universit	English	Teaching	Elementary School
TN	Antoinette	Wortham	http://diversityrecruitmer	Masters Degree (2)	Secondary Education/Edu	Grand Canyon University	English	Education	Middle School
TN	Antoinette	Wortham	https://diversityrecruitme	Masters Degree (2)	Secondary Education/Edu	Grand Canyon University	English	Education	Middle School
TN	Julie	Ness	http://diversityrecruitmer	Master of Arts in Teachin	Elementary Education/SP	Kent State University/Cun	English	Teaching	High School
TN	JOHNEISHA	KIZER	http://diversityrecruitmer	science	early education	lemoyne owen college	english	teacher	Elementary School

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TN	Michael	Love	http://diversityrecruitmer	BBA	Business administration/r	LeMoyn-Owen College	English	Teaching or Management	High School
TN	Elissa	Daniel	http://diversityrecruitmer	Interdisciplinary Studies	Middle School Science	MTSU	English	Teaching	Middle School
tn	James	Harrison	https://diversityrecruitme	BS	English	MTSU	English	Teaching	High School
TN	Victoria	Mansfield	http://diversityrecruitmer	M.Ed	Curriculum & Instruction	MTSU	English	Teaching	Elementary School
Tn	Amber	Phillips	http://diversityrecruitmer	Business	Management	Pellissippi state	English	Call center	Early Childhood / Preschool
Tn	Erica	Price	http://diversityrecruitmer	Master	Human Resource Manage	Strayer University	English	Human Resource	Early Childhood / Preschool
TN	Dr. Antoinne	Ferrell	http://diversityrecruitmer	Doctorate	Educational Leadership	Tennessee State Universit	English	Administration	Elementary School
TN	Jason	Lukawitz	http://diversityrecruitmer	BS	Business Management / L	Trevecca Nazarene Univer	English	Teaching	Middle School
TN	Bryant	Nall	http://diversityrecruitmer	Ed.D.	Leadership	Trevecca Nazarene Univer	English	Higher Education	High School
TN	Shenita	Head	http://diversityrecruitmer	Doctorate	school psychology	TSU	English	school psychologist	Middle School
TN	Kirkland	Hamilton	http://diversityrecruitmer	Doctorate/Instructional L	Education	Union University	Some Spanish	Administration, Teaching,	High School
TN	Tyler-Marie	Blacher	http://diversityrecruitmer	Masters	Social Work	Union University	English	Social Work	Middle School
TN	Torianesia	Brewer	http://diversityrecruitmer	Bachelors	Family and Consumer Scie	University of Central Arka	English	Teaching/ RTI Specialist	Elementary School
Tn	Breyanna	Scott	http://diversityrecruitmer	Bachelors in Liberal Studi	Health Promotion & Afric	University of Memphis	English	Teaching, Counseling	Middle School
TN	Dionne	Brown	http://diversityrecruitmer	Ed.S	Education	University of Mississippi	English	Administration, Managerr	Elementary School
TN	Dana	Floyd-Spears	http://diversityrecruitmer	Bachelor in exercise scien	Exercise science	University of Mississippi	English	Finance	Early Childhood / Preschool
TN	Sherman	Riddle	http://diversityrecruitmer	Administration; Curriculu	Physical Education	University of Phoenix	English	Administration, Teaching,	High School
tn	Ed	Wiseley	http://diversityrecruitmer	BA	English-CRW	USF	English	Education	Middle School
TN	Amber	Endy	http://diversityrecruitmer	MA	TESOL	UTA	English	Teaching	Middle School
TN	Chloe	Tamula	http://diversityrecruitmer	Master of Education	International Education P	Vanderbilt University	English, Filipino, Italian	Research	High School
TN	Rebecca	Brown	http://diversityrecruitmer	AS, BS, MS	Nursing, Elem. Ed, Public	Western KY State Univers	English	Teaching / Nursing	Elementary School
Tn	Eliangela	Leon	http://diversityrecruitmer	Public relations	Communication	Zuliaâ€™s colleges	Spanish	Teaching	Elementary School
Tungurahua	David	Toapanta	http://diversityrecruitmer	Bachelor degree in scienc	Language teaching (Englis	Universidad TÃ©cnica de	Spanish Laguage	Teaching	High School
Tunisia	Abdelwaheb	Elfahem	http://diversityrecruitmer	Master Degree	genie electrique	ecole superieure des scier	anglais francais arabe	enseignement	High School
TX	Robin	Willingham	http://diversityrecruitmer	B.S.Ed.	Elementary Education	Abilene Christian Universi	English	Teaching	Elementary School
TX	Trey	Adams	http://diversityrecruitmer	Physical Education	Education	Alabama State University	English	Teaching	Middle School
TX	Maribel	Fernandez	http://diversityrecruitmer	BACHELOR	WORD PROCESSING	AMERICAN UNIVERSITY	SPANISH/ENGLISH	TEACHING	High School
TX	Rosilyn	Cason	http://diversityrecruitmer	MA, MS	Community counseling, D	Argosy University- Dallas,	English	Mental health counseling	High School
TX	Ragan	Osteen	http://diversityrecruitmer	Bachelor	English	Arizona State University	English	Teacher	High School
TX	Elias	Mumeh	http://diversityrecruitmer	BA	Social Science	Ashford University	English and French	Teacher	High School
TX	Cristina	Inocan	http://diversityrecruitmer	Bachelors in early childho	Early childhood educatior	Ashford university	English Spanish Romanian	Bilingual teacher	Elementary School
TX	Kendall	Phillips	http://diversityrecruitmer	BS	Education	Auburn University	English	Administration, Teaching,	High School
TX	India	Fordham	http://diversityrecruitmer	Bachelors	Communication	Baylor University	English, French	Management	High School
TX	Jaclyn	Young	http://diversityrecruitmer	Master of Taxation	Accounting	Baylor University	English	Accounting Adjunct	High School
TX	August	Strauch	http://diversityrecruitmer	Bachelors of Science	Secondary Education Soci	Baylor University	English	Teaching	High School
Tx	Esther	Calles	http://diversityrecruitmer	Administration & educati	Ec-6	Bilingual educators	English/spanish	Education	Early Childhood / Preschool
Tx	Yaritza	Manzanilla	http://diversityrecruitmer	Education	Universidad	Bolivariana de Venezuela	EspaÃ±ol	Petrolera	Early Childhood / Preschool
TX	Dana	Dakers	http://diversityrecruitmer	Master of Education Spec	Elementary Education /m	Bowie State University	English	Teaching	Middle School
TX	Shannon	Samples	http://diversityrecruitmer	BS, MS	BS Math/Engineering, MS	BS University of Incarnate	Beginner Spanish	Teaching	Elementary School
TX	andrew	lebman	http://diversityrecruitmer	J.D.	Law	California Western School	English	Education	Middle School
TX	Sandy	Soltau	http://diversityrecruitmer	B.A.; MA; M.Ed	Spanish; Deaf Ed; Spec Ed	Calvin College; U of Arizor	English; Spanish; America	Teacher, School Guidance	High School
TX	Shannon	Morrow	http://diversityrecruitmer	Bachelors	Education	Cameron University	English	Teaching	Elementary School
Tx	Othuke	Alomor	http://diversityrecruitmer	Masters of Health Admini	Health Informatics	Capella University	English	Health Administration	High School
TX	Brooke	Morse	http://diversityrecruitmer	Elementary Education	Language Arts	Central Michigan Universi	English	Teaching	Elementary School
TX	Tobe	Mbanugo	http://diversityrecruitmer	Bachelor	Mathematics major and A	Chadron State College	English	Math Teacher	Middle School
Tx	Melanie	Dean	http://diversityrecruitmer	Masters in Education	Administration	Concordia University	English	Administration	Elementary School
TX	Jennifer	Payne	http://diversityrecruitmer	Masters Education	Instructional Leadership	Concordia University	English	Early Education	Elementary School
Tx	Kimblay	West	http://diversityrecruitmer	Masters	Educational Leadership	Concordia University - Poi	English	Administration	High School
TX	Kelly	Friede	http://diversityrecruitmer	M.Ed.	Education Administration	Concordia University in Ai	English (native language)	Administration, Coaching,	Elementary School
TX	Rodney	Hatch	http://diversityrecruitmer	master	business	DBU	English	teaching	High School
TX	Rayna	Hijazi	http://diversityrecruitmer	Bachelor	Management	Devry	English , French and Arabi	Administration	Elementary School
TX	Shakeela	Pouncy	http://diversityrecruitmer	Bachelors	Technical Management	DeVry University	English	Management	Elementary School
Tx	Mary	Gonzales	http://diversityrecruitmer	Certification	Administration	Dickinson Business Schoo	Spanish	Registrar Administration	Elementary School
TX	Tamika	Magee	http://diversityrecruitmer	Master of Sciene	Special Ed	Education	English	Teacher	Elementary School
TX	Nancy	Davis	http://diversityrecruitmer	BS Elementary Education	Elementary Education	Fort Hays State University	English	Teaching	Elementary School
TX	Stephanie	Everman	http://diversityrecruitmer	Masters	Public Health	George Washington Univ	English, Spanish	Teaching	Middle School
TX	Jacquelyn	Johnson	http://diversityrecruitmer	Master of Music	Cello Performance	Georgia State University (.	English	Orchestral Teaching	Elementary School
TX	Gregory	Cross	http://diversityrecruitmer	Bachelors of Science	Business Management	Grambling State Universit	English	Teaching	Middle School
TX	Rina	Francis	http://diversityrecruitmer	Master's Degree	Psychology-Industrial Org	Grand Canyon University	English	Teaching	Elementary School
TX	CATHY	MITCHELL	http://diversityrecruitmer	Master's	Masters in Science Psych	Grand Canyon University	English	Teaching	High School

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TX	Jose	Colo	http://diversityrecruitmer	Masters in Education	International Education P	Harvard Graduate School	Spanish-Native, French, E	Education Management	High School
TX	Madelyn	Nance	http://diversityrecruitmer	Master's	Counseling	Houston Baptist	English	Counseling	Elementary School
TX	Dorothy	CHIMEZIE	http://diversityrecruitmer	M.Ed.	Educational Leadership	Houston Baptist Universit	English, Portuguese	Education	High School
TX	Shevonne	Elliott	http://diversityrecruitmer	Masters	Literature	Houston Baptist Universit	English	Educational Leadership	High School
TX	Jared	Lee	http://diversityrecruitmer	Masters	Educational Administratic	Houston Baptist Universit	English	Administration	Elementary School
TX	Christalyn	Pardue	http://diversityrecruitmer	MEd	Master of Education (MEd)	HOUSTON BAPTIST UNIVE	English	Education	Elementary School
TX	Meredith	Whaley	http://diversityrecruitmer	Bachelor's in Science	ELA 7-12	Houston Baptist Universit	English	Teaching	High School
TX	Leticia	Delgado	http://diversityrecruitmer	Associate Degree	Applied Science	Houston Community Coll	English/Spanish	Office Assistant	Elementary School
TX	Antroneice	Spencer	http://diversityrecruitmer	Associates of Applied Scie	Business Management	Houston Community Coll	English	Administration	Elementary School
TX	Sheva	January Niles	http://diversityrecruitmer	AAS	Business Technology	Houston Community Coll	English	Administrative	Elementary School
TX	Sheva	January Niles	http://diversityrecruitmer	AAS	Business Technology	Houston Community Coll	English	Administrative	Elementary School
TX	Norma	SCOTT	http://diversityrecruitmer	B.Sc.	Accounting	Hunter College, C.U.N.Y	English	Substitute Teaching	Middle School
TX	chijioke	onwuelezi	http://diversityrecruitmer	Education	Management and plannin	Imo State University	English	Teaching	Middle School
TX	MARIA	CABRAL	http://diversityrecruitmer	B.A. OF SCIENCE IN MAN.	MANAGEMENT INFORMA	INSTITUTO TECNOLOGICC	SPANISH, ENGLISH	TEACHING	High School
TX	Glady	Mohamed	http://diversityrecruitmer	Masters	Human Performance	International Leadership c	Spanish	Teaching	Middle School
TX	Mariela	Palacios	http://diversityrecruitmer	BSc. Ecology	MSc. Biodiversity in Tropi	International School	Spanish, English	Management, teaching	High School
TX	Isabel	Veksler	http://diversityrecruitmer	MBA	Business administration	ITESM	English/ Spanish	Teaching	Elementary School
tx	Brittney	Terry	http://diversityrecruitmer	Social Work	Social Work	Jackson State University	English	Social Work	Elementary School
TX	Brooke	Rearдон	http://diversityrecruitmer	Bachelor of Arts	Social Relations and Polic	James Madison College at	English	Teaching	Elementary School
TX	Carrie	Gentry	http://diversityrecruitmer	Education	Math	Jarvis Christian College	English	Teaching	Middle School
TX	Austin	Baker Wiese	http://diversityrecruitmer	MSEd	Urban Education	Johns Hopkins School of E	English, Spanish conversa	Education, E-Learning, Le	High School
TX	Ruth	Henry	https://diversityrecruitme	Bachelor of Science	Nutrition Science	Kaplan University	English/Spanish	Teaching	Early Childhood / Preschool
Tx	Mark	McBride	http://diversityrecruitmer	Bachelor	Human Services	Kaplan University	English	Administration	High School
TX	Camille	Morris	http://diversityrecruitmer	MBA	Business	Keller graduate school	English	Education/business	Elementary School
TX	Quintrella	Gahagan	http://diversityrecruitmer	Masters	Education, Criminal Justic	Lamar University	English	School Counseling	High School
TX	Azure	Gaines	http://diversityrecruitmer	Masters	School Counseling	Lamar University	English	Counseling	High School
TX	ebubekir	orsun	http://diversityrecruitmer	Doctorate	Educational Leadership	Lamar University	Turkish	Administration	High School
TX	Jessica	Parker	http://diversityrecruitmer	Master of Education	Clinical Mental Health Co	Lamar University	English	Counseling, Teaching	Elementary School
TX	Anahita	Rahimi	http://diversityrecruitmer	Ed.D	Education	Lamar University	English	Administration, teaching	Middle School
TX	Larry	Suraka	http://diversityrecruitmer	Bachelor of Science	Electrical Engineer/ Minoi	Lamar University	English	Teaching	High School
TX	Larry	Suraka	http://diversityrecruitmer	Bachelor of Science	Electrical Engineer/ Minoi	Lamar University	English	Teaching	High School
TX	Crystal	Torres	https://diversityrecruitme	Masters	Educational Administratic	Lamar University	English, Spanish	Administration, Teaching	Elementary School
TX	Michael	Bobino	https://diversityrecruitme	Bachelor of Arts	sociology	Langston University	english	Education,	High School
TX	Jamie	Belinoski	http://diversityrecruitmer	Masters	Mathematics Education	Lesley University	English	Teaching, Instructional Co	Middle School
TX	Mia	Murray	http://diversityrecruitmer	Master's	Finance	LeTourneau University	English	Teaching	Elementary School
TX	LaConti	Bryant	https://diversityrecruitme	Doctor of Education	Educational Leadership	Liberty University	English	Teaching	Elementary School
TX	Ka'Lon	Dewey	http://diversityrecruitmer	Master of Arts in Teachin	English	Liberty University	English	Teaching	High School
TX	nicole	perkins	http://diversityrecruitmer	Masters of Arts in Manag	Administrative	Liberty University	English	Teaching	High School
TX	Erica	Ross	http://diversityrecruitmer	Bachelor's	Psychology	Liberty University	English	Teaching	Elementary School
TX	Danielle	Vest	http://diversityrecruitmer	B.S.	Interdisciplinary Studies-	Liberty University	English	Teaching	Middle School
Tx	Barbara	Watkins	http://diversityrecruitmer	Masters	Human Service Counselin	Liberty University	English	Teaching	Elementary School
TX	LaConti Shantell	Bryant	http://diversityrecruitmer	Doctor of Education	Educational Leadership	Liberty Univiersity	English	Teaching	Elementary School
TX	Stacionne	Bradley	http://diversityrecruitmer	BA	Teaching	Lonestar College	English	Office Management, Subs	Middle School
TX	Charlette	Wynn	http://diversityrecruitmer	Associate	Early childhood developpr	Lonestar College	English	Paraprofessional	Elementary School
TX	Lewis	Moore	http://diversityrecruitmer	M.S. Molecular Biology	Biology	Louisiana Tech University	English	Teaching	High School
TX	Christopher	Ashcraft	http://diversityrecruitmer	Masters	Executive MBA	McCombs School of Busin	English	Non-profit leadership	High School
TX	Maurice	Hedman	http://diversityrecruitmer	Bachelor of Science	Computer Information Sy	Metropolitan State Unive	English, Spanish	Education	Elementary School
TX	Shavon	Bowman	http://diversityrecruitmer	MSW	Social Work	Mississippi Valley State	English	Behavior health	Early Childhood / Preschool
Tx	shatar	mayfield	http://diversityrecruitmer	Educational Aide	Na	Na	English	Teacher assistant	Early Childhood / Preschool
TX	Nicholas	Spencer	http://diversityrecruitmer	M.S.Ed	Education-TESOL	Nazareth College	English, German	Teaching	Middle School
TX	Rachel	Washington	http://diversityrecruitmer	Ed.D	Education	Nova Southeastern univer	English	Teaching	Middle School
TX	Jennifer	Wright	http://diversityrecruitmer	MSW	Social Work	Our Lady of the Lake Univ	English	Social Worker	Elementary School
TX	Elizabeth	Sober	http://diversityrecruitmer	Bachelor of Arts	Dance Pedagogy and Mus	Palm Beach Atlantic Univ	Beginner Spanish	Teaching	Early Childhood / Preschool
TX	Ronilda	Henson	http://diversityrecruitmer	Master of Arts	Special Education	Pangasinan State Universi	English, Tagalog	Teaching	Elementary School
TX	Thomas	Galindo	http://diversityrecruitmer	Bachelors	Social Psychology	Park University	English	Mental Health	High School
TX	Jakarius	Cork	http://diversityrecruitmer	High School Diploma	General Studies	Power Center Academy H	English	Education	Middle School
TX	Felicia	Allen	http://diversityrecruitmer	BBA	Business Management In	Prairie View A&M	English	Special Education	Elementary School
TX	Mary	Benoit	https://diversityrecruitme	M. A. Counseling	Counselor	Prairie View A & M Unive	English	Administration	High School
TX	Jennifer	Washington	http://diversityrecruitmer	Master in Education	Educational Leadership	Prairie View A& M Univer	English	Administration	Middle School
TX	Jeremay	Davis	http://diversityrecruitmer	Bachelor's	Interdisciplinary Studies	Prairie View A&M	English	Teaching, Counseling	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
TX	Lee	Morgan	http://diversityrecruitmer	B.S.	Industrial Arts	Prairie View A&M	English	Education	Middle School
TX	Kristy	Allen	http://diversityrecruitmer	Bachelors	Health Education	Prairie View A&M univers	English	Teaching	Elementary School
TX	Alfreda	Calhoun	http://diversityrecruitmer	Masters	Physical Education Admin	Prairie View A&M Univer	English	Substitutue Teaching	Elementary School
TX	Monica	Gordon	http://diversityrecruitmer	Masters in Science	Mathematics	Prairie View A&M Univer	English	Teaching	Middle School
TX	Jerome	Madison	http://diversityrecruitmer	Bachelor's	English	Prairie View A&M Univer	English	Kokua and KIPP Public Ch	Elementary School
TX	Shakerra	Miller	http://diversityrecruitmer	Bachelor	Psychology	Prairie View A&M Univer	English	PE Teacher	Middle School
TX	Natalie	Williamson	http://diversityrecruitmer	Ph.D.	Educational Leadership	Prairie View A&M Univer	English	Administration, Managerr	Elementary School
TX	Takara	Williams	http://diversityrecruitmer	Bachelors	Health Science	Prairie View A&M Univer	English	Teaching	Elementary School
TX	Teresa	Clark	http://diversityrecruitmer	Msed	Education administration	Prairie View AM Universit	English	Teaching,Adminstrative, C	Elementary School
TX	Lisa	Johnson	http://diversityrecruitmer	Ph.D.	Education Leadership	Prairie View University	None	Teaching	High School
TX	Teresa	Muhammad	http://diversityrecruitmer	JD, MEd	Special Education	Purdue/UNLV	English	Education	High School
tx	Atra	Rosette	http://diversityrecruitmer	Masters	Education	PVAMU	eNGLIS	Teaching	Elementary School
TX	Kierra	Jones	http://diversityrecruitmer	Master in Art in Teaching	Art in Teaching	Relay Graduate School of	English	Education	Early Childhood / Preschool
TX	Erica	Jackson	http://diversityrecruitmer	Masters	Secondary Education	Saint Joseph's University	English	Administration, Teaching	High School
TX	Tracey	Davis	http://diversityrecruitmer	Master	Social Work	Saint Louis University	English	Social Work	Elementary School
TX	Jeremy	Gates	http://diversityrecruitmer	Masters	Education Administration	Sam Houston State Unive	English	Education	Middle School
TX	Ashanti	Williams	http://diversityrecruitmer	Master of Education	Curriculum and Instructio	Sam Houston State Unive	English	Instructional Design	Middle School
TX	D'Anna	Davis	http://diversityrecruitmer	Masters	Social Work	Simmons Unoversity	English	Social Work	Elementary School
TX	Phyllis	Harris	http://diversityrecruitmer	BA, MA	Mass Communication ,Th	Southern Methodist univ	English	Teacher	Elementary School
TX	Jonas	Runyambo	http://diversityrecruitmer	Masters	Economic Development	Southern New Hampshire	French and English	Management, Teaching a	High School
TX	Tracie	Evans	http://diversityrecruitmer	Master of Arts	Sociology	Southern University	English	Teaching	High School
TX	Terri	Williams	http://diversityrecruitmer	Bachelor of Art	Elementary Education	Southern University at Ne	English	Teacher Assistant	Elementary School
TX	Sheryl	Lebman-Brown	http://diversityrecruitmer	M.Litt / certificate	English/ instructional leac	St Andrew's Scotland/Stpl	Czech	teaching, administration	High School
TX	Kari	Shaff	http://diversityrecruitmer	BA	Liberal Arts	St. Cloud State University	English	Education	Middle School
TX	Priscila	Reyes	http://diversityrecruitmer	Bachelor	History with Teacher Cert	St. Mary's University, San	English and Spanish	Teaching	High School
TX	Lazaro	Camarillo	http://diversityrecruitmer	B.A.	Psychology	Stanford University	English, Spanish	Teaching	Elementary School
TX	Tina	Nash	http://diversityrecruitmer	B.A.	Sociology	Stephen F. Austin State ur	English	Special Education Teacher	Middle School
TX	Le'Cendra	Kendrick	https://diversityrecruitme	Bachelor of Science	Psychology	Stetson University	English	Teaching and Behavior Su	Elementary School
TX	Leah	Divin	http://diversityrecruitmer	Bachelor of Science	Business	Tarleton State University	English	Information Technology M	High School
TX	Leslie	Rowe	http://diversityrecruitmer	Masters	Educational Leadership	Tarleton State University	English & Spanish	Teaching/Support Staff	Elementary School
TX	Cecilia	Gutierrez	http://diversityrecruitmer	master	Educational Administratic	Texas A & M Internationa	English	Teaching	Elementary School
TX	Randy	Logan	http://diversityrecruitmer	B.A.	English	Texas A & M University	English	Teacher	High School
TX	Clint	Connell	http://diversityrecruitmer	BS	Economics	Texas A&M	English	real estate	High School
TX	Lizette	Longoria	http://diversityrecruitmer	Bachelors	Psychology	Texas A&M International	English and Spanish	Teaching	Middle School
TX	William	Haynes	http://diversityrecruitmer	BA / MA	English	Texas A&M International	English/Spanish- fluent	Teaching	High School
Tx	Gilberto	Salas Jr	http://diversityrecruitmer	Bachelor	Kinesiology	Texas A&M San Antonio	English and Spanish	Education	High School
TX	Leslie	Edwards	http://diversityrecruitmer	Doctorate	English	Texas A&M University	English, French	Teaching	High School
TX	Marcia	Jones	http://diversityrecruitmer	Master of Science	Special Education	Texas A&M University	English	Administrator, Education	High School
TX	Dean	Kornegay	http://diversityrecruitmer	BBA	Finance	Texas A&M University	English	Teaching	High School
TX	Joanne	Whitley	https://diversityrecruitme	BS	Interdisciplinary Studies	Texas A&M University	English	Teaching	Elementary School
Tx	Sarah	Hunter	http://diversityrecruitmer	Bachelors of Science	History	Texas A&M University Co	English	Teaching	Middle School
Tx	Erica	Rodriguez	http://diversityrecruitmer	Bachelors	Interdisciplinary Studies	Texas A&M University Sar	English	Teaching	Elementary School
TX	Kourtni	Klepac	http://diversityrecruitmer	Master's Degree	Special Education	Texas A&M University- Kii	English	Teaching	Elementary School
TX	Rhonda	Canady	http://diversityrecruitmer	Masters	Educational Administratic	Texas A&M University-Co	English	Randstad Staffing Contrac	High School
TX	Patricia	McGowen	http://diversityrecruitmer	Degree	College of Liberal Art& Be	Texas Sourthern Universit	English	Teaching	Elementary School
TX	Tracy	Jiles	http://diversityrecruitmer	Masters	Health Education	Texas Southern	English	Education	Elementary School
TX	Tyneichau	Baker	https://diversityrecruitme	Masters Degree	Education	Texas Southern University	English	Teaching	Elementary School
TX	Iris	Galvan	http://diversityrecruitmer	Master's degree	Clinical Sociology	Texas Southern University	english	Education/ Student Supp	High School
Tx	Jessica	Igwilo	http://diversityrecruitmer	Bachelors	Biology	Texas southern university	English	Teaching	High School
tx	Jennifer	Pinegar	http://diversityrecruitmer	Bachelor's	Education EC-6 ESL	Texas State University	English	Education	Elementary School
TX	Courtney	Mayfield	http://diversityrecruitmer	Bachelors of Business Adr	Marketing, General	Texas State University	English	Teaching	Middle School
TX	Kailey	Balke	http://diversityrecruitmer	Bachelors of Science	Early Childhood Educator	Texas Tech University	English	Teaching	Elementary School
TX	Emily	Cisneros	http://diversityrecruitmer	Bachelor of Science	Multidisciplinary Studies	Texas Tech University	English, Can read some s	Teaching	Elementary School
TX	Daisy	Huerta	http://diversityrecruitmer	Bachelor of Science	Multidisciplinary Studies	Texas Tech University	English, Spanish	Teaching	Elementary School
TX	Caitie	Huriega	http://diversityrecruitmer	Elementary Teacher Prep	Multidisciplinary Studies	Texas Tech University	English	Teaching	Elementary School
TX	Lauren	Ketron	https://diversityrecruitme	B.S.	Multidisciplinary Studies |	Texas Tech University	English	Teaching	Elementary School
TX	Mi Chelle	Leong	http://diversityrecruitmer	Master in Education	Counseling	Texas Tech University	Chinese, Malay, English	Counseling	High School
TX	Brittany	Olvera	http://diversityrecruitmer	Multidisciplinary Studies	Elementary Education - Bi	Texas Tech University	Spanish	Education	Elementary School
TX	Nathaniel	Pena	http://diversityrecruitmer	B.S Multidisciplinary Stud	Middle Level Math	Texas Tech University	English	Teaching/Coaching	Middle School
TX	Zaira	Pena	http://diversityrecruitmer	Multidisciplinary Studies	Elementary Education EC-	Texas Tech University	English & Spanish	Teaching	Elementary School

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TX	Jenna	Reilly	http://diversityrecruitmer	Bachelor	Multidisciplinary Studies	Texas Tech University	English	Teaching	Elementary School
TX	Justin	Sanchez	http://diversityrecruitmer	M.Ed	Education Psychology	Texas Tech University	English, Spanish	Teaching, Education Psycf	Elementary School
TX	James	Ukoli	http://diversityrecruitmer	Bachelor's	Human Sciences	Texas Tech University	English	Teaching	High School
TX	Shawna	Balios	http://diversityrecruitmer	Early Childhood BS	Bachelor of Science Early	Texas Tech University	English	Teacher	Elementary School
TX	Cheyenne	Jackson	http://diversityrecruitmer	Human Sciences	Family and Consumer Scie	Texas Tech University	English	Teaching	High School
TX	FREDALINA	PIERI	http://diversityrecruitmer	Masters	Executive Administration	Texas Woman's University	Spanish, English	Administration, Teacher	High School
TX	Melissa	Cruz	http://diversityrecruitmer	Master of Arts	Counseling & Guidance	TexasA&M	English	Counseling, Administratio	Elementary School
TX	Darrell	Barrett	http://diversityrecruitmer	Master's	Psychology	The Chicago School of Pro	English	Transportation	Elementary School
TX	Tiffany	Muse	http://diversityrecruitmer	Ed.S.	Psychology	The University of Alabam	English	Education	High School
tx	jennifer	garcia	http://diversityrecruitmer	Kinesiology and Educatio	Health Promotions with a	The University of Texas at	English ans Spanish	teaching	Elementary School
tx	Amelia	Leal	http://diversityrecruitmer	Bachelor's of Science	Corporate Communicatio	The University of Texas at	English and Spanish	education	Middle School
TX	Liana	Diaz	http://diversityrecruitmer	Interdisciplinary Studies	Bilingual Education	The University of Texas at	English, Spanish	Teaching	Elementary School
TX	Berenice	Aguirre	http://diversityrecruitmer	Bachelors in Interdisciplin	bilingual education	The university of texas Ric	Spanish and English	Teaching	Elementary School
TX	Tonia	Garza	http://diversityrecruitmer	Bachelors of Science	Biology	The University of Texas Ri	English	Teaching	Middle School
TX	Irma	Gonzalez	http://diversityrecruitmer	Bachelors of Arts	English	The University of Texas Ri	English	Teaching	High School
TX	Renita	Johnson	http://diversityrecruitmer	BA, MSE	English, Curriculum and Ir	Tougaloo College, Arkans	English	Education	Middle School
TX	Don	Zeigler	http://diversityrecruitmer	Masters	Education/ Curriculum In:	U.o.p	English	Education	Elementary School
TX	Kayla	Dickinson	http://diversityrecruitmer	Bachelor	Exercise Science	UHCL	English	Teaching	Middle School
TX	Jennifer	Pham	http://diversityrecruitmer	EC-6	Early Childhood Educatio	UHD	English and Vietnamese	Teaching	Elementary School
TX	Rosamy	Gutierrez	http://diversityrecruitmer	Master	Counseling	Universidad del Turabo	Spanish, English	Teacher	Elementary School
TX	Michelle	Rey	http://diversityrecruitmer	Doctorate	Medicine	Universidad Iberoamerica	Spanish & English	Teaching	Elementary School
TX	Dombele	Da Silva	http://diversityrecruitmer	BACHELOR	Accounting	Universidade Federal do F	PORTUGUESE, SPANISH, E	Teaching and Administrat	Elementary School
TX	Malcolm	Bledsoe	http://diversityrecruitmer	Bachelors	History	University of Arkansas at	English	Teaching	Middle School
TX	Patty	Mendoza	http://diversityrecruitmer	M.A., B.A., A.A	Sociology and Chicanc Stu	University of California, B	English and Spanish	Education, Administratio	High School
TX	David	Dornbrack	http://diversityrecruitmer	Postgraduate Certificate i	English, Social Studies, Fil	University of Cape Town	English	Teaching	Middle School
TX	DiAnne	Cooper	http://diversityrecruitmer	Masters	Political Science	University of Central Okla	English	Education	Middle School
TX	MICHAEL	SMITH	http://diversityrecruitmer	Bachelors	Fashion Merchandising/B	University of Central Okla	english	Administration - Procurer	High School
TX	Alejandra	González Mejía-a	http://diversityrecruitmer	PhD & MEd	Environmental Engineerin	University of Cincinnati	English & Spanish	Teaching	High School
TX	Kiahnn	Lloyd	http://diversityrecruitmer	Bachelor of Science	Family, Youth, and Comm	University of Florida	English	Education Services	High School
TX	Rolf	Arvidson	http://diversityrecruitmer	PhD	Oceanography	University of Hawaii	English	Teaching, Administration,	High School
TX	Azra	Ali	http://diversityrecruitmer	BS	Microbiology, Biology anc	University of Houston	English	Teaching	High School
TX	Jose	Herrera	http://diversityrecruitmer	MBA	Supply Chain & Logistics	University of Houston	English	Administration, Teaching,	High School
Tx	Katiana	Munro	http://diversityrecruitmer	Education	Elementary Education	University Of Houston	English	Teaching	Early Childhood / Preschool
TX	Ashley	Oliphant	https://diversityrecruitme	Bachelor of Science Degre	Teaching	University of Houston	English	Teaching	Elementary School
TX	Jennifer	Ramirez	http://diversityrecruitmer	B.S Kinesiology	Sports & Fitness	University of Houston	English	Teaching	High School
TX	Enrique	Rivas	http://diversityrecruitmer	Bachelor of Science	Organizational Leadership	University of Houston	English and Spanish	Teaching Assistant	Middle School
TX	John	Bard	http://diversityrecruitmer	BA	History	University of Houston - M	Fluent English, conversati	Teaching, Instructional Su	High School
TX	Abbie	Barnett	http://diversityrecruitmer	Masters	Administration and Super	University of Houston - Vi	English	administration	Middle School
TX	Valerie	Mead	http://diversityrecruitmer	Master's Degree	English; subfocus in Tech	University of Houston Cle	English	Teaching	Middle School
Tx	Eugenia	Washington	http://diversityrecruitmer	BBA	General Business	University of Houston Do	English, basic Spanish	Technology, Business	High School
TX	Anita	Vallier	http://diversityrecruitmer	Bachelor of science	Social science	University of Houston do	English	Administration, Teaching	Middle School
TX	Urooj	Abbasi	http://diversityrecruitmer	Bachelors Degree	Education	University of Houston Ma	English, Urdu, Hindi	Teaching	Elementary School
TX	Nazrul	Khan	https://diversityrecruitme	Master	Civil Engineering	University of Houston Ma	English and Russian	Teching Math in Middle S	Middle School
TX	Jennifer	Franco	http://diversityrecruitmer	Interdisciplinary Studies 4	Education	University of Houston- Dc	English, Spanish	Teaching	Elementary School
TX	Karen	Palma	http://diversityrecruitmer	Bachelor of Science	Interdisciplinary Studies	University of Houston-Do	English,Spanish,French,Ita	Teaching	Elementary School
TX	ELVIA	ALVARADO	http://diversityrecruitmer	Master's	Science Technology Data	University of Houston-Do	Spanish	Management	Elementary School
TX	Karina	Zuniga	http://diversityrecruitmer	Bachelors	Bilingual Education EC-6	University of Houston-Do	Spanish/English	Teacher	Early Childhood / Preschool
TX	Fariha	Burney	http://diversityrecruitmer	Masters	International Relations	University of Karachi	English, Urdu, hindi	Teaching	Elementary School
TX	Keenan	Hall	http://diversityrecruitmer	Bachelors	Community Communicati	University of Kentucky	English	Management, Leadership	High School
TX	Carolyn	Griffin	http://diversityrecruitmer	N/A	Library Science	University of Ms	English	Administrative and Real E	Elementary School
Tx	Lashone	Garrett	http://diversityrecruitmer	Bachelor of Science	Integrative Studies	University of North Texas	English	Administration	Middle School
TX	Hilary	Loupot	https://diversityrecruitme	Bachelor of Science	Interdisciplinary Studies	University of North Texas	English	Teaching	Elementary School
TX	Elizabeth	McCray	http://diversityrecruitmer	Early Childhood Educatio	Special Education	University of North Texas	English	Education	Elementary School
Tx	Jessica	Risenhoover	http://diversityrecruitmer	Bachelor of Fine Arts	Interior Design	University of North Texas	English	Teaching	Middle School
TX	Sherry	Samuels	http://diversityrecruitmer	Bachelor	Accounting	University of North Texas	English	Finance and Accounting	Elementary School
Tx	Delisa	Simmons	http://diversityrecruitmer	Bachelor of arts	Psychology	University of North Texas	English	Education	Middle School
TX	Saran	Smith	http://diversityrecruitmer	BA	General Studies (Educatio	University of North Texas	English	Education	Elementary School
TX	Janessa	Spencer	http://diversityrecruitmer	Bachelors Degree	Early childhood educator	University of North Texas	English	Teaching	Elementary School
tx	Courtney	Bailey	http://diversityrecruitmer	Bachelors of Science	Interdisciplinary Studies	University of North Texas	English	Teaching	Early Childhood / Preschool
TX	WENDY	DESPAIN	http://diversityrecruitmer	M. Ed.	Elementary Education	University of North Texas	English	Educational Administratic	Elementary School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
tx	Lauren	Maness	http://diversityrecruitmer	Multi-Disciplinary Studies	Special Education	University of North Texas	English, American Sign La	Teaching	Elementary School
TX	Jessica	Funchess	http://diversityrecruitmer	Master of Education	Education	University of Phoenix	English	Teaching	High School
TX	Paula	Goodson	http://diversityrecruitmer	Ed.D	Curriculum and Instructio	University of Phoenix	English	Teaching, Curriculum and	Middle School
TX	stephanie	mcknight	http://diversityrecruitmer	MAEd/C&I	Education	University of Phoenix	English Spanish	teacher	Elementary School
TX	Lakeyla	Murray	http://diversityrecruitmer	MBA	Business Administration	University of Phoenix	English	Administration	High School
TX	Bethkisha	Priestley	http://diversityrecruitmer	Master of Arts	Education, Curriculum an	University of Phoenix	English	Teaching	Elementary School
TX	George	Clayton	http://diversityrecruitmer	BA	Philosophy	University of South Florid	english	teaching	High School
TX	Chih Chung	Tang	http://diversityrecruitmer	Master of Science	Electrical Engineering	University of Southern Ca	English	Teaching	High School
TX	Maria	Chavez	http://diversityrecruitmer	MED	Educational Administrati	University of St. Thomas	Spanish	Administration	High School
TX	Kimberly	Pursch	http://diversityrecruitmer	Ed.D	Education- Ethical Leader:	University of St. Thomas	English	Education	Middle School
TX	Paul	Conlon	http://diversityrecruitmer	B.A. Communication, Min	Communication	University of St. Thomas (	English, some Spanish	Teaching	Elementary School
TX	Lisa	Emmite-Baker	http://diversityrecruitmer	Masters	Business Administration	University of Texas	ESL certified	Administration	High School
TX	Abra	Gist	http://diversityrecruitmer	Bachelor's	English	University of Texas	English, Spanish	Administration, Teaching	High School
TX	Kerri	Kirby	http://diversityrecruitmer	BS	Education - English, journ	University of Texas - Austi	English	Education	High School
TX	Anabel	Cortes	http://diversityrecruitmer	Bachelor's of Arts in Inter	Education	University of Texas at Arli	English and Spanish	Teaching	Elementary School
TX	Sabrina	Matthews	http://diversityrecruitmer	Masters in Education	Educational Leadership ar	University of Texas at Arli	English	Administration, Curriculu	High School
TX	Diandra	Poe	http://diversityrecruitmer	Masters	Social Work	University of Texas at Arli	English	Support Staff (Social Worl	Elementary School
Tx	Kiari	Hutchinson	http://diversityrecruitmer	Masters in Social Work	Social Work	University of Texas at Arli	English	Non-Teaching Jobs (Famil	Elementary School
TX	Chwinwi	Ghogomu	http://diversityrecruitmer	Master's in Educational Le	Leadership and Equity	University of Texas at Aus	English	Administration	Elementary School
TX	Noyes	Livingston	http://diversityrecruitmer	Masters Degree in Educat	Secondary Math Teaching	University of Texas at Aus	English, Spanish	Teaching, Military	Middle School
TX	Carolina	Sierra-Rubio	http://diversityrecruitmer	B.S.	Electrical Engineering	University of Texas at Dall	Spanish and English	Teaching	High School
TX	Raquel	Barcenas	http://diversityrecruitmer	Bachelor of Arts in Applie	EC-6 Generalist	University of Texas at El P	English and Spanish	Teaching	Early Childhood / Preschool
TX	Nathalia	Carrillo	http://diversityrecruitmer	Bachelor in Science	Mathematics	University of Texas at El P	English and Spanish	Teaching	High School
TX	Monica	Gongora-Rivera	http://diversityrecruitmer	Bachelor of Arts	Electronic Media	University of Texas at El P	English and Spanish	Teaching	Middle School
TX	Miguel	Martinez	http://diversityrecruitmer	Bachelor of Music in Mus	Music Education	University of Texas at El P	English, Spanish	Teaching	High School
TX	Ruby	Pasillas	http://diversityrecruitmer	BA in Applied Learning an	Applied Learning and Dev	University of Texas at El P	English/Spanish	Teaching	Middle School
TX	Donald	Sparks	http://diversityrecruitmer	Master's	Leadership Studies	University of Texas at El P	English	Military (retired)	High School
TX	Martin	Kiser	http://diversityrecruitmer	Masters	Education in Instruction &	University of Texas at El P	English	Teaching	High School
TX	Nicholas	Holstein	http://diversityrecruitmer	Bachelor's	Sociology	University of Texas at San	English	Teaching	High School
TX	Tashara	Lloyd	http://diversityrecruitmer	Bachelors of Arts	Interdisciplinary Studies	University of Texas at San	English	Teaching	Middle School
TX	Cierra	Malone	http://diversityrecruitmer	Master of Arts	Public Administration	University of Texas at San	English	Education	Middle School
TX	Angelica	Nanez	https://diversityrecruitme	Master's	Counseling	University of Texas at San	English	Teaching	Elementary School
Tx	Jeremy	Rios	http://diversityrecruitmer	B.S.	Multidisciplinary Science/	University of Texas at San	English	Education	High School
Tx	Jeremy	Rios	http://diversityrecruitmer	B.S.	Multidisciplinary Science/	University of Texas at San	English	Education	High School
TX	Michael	Wright	http://diversityrecruitmer	Bachelor's	BBA	University of Texas at San	English	Sales, Management, Adm	High School
TX	Gerald	Norman	http://diversityrecruitmer	Masters	Educational Administratic	University of Texas at Tyle	Spanish-Novice	Administration	Middle School
TX	Elsa	Barrientos	http://diversityrecruitmer	Masters Degree	Curriculum and Instructio	University of Texas Browr	English and Spanish	Curriculum and Instructio	Middle School
Tx	Meagann	Nimchan	http://diversityrecruitmer	Music Education- EC- All I	Music; Voice	University of Texas Rio Gr	English/Spanish	Teaching	Middle School
TX	Josue	Bubla	http://diversityrecruitmer	History	BA	University of Texas San Ar	English and Spanish	Teaching	Middle School
TX	Stacey	Clack-Jones	http://diversityrecruitmer	Bachelor of Science	Applied Learning and Dev	University of Texas-Austir	English	Teacher	Early Childhood / Preschool
TX	Lori	Doria	http://diversityrecruitmer	Interdiscinplary Studies	EC-6 with an ESL concentr	University of Texas: Rio G	English and Spanish	Teaching	Elementary School
TX	Sheraz	Khan	http://diversityrecruitmer	Master of Science in Infor	Information Technology	University of the Cumberl	English, Urdu, Punjabi, Hi	Information Technology	Middle School
TX	Joseph	Pena	http://diversityrecruitmer	Bachelor of Arts	Mathematics	University of the Incarnat	English, Spanish	Teacher	High School
TX	Danielle	Carrington	http://diversityrecruitmer	Masters in education	Administration	University of the Southwe	English	Education	Elementary School
TX	Steve	Hypolite	http://diversityrecruitmer	Master of Education	Education Leadership	University of the West Inc	English	Administration, Managem	High School
TX	Desmond	London	http://diversityrecruitmer	Masters	Library and Information S	University of Wisconsin IV	English	Library	High School
TX	Cynthia	Ariza	http://diversityrecruitmer	Spanish/ ESL teacher	Spanish/English	University of Zulia	Spanish	Teaching	High School
TX	CHRISTIANA	ARANSIOLA	http://diversityrecruitmer	BACHELOR	HEALTH SCIENCE	UNIVERSITY SANTOS AND PORTUGUESE,	ENGLISH	Administration, teaching	Elementary School
TX	Donica'	Beckett	http://diversityrecruitmer	MPH	Public Health	UNLV	English	Public Health	High School
TX	Samuel	Cavazos	http://diversityrecruitmer	Bachelor's	Art	UNT	English, Spanish	Teaching	Elementary School
TX	Kimberly	Peake	http://diversityrecruitmer	M.Ed./M.A./B.A.	School Administration/Sci	UNT/Amberton/UTD	English, some Spanish	Administration, school co	Middle School
TX	Regenia	Holmes	http://diversityrecruitmer	Bachelors	Psychology	Upper Iowa University	English	Humbleisd Transportatio	Elementary School
TX	Javier	Hernandez	http://diversityrecruitmer	B.S.	Math	UT Brownsville	Spanish	Education	High School
TX	Lisette	Murray	http://diversityrecruitmer	BBA	Marketing	UT San Antonio	English	Independent Contractor	High School
TX	Melissa	Romell	http://diversityrecruitmer	B.S.	Biology	UT San Antonio	English	teaching	Elementary School
TX	Amy	Dominguez	http://diversityrecruitmer	Education	EC-6 Bilingual Generalist	UTEP	english and spanish	teaching	Elementary School
tx	brenda	quintanilla	http://diversityrecruitmer	M.Ed School Counseling, I	Education	UTEP, UTSA	Spanish/English	education	Elementary School
TX	Anna	Balyakina	http://diversityrecruitmer	Bachelor of Arts	Humanities	UTPB	Russian, English	Teaching	Elementary School
TX	Martha E.	Garza	http://diversityrecruitmer	Bachelors	EC-6 Interdisciplinry Stud	UTRGV	English/Spanish	Teaching	Elementary School
TX	Omar	Berrios	http://diversityrecruitmer	undecleared associates	kinesiology	UTSA	Spanish, English	teaching	Elementary School

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TX	David	Clyne	http://diversityrecruitme	Masters Degree	Health and Kinesiology	UTSA	English	Education	High School
Tx	Lourdes	Rodriguez	http://diversityrecruitme	Masters	Early childhood and elem	UTSA	English and Spanish	Teaching	Elementary School
TX	Sarah	Salinas	http://diversityrecruitme	Masters	Educational Administratic	UTSA	English and Spanish	Education	Middle School
TX	Christopher	Arispé	http://diversityrecruitme	Bachelor of arts	Music	UTSA City State Universit	English	teaching	Middle School
TX	Telisha	Kirtdoll	http://diversityrecruitme	Master's	Public Administration	Walden University	English	Teaching/Administration	High School
TX	Thuy	Nguyen	http://diversityrecruitme	Master's	Education	Walden University	Vietnamese, Spanish	Teaching	High School
TX	Gary	Piercy	http://diversityrecruitme	Ph.D.	Management	Walden University	English	Management, teaching	High School
Tx	Stephanie	Walbran	http://diversityrecruitme	MA, Communication Rea	Education	Webster University	English	Teaching	Early Childhood / Preschool
TX	Alyssa	Giesemann	http://diversityrecruitme	Masters	Educational Leadership	West Test A&M	English	Administration	High School
TX	Connie	Slagle	http://diversityrecruitme	Elementary Education	Mathematics	West Texas A&M	English	Teaching	Elementary School
TX	Karen	Summers	http://diversityrecruitme	Bachelors of Arts in Interc	Education	Western Governors Univ	English	Teaching	Elementary School
TX	Julia	Llanos	http://diversityrecruitme	Associates	Business Administration	American Intercontinenta	Spanish	Education	Early Childhood / Preschool
TX	Moriah	Durrett	http://diversityrecruitme	Bachelor of Arts	Speech Language Patholo	University of Tennessee K	English	Education/Behavior Analy	Elementary School
Tx.	Gabrelle	Pina	http://diversityrecruitme	MA	Professional Writing	University of Southern Ca	English	Administration	High School
UAE	Denise	Williams	https://diversityrecruitme	Masters	Special Education (Grades	The City College of New Y	English	Teaching	Elementary School
UAE	Khawar	Qayyum	http://diversityrecruitme	Masters	IT	UAE	English	IT	Early Childhood / Preschool
UAE	Khawar	Qayyum	http://diversityrecruitme	IT	IT	UAE	English	IT	Elementary School
UAE	STEPHEN	KARIUKI	http://diversityrecruitme	BACHELOR OF EDUCATIO	BIOLOGY	UNIVERSITY OF NAIROBI	ENGLISH & KISWAHILI	TEACHING	Middle School
United States	Olga Lisa	Hallioui	http://diversityrecruitme	BS	English Literature	Nova Southeastern Univ	English, Spanish	Teaching	Middle School
US	Belinda	Hester	http://diversityrecruitme	Associates	Education	Montgomery College	English	Administration, Teaching	Elementary School
USA	Erin	Lofton	http://diversityrecruitme	Master of Science	School Counseling	Capella University	English	School Counseling	Elementary School
USA-NY	Karen	Reece	http://diversityrecruitme	Bachelors	Education	Concordia College	English	Talent Acquisition, Talent	Elementary School
USA-TX	Isaac	Ehi	http://diversityrecruitme	Masters	Counseling	University of North Texas	English	Administration, Social Ser	Elementary School
UT	Laura	Schenk	http://diversityrecruitme	BS +	Elementary/Early Childho	Utah State University	English	Teaching	Elementary School
UT	Joseph	Barney	http://diversityrecruitme	Associates	Telecommunications	Weber State University	English, Spanish	Computer technician	High School
Utah	Mathew	Brown	http://diversityrecruitme	Undergraduate	Biology w/ Teaching empl	Dixie St. University	English	Teching	High School
Utah	Tara	Tyler	http://diversityrecruitme	Middle School Education	Science	Georgia State University	English	Teaching	Middle School
Utah	Michael	Gelhard	http://diversityrecruitme	Bachelor of Arts	Music Education k-12, Ins	University of Utah	English	Teaching (Band)	Middle School
Utah	Taylor	Brown	http://diversityrecruitme	Masters	English Education, Curricu	Utah Valley University, W	English	Teacher	High School
Utah	Melissa	Hendrick	http://diversityrecruitme	Masters of Arts in Teachir	Elementary Education	Westminster College	English	Elementary Education	Elementary School
Utah	Jayne	Corbett	http://diversityrecruitme	Bachelors of interdisciplir	Elementary Education	WGU	English	Education	Elementary School
VA	Shenelle	Sorice	http://diversityrecruitme	Masters	Master's in Teaching	American University	English	Teaching	Elementary School
VA	Janelle	Harris	http://diversityrecruitme	M.Ed.	Education	Arcadia	English	Teaching	Elementary School
VA	Astoria	Malota	http://diversityrecruitme	Bachelors	History	Austin Peay State Univer	English	Teaching	High School
VA	Ebony	Boone	http://diversityrecruitme	Bachelor of Science	Biology	Barton College	English	Teaching	Middle School
VA	Helen	Ballard	http://diversityrecruitme	BA, MA, MEd	Education	Bowie Sate University, Gr	English	Administration	Middle School
VA	Kelsey	Simms	http://diversityrecruitme	bachelor–s	Special Education	Clemson University	English	Special Education	Elementary School
VA	Anola	Douglas	http://diversityrecruitme	Bachelor of Science; Mast	B.S. in Music Education; M	Elon University; Liberty U	English	Music Education, Adminis	Middle School
VA	Ren–e	Cartwright	http://diversityrecruitme	Master's	Special Education	George Mason University	English	Education	Middle School
VA	Lynnette	Cooney	http://diversityrecruitme	M.Ed.	Secondary English	George Mason University	English	Secondary Education	High School
VA	Crystal	Hazelbaker	http://diversityrecruitme	Graduate	Curriculum and Instructio	George Mason University	English	Teaching	Early Childhood / Preschool
VA	Nancy	Hemenway	http://diversityrecruitme	MED Special Education / i	Applied Behavior Analysis	George Mason University	English and some sign lan	Education	High School
VA	Steven	Hoang	http://diversityrecruitme	Bachelors	Computational and Data &	George Mason University	English, Vietnamese	Data Science	High School
VA	Blair	Kersh	http://diversityrecruitme	M.Ed.	Special Education	George Mason University	english	Education	High School
VA	Lisa	Maxvill	http://diversityrecruitme	M.Ed- Education Leaders	Education Leadership	George Mason University	English, Spanish-novice	Education	Middle School
VA	Jena	Samman	http://diversityrecruitme	Masters Degree in Educat	Elementary Education	George Mason University	English, Arabic, Basic Spa	Teaching	Elementary School
VA	Danielle	Simpson	http://diversityrecruitme	Masters in Education	Secondary English Educat	George Mason University	English	Teaching	High School
VA	Arianne	Toussaint	http://diversityrecruitme	Masters of Education	Curriculum and Instructio	George Mason University	English	Teaching	High School
VA	Jacqueline	Molina	http://diversityrecruitme	Master of Early Childhoo	Curriculum & Instruction	George Mason University	English and Spanish	Teaching	Elementary School
VA	LaVada	Del Conte	http://diversityrecruitme	Masters	Special Education ED/LD	George Mason University, English		Teaching	High School
VA	XIAYING	LI	http://diversityrecruitme	M.Ed	Secondary Education	George Washington Univ	English/Mandarin/Cantor	Chinese Teacher	High School
VA	Travis	Low	http://diversityrecruitme	Bachelor	Music Education	James Madison University	English	Teaching	High School
VA	Victoria	Prosser	http://diversityrecruitme	MEd	Spanish	James Madison University	Spanish	Education	High School
VA	SUMEET	SIDHU	http://diversityrecruitme	Master of science	Biotechnology	Johns Hopkins University	English, Hindi, Punjabi	Teaching, management	Middle School
VA	Judith	annancy	http://diversityrecruitme	BA	english	kean university	ENGLISH	TEACHING	Early Childhood / Preschool
VA	LaTonia	Bougouneau	http://diversityrecruitme	Post Masters Cetificate	Educational Leadership ar	Liberty University	English	Educational Specialist	Middle School
VA	Ashley	Williams	https://diversityrecruitme	M.Ed	School Counseling	Liberty University	English	Education-School Counsel	Elementary School
VA	Carly	Keeshen	http://diversityrecruitme	Masters of Science	Special Education	Longwood University	English	Teaching, Supervisor	Elementary School
VA	Lisa	Miller	http://diversityrecruitme	M.S.	Education	Mary Baldwin University	English	Intervention Specialist	Early Childhood / Preschool
VA	M. Angel	CatalÂ	http://diversityrecruitme	Masters	Special Education	Marymount University	English, Spanish	Teaching	Middle School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
VA	Anne	Burridge	http://diversityrecruitme	Masters	English	Middlebury College	English, German	Teaching	High School
VA	Eric	Ambrose	http://diversityrecruitme	M.S.	ED	Mount Saint Mary College	English and Spanish	Teaching	High School
VA	Mykel	Ellis	http://diversityrecruitme	Masters Degree	School Counseling and Gu	New York University	English	Education	High School
VA	Fajr	Abdul Azeez	http://diversityrecruitme	Bachelors	Journalism and Mass Corr	North Carolina Agricultur	English	Teaching	Middle School
VA	Lydia	Smith	http://diversityrecruitme	Master's	Education	Northcentral University	English	Teaching	High School
VA	Robert	Spigner	http://diversityrecruitme	BA	Biology	NYU	English	Teaching	High School
VA	Joyce	Russell	https://diversityrecruitme	Education	Special education	ODU	English	Education	Elementary School
VA	Elizabeth	Harrison	http://diversityrecruitme	Bachelors	Elementary Education	Radford University	English	teaching	Elementary School
VA	Keisha	Williams	http://diversityrecruitme	Masters of Science	Instructional Design	Saint Leo University	English	Teaching	Elementary School
VA	Ken	Delahoussaye	http://diversityrecruitme	N/A	N/A	Saint Martinville Sr High	english	coaching	High School
VA	Kellie	Tinsley	http://diversityrecruitme	Bachelor	Psychology	Troy University	English	Special Education	Elementary School
VA	Najla	Burt	http://diversityrecruitme	B.S.	Advertising	Univeristy of Florida	English	Teaching	Elementary School
VA	Cathy	Zanella	http://diversityrecruitme	Masters	Elementary Education, Fa	University of Bridgeport	English	Teaching	High School
VA	Rachel	Blockovich	http://diversityrecruitme	Masters	Education	University of Mary Washi	English, some Spanish	Education	Elementary School
VA	Bridgette	Pellerin-Teel	http://diversityrecruitme	Bachelor	English	University of Maryland	English	Special Education	Middle School
VA	Rayya	Al Brto	http://diversityrecruitme	BSc.	Biology	University of Mosul, Iraq	Arabic	Teaching	Elementary School
VA	Tomica	Crosby	http://diversityrecruitme	EdD	Educational Leadership	University of Phoenix	English	Education	Elementary School
VA	Wanda	Barreto	http://diversityrecruitme	BA Modern Languages | M	Modern Languages	University of Puerto Rico	Spanish, English, Portugu	Technology, Teaching	High School
VA	Amanda	Craft	https://diversityrecruitme	M.Ed.	Administration & Supervi	University of Virginia	English	Administration, Counselin	Elementary School
VA	Christina	Scherer	http://diversityrecruitme	Elementary Eduation Cert	Elementary Education	Wilson College in PA	English	Education	Elementary School
VA	Beth	Almore	http://diversityrecruitme	BA, MFA	Literature, Writing	Yale, Brown	French (polite)	Teaching, Writing	High School
VA	Justin	Pittman	http://diversityrecruitme	Physical education	Physical education	Virgins state university	English	Teaching	Middle School
Virginia	Selina	Gomez	http://diversityrecruitme	Master of Education	Elementary Education	George Mason University	English, Spanihsh	Teaching	Elementary School
Virginia	Kimberlee	Ladner	http://diversityrecruitme	Bachelors	Early Childhood Educatio	Bloomsburg University of	English	Teaching	Elementary School
Virginia	Kani	Venkatesan	http://diversityrecruitme	Masters	Information Systems	George Mason	English, Tamil	IT	High School
Virginia	Zohreh	Ashkevar Kiaie	http://diversityrecruitme	Master	MED Special Education (C	George Mason University	English	Teaching	Elementary School
Virginia	Christina	Byun	http://diversityrecruitme	Masters	Special Education	George Mason University	English, Korean, Americar	Teaching, Administration	High School
Virginia	Alexia	Coutain	http://diversityrecruitme	Mastrers	Curriculum and Instructio	George Mason University	English	Administration	Elementary School
Virginia	Aubrey	Franco	http://diversityrecruitme	Bachelor's	English	George Mason University	English, French (proficien	Teaching	High School
Virginia	Benjamin	Garner	http://diversityrecruitme	Master's of Education	Elementary Education (Cu	George Mason University	English, Spanish	Administration	Elementary School
Virginia	William AM	Kargbo	http://diversityrecruitme	Bachelors	International Relation	George Mason University	English	Teachers Assistant	Elementary School
Virginia	Gahyun	Lee	http://diversityrecruitme	Masters	Elementary Education PK-	George Mason University	English, Korean	Teaching	Elementary School
Virginia	Brooke	Malota	http://diversityrecruitme	Masters	Early Elementary Educatio	George Mason University	English	Teaching	Early Childhood / Preschool
Virginia	Mary	Osei	http://diversityrecruitme	Bachelor	Early Childhood Special Et	George Mason University	Enhhlish	Teaching	Early Childhood / Preschool
Virginia	Chelsea	Queen	http://diversityrecruitme	Masters in Education	Curriculum and Instructio	George Mason University	English	Teaching	Elementary School
Virginia	Crystal	Vandemark	https://diversityrecruitme	Masters	Early Childhood Educatio	George Mason University	English	Teaching	Elementary School
Virginia	Lilit	Vanetsyan	http://diversityrecruitme	Bachelor	Music Education	George Mason University	English, Armenian.	Teaching	Middle School
Virginia	Sabrina	Simms	https://diversityrecruitme	Masters	Public Health	George Washington Univ	English	Teaching	Elementary School
Virginia	Alexus	Coggins	http://diversityrecruitme	Masters of Educaton	Biology	Grand Canyon University	English	Teaching	High School
Virginia	Maria	Viso	http://diversityrecruitme	BS	Education/ family and Co	Immaculata University	English and Spanish	Teaching	Early Childhood / Preschool
Virginia	Schlese	Castilla	http://diversityrecruitme	MA	Writing	Johns Hopkins University	English	Education	High School
Virginia	Danny	Collins	http://diversityrecruitme	MBA	Project Management	Keller Graduate School	English	Management, Teaching	Middle School
Virginia	Teleah	Hollingsworth	http://diversityrecruitme	Master of Arts in Teaching	Secondary Education: Mu	Liberty University	English	Teaching	Elementary School
Virginia	Christopher	Jones	http://diversityrecruitme	Bachelor of Science	Education	Lock Haven University of I	English	Teaching	Middle School
VIRGINIA	REKHA	VELAYUDHAN	http://diversityrecruitme	BACHELOR'S	MATHEMATICS	M.G UTY	ENGLISH	TEACHING	Elementary School
Virginia	Alfonso	Vergara	http://diversityrecruitme	Bachelors	Business Administration	Marjount University	Spanish	Teaching	High School
Virginia	Deidra	Anderson	http://diversityrecruitme	Masters of Art	Educational Policy and De	Towson University	English	Workforce Development	High School
Virginia	Kandice	Huff	http://diversityrecruitme	Master of Arts	Teaching	Trevecca Nazarene Univer	English	Teaching	Elementary School
Virginia	John	Verzosa	http://diversityrecruitme	CAS Ed Leadership Saint J	Education	University of Maine and S	English	Teaching and Administrat	High School
Virginia	Kaitlyn	Rivera	https://diversityrecruitme	Bachelors in Science	Biology	University of South Florid	English	Teaching	High School
Virginia	Lauren	Lewis	http://diversityrecruitme	Master of Teaching	Elementary Education (Pr	University of Virginia	English, Spanish	Teaching	Elementary School
Virginia	Jewel	Urquhart	http://diversityrecruitme	Educational Specialist in S	Special Education	Walden University	English	Special Education	High School
Virginia	Kinsey	Fields	http://diversityrecruitme	Bachelors of the Arts in Et	Special education	Western Washington Univ	English	Teaching	Elementary School
Virginia	Margaret	Brodtmann	http://diversityrecruitme	Specialist	Instructional Leadership	William Carey University	English, Beginner Italian, I	Teaching, Instructional Le	Middle School
Virginia	Cherub	Daniels	http://diversityrecruitme	Masters	Tech ed / Vocational Ed	Buffalo State College	English	Teaching	Middle School
Virginia	Amanda	Haas	http://diversityrecruitme	MAT Spanish	Spanish	George Mason University	Spanish	Teaching	Middle School
WA	Jazae	Puyol	https://diversityrecruitme	MAT	Education	Alliant International Univ	English	Special Education Teacher	High School
WA	Deborah	Bartsch	http://diversityrecruitme	MA	English	Grand Canyon University	English	Teaching	Middle School
WA	Rayda	Simmons	http://diversityrecruitme	BA, Masters, Teaching Lic	Liberal Studies, Education	HIU, City University Seattl	Limited Spanish and Portu	Teaching	Elementary School
WA	Mahtab	Mahmoodzadeh	http://diversityrecruitme	Masters	Education	Lesley University	English, Farsi	Education	Middle School

State	First Name	Last Name	Resume Link	Degree	Major	School	Languages	Industry	Classification
WA	Danso	Gyamerah	http://diversityrecruitmer	Masters	Education	Ohio State University	Polite Spanish	Education	High School
WA	Felicity	Powers	http://diversityrecruitmer	Masters in Education	Curriculum and Instructio	Pacific Oaks College	English and some Spanish	Education	Elementary School
WA	Guy	Jine	http://diversityrecruitmer	Master	Special Education	San Jose State University	English	Teaching	High School
WA	Melissa	Baker	http://diversityrecruitmer	BA	Journalism/English	University of Northern Co	English	Education	Middle School
WA	Erik	Foit	http://diversityrecruitmer	M.A.	Teaching	University of Puget Sound	English	Teaching	Middle School
WA	Jacqualine	Foster	http://diversityrecruitmer	Master of Social Work	Social Work	University of Southern Ca	English	Social Work	Middle School
WA	Alyssa	Richardson	http://diversityrecruitmer	Master of Science, Specia	Exceptional/Special Educ	Western Governors Univ	English, some Spanish	Teaching/Education	High School
WA	Emily	Stralser	http://diversityrecruitmer	Bachelor of Arts	Elementary Education - C	Western Washington Uni	English	Teaching	Middle School
Washington	Iamont	davis	http://diversityrecruitmer	masters	ed	usc	english	teach	Elementary School
Washington	Keri	Madill	http://diversityrecruitmer	Masters	Education	National university	English	Education	High School
West Virginia	Mariah	Lewis	http://diversityrecruitmer	Bachelors	Psychology	Purdue University	English	Teaching	High School
WI	Bounrod	Xiong	http://diversityrecruitmer	Master in Education	Education	Alverno College	Hmong, English	Teaching	Middle School
WI	Ann	Govig	http://diversityrecruitmer	Masters in Education	Secondary Science	Marquette	English	Teaching	High School
WI	Douglas	Henry	https://diversityrecruitme	Master's	Communication	Marquette University	English, Spanish	Non-Profit	High School
WI	Jacqueline	Hargrove	http://diversityrecruitmer	BS Elementary Education	Elementary Education Mii	University Of Wisconsin V	English	Teaching	Elementary School
WI	Jessica	Gardner-Rodriguez	http://diversityrecruitmer	Secondary Education	Social Studies broadfield	University of Wisconsin -	English	Teaching	High School
WI	Megan	Stecklein	http://diversityrecruitmer	Education	Elementary Education	University of Wisconsin O	English	Teaching	Elementary School
WI	BRYAN	GRU	https://diversityrecruitme	MASTERS OF SCIENCE	CURRICULUM AND INSTR	UNIVERSITY OF WISCONSI	SPANISH	ADMINISTRATION	High School
WI	Lisa	Wing	http://diversityrecruitmer	Master's In Administration	Special Educaion	UW Oshkosh	English	Administration- Director c	High School
Wisconsin	Rob	Becker	http://diversityrecruitmer	MA	Educational Leadership	Marian University	I speak very little Mandar	Administration (School)	High School
Wisconsin	Bailey	Breining	https://diversityrecruitme	Bachelor's Degree	Dual Education 1-8	UW Oshkosh	English	Teaching	Elementary School
WV	Morgan	Hay	http://diversityrecruitmer	Bachelor's	Elementary education	Marshall University	English	Elementary education	Elementary School
Wy	Paige	Ellbogen	http://diversityrecruitmer	M.S. in Secondary Educati	K-12 Music	Black Hills State Universit	English	Education	Elementary School
Wyoming	Stephanie	Allen	http://diversityrecruitmer	Master of Science	Secondary Education	Black Hills State Universit	English	Teaching	High School
Wyoming	Dylan	Wright	http://diversityrecruitmer	Bachelor of Science	Elementary Education and	Black Hills State Universit	English	Teaching	Elementary School
	Margo	Scott	http://diversityrecruitmer	Masters	Educational Leadership	Dallas Baptist University	English	Assistant Principal, Math	Elementary School
	William	Becker	http://diversityrecruitmer	BS	Aeronautics and Applied I	Dowling College	English	Teaching Mathematics an	High School
	Sandra	Wesson	https://diversityrecruitme	BA	Managerial Studies	Rice University	English	Teaching	Elementary School
	wanda	pendelton	http://diversityrecruitmer	MBA	Management	Saint Peter's University	english	management, teaching, st	High School
	Leeteshia	Milton	http://diversityrecruitmer	Bachelor of Science	Sociology	Texas College	English	Instructional Coach	Elementary School
	Milayah	Scott	http://diversityrecruitmer	Bachelors	History	Texas Southern University	English, Some French	Teaching	High School
	Sonia	Melo	http://diversityrecruitmer	Med	TESOL	Universidad del Turabo	English, Spanish	Education	High School
	Graciela	Ortiz	http://diversityrecruitmer	Chemical Engineering	Chemical Engineering	Universidad Nacional Aut.	Spanish	Teaching	Middle School
	Durgamba	K	http://diversityrecruitmer	MS	Computer Engineering	University Of Cincinnati	English	Teaching	Middle School
	Megan Derrick -	AccÃ©us	https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15866516215e9261e54ab79.docx						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15855215085e812364e941b.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15856946375e83c7ad8a215.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15859507635e87b02b6c01c.doc						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15861295735e8a6aa5e0e16.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15864502205e8f4f2c1db9c.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15864507845e8f516000966.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15864510665e8f527ae5762.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15864526495e8f58a95efdd.docx						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15864531625e8f5aaa9f304.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15864535385e8f5c220b5d5.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15864550065e8f61de1572f.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15864564425e8f677aa56d5.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15864590125e8f7184ab184.docx						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15865315195e908cbfac190.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15865740665e9132f2e134e.docx						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15867093405e93435c9dc65.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15867476105e93d8da1e851.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15867902585e947f7215e39.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15867928405e94898828545.docx						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15868193915e94f13f8405c.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15868407755e9544c721715.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15868692705e95b416e219c.docx						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15868799125e95dda82c84a.docx						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15868814485e95e3a86aa2.pdf						
			https://diversityrecruitmentexpo.vfairs.com/uploads/resume/262_15868823985e95e75e1d50f.pdf						

Section III- Strategies for Recruitment of African American Teachers Required Action 11 Attachment B



EXPLANATION OF ATTACHMENT

The email provided shows the correspondence between the publisher of the Diversity in Education Magazine and online services.



Hofer, Beth

Wed 8/26/2020 12:11 PM



To: trina@diversityined.com

Good morning,

My name is Beth Hofer and I am the new Director of Recruitment for the School District of Indian River County.

We would love to again partner with you to recruit highly-qualified excited future educators!

Please let me know of any upcoming recruiting fairs or information you can share!



BETH HOFER

Director of Recruitment, Retention and Profess
School District of Indian River County
Beth.Hofer@indianriverschools.org

Section III- Strategies for Recruitment of African American Teachers Required Action 11 Attachment C



EXPLANATION OF ATTACHMENT

The email provided shows the response email from the publisher of the Diversity in Education Magazine and online services to SDIRC.

Dear Diversity Recruitment Partners,

You should have received a brief post-event survey this morning from Survey Monkey. **PLEASE** take two minutes to complete and return. Your feedback is valuable and will help us to better host more recruitment events for you.

Please note the attached **Resume Book** which includes links to the registered candidates resumes. **Simply cut and paste into your web browser** and you will have immediate access to the PDF or Word document.

Sometime today you'll receive a file of your school district's booth visitors. If you have any questions or comments, please send directly to me.

Again, thank you for your partnership.
Trina



Trina Edwards
Publisher
DIVERSITY in Ed Magazine & Online Service
825 Town & County Lane, Suite 1200 Houston, TX 77024
Ph. (281) 265-2473
www.DiversityinEd.com

We know diversity!



Section III- Strategies for Recruitment of African American Teachers Required Action 11 Attachment D



EXPLANATION OF ATTACHMENT

The invoice provided shows the contract for a 12-month period with Diversity in Education Magazine and online services as well as the Virtual Fair.

Diversity Recruitment Partners, LLC
16107 KENSINGTON DR
Suite 109
SUGAR LAND, TX 77479
(281) 265-2472
Pres@diversityrecruitmentpartners.com
<http://www.diversityrecruitmentpartners.com>



INVOICE

BILL TO
Asia Sutriasa
School District of Indian River
County

INVOICE # 0000002625
DATE 10/08/2019
DUE DATE 11/07/2019
TERMS Net 30

DESCRIPTION	QTY	RATE	AMOUNT
Annual Membership 12 Month Membership	1	1,750.00	1,750.00
VCF Virtual Career Fair 2020	1	499.00	499.00

Please Make Check Payable and Remit To:
Diversity Recruitment Partners, LLC
16107 Kensington Dr. Suite 109
Sugar Land, TX 77479
We also accept all Major Credit Cards

BALANCE DUE

\$2,249.00

Section III- Strategies for Recruitment of African American Teachers Required Action 11 Attachment E



EXPLANATION OF ATTACHMENT

The document attached is correspondence from the Publisher of Diversity ED to the Director of Recruitment and Retention for the school year 2020-2021.

TE

Trina Edwards <trina@diversityined.com

>



Wed 8/26/2020 1:06 PM

To: Hofer, Beth

Beth, hello and welcome!

That's great news! It would be an honor to continue partnership with School District of Indian River County.

Beth, your timing is perfect because your membership renewal is in September. We can offer you the same package (full membership benefits with access to resume database and booth at April recruitment event) **AND** include the October 28, 2020 Virtual "Meet & Greet" Teacher Recruitment Event at the same rate of **\$2,249**.

Should you have any questions, just let me know. Looking forward to partnering with you and your team again.

Trina



Section III – Recruitment of African American Teachers Required Action 12





Joint Plan Evidence of Implementation

School District of Indian River County
#SDIRCStrongerTogether

Date: 8/7/2020

School/Department: Human Capital & Operations

Report generated by: Mrs. Beth Hofer

Responsible staff as indicated in the Plan: I hereby certify that the documentation being provided is true, exact, complete, and unaltered.

Mr. Scott Bass

Required Action: Section III. Recruitment of African American Teachers – Data Requirements
12. Require District principals to interview, whenever possible, a diverse pool of applicants.

Explanation of Evidence: The Director of Human Resources monitors each available position and all the steps of hiring which includes applicants interviewed. The Director of Human Resources ensures that if there is an eligible African American applicant, the interviewing team has added the candidate to list of interviews. All candidates interviewed are denoted on interviewing forms and sent to HR.

Results of Action Taken: Director of Human Resources monitors the hiring process for all open positions and the Personnel Manager keeps track of applicants and candidates interviewed to ensure equitable practices.

Reflection: For the 2020-2021 school year, the Director of Recruiting will assist schools with having a diverse interviewing committee and will ensure culturally responsive interviewing strategies. Professional development will occur with administrators in October.

Section III- Strategies for Recruitment of African American Teachers Required Action 12 Attachment A



EXPLANATION OF ATTACHMENT

The Interview Summary Sheet is a required form sent to HR which lists all candidates interviewed.

INTERVIEW SUMMARY SHEET

INSTRUCTIONS: This form is to be completed by the interviewer(s) and submitted to Personnel for retention in the official applicant file after the interviews are complete. The absence of this form may delay the appointment process. **ALL RECOMMENDATIONS MUST BE ACCOMPANIED BY A COPY OF THIS FORM.**

Position Interviewed:

NAME(S) OF APPLICANTS:

The candidate selected, _____, was rated higher than other applicants interviewed in the following areas (please check where appropriate).

___Qualifications___Poise/Personality___Prior Experience___Availability

Other factors (explain): _____

Comments: _____

Interviewer's Signature

Date

Section III- Strategies for Recruitment of African American Teachers Required Action 12 Attachment B



EXPLANATION OF ATTACHMENT

The Interview Information Sheet is a required form sent to HR which explains the required steps for the interviewing process. This includes directions for the interviewing committee such that all qualified applicants being granted an interview must be given equal consideration without regard to race, color, religion, age, gender, national origin, or disability.

**INFORMATION SHEET FOR CONDUCTING PERSONNEL SELECTION
INTERVIEWS - INDIAN RIVER COUNTY SCHOOL DISTRICT**

It is important that all interviewers have the same basic opportunities in an interview although the director/administrator/supervisor usually leads the interviews and actually signs off on the recommended choice for hiring. *All interviews will be conducted by a minimum of two interviewers.* All qualified applicants being granted an interview must be given equal consideration without regard to race, color, religion, age, gender, national origin, or disability. Avoid making any comments during the interviews that might infer the pre-selection of the interviewee or any other individual to the position being filled.

The following materials and information should be available prior to the interviews: (If information is not in your interview folder, please check with Personnel or download from the District web site). **DO NOT START THE INTERVIEW WITHOUT ALL THE PROPER INFORMATION NEEDED.**

1. INTERVIEW SHEET - to be completed by the Director/Administrator/Supervisor. This is the sheet used to record the recommended choice for hiring. It is to be submitted to Personnel and after processing, is retained as a matter of official record. Note: To facilitate the hiring process, selection notices may be e-mailed to Personnel but the e-mail(s) do not replace the Interview Sheet or the Interview Evaluation Sheets. These documents must be completed and forwarded to Personnel for the official file.
2. INTERVIEW EVALUATION SHEET - to be completed on each applicant, tallied, and given to the Director/Administrator/Supervisor after the final interview. Evaluation sheets are used to arrive at the final recommendation(s) on the Interview Sheet and are to be submitted to Personnel for retention in an official applicant file. These sheets are a matter of record and any written comments or annotations should be relevant to the employee's scoring.
3. APPLICATION - Each interviewee's application or letter of intent should be in the Director/Administrator/Supervisor's Folder. Applications and supporting documents may be downloaded from WinOcular, the online applicant system.
4. COPY OF JOB DESCRIPTION / SALARY INFORMATION - This information may be downloaded from the District web site. Access is via the Employment Opportunities link on the main menu. Contact Personnel if assistance is needed.

RECOMMENDATION - Each member of the interview team shall share with the Director/Administrator/Supervisor his or her findings. If there is disagreement as to the final recommendation, this should be noted on the interview sheet. Recommend the top two or three candidates be noted in their order of ranking. That way, if the recommended first choice declines, Personnel can offer the position to the next individual if so requested.

NO JOB OFFER IS TO BE MADE TO AN APPLICANT BY THE INTERVIEW TEAM MEMBERS. JOB OFFERS ARE ONLY MADE THROUGH PERSONNEL AFTER ALL REFERENCE AND BACKGROUND CHECKS ARE COMPLETED.

Administrator/Director/Supervisor's Signature

Date



Section III – Strategies for Recruitment of African American Teachers

RECOMMENDATION 1: District submits a step by step plan of how African American teachers and instructional staff are recruited.

The following documents address Recommendation 1. The SDIRC Recruitment Plan for 2020-2021 lists twelve different recruitment strategies that will be used to hire African American instructional staff. The WEpromise program involves sharing these strategies with current teachers, new teachers, and community members to gain feedback and fine-tune each strategy into steps.

School District of Indian River County



Office of Human Capital

Department of Recruitment, Retention, and
Professional Practices

SDIRC Recruitment Plan

2020-2021

@recruitSDIRC





Introduction

In a deliberate effort to serve all students with excellence, our goal is to intentionally recruit and employ highly skilled and motivated individuals for every position. To do so, we will proactively seek the best candidates through formal and informal activities.

This will be accomplished with developed timelines for recruitment, a diverse and qualified recruitment and selection team, and continued effort to analyze the outcomes and effectiveness of recruitment sources and strategies.

Why Indian River County?

#visitindianriver



- Sunrises, not High Rises. Cultural Gem.
- Voted Best Place to Work in 2017!
- One of America’s Happiest Seaside Towns 2018 -Coastal Living
- Within 1.5 hours to Central Florida activities such as Disney World, Sea World, Universal Studios, Daytona Beach, Kennedy Space Center, cruise terminals and shopping.
- Comprehensive health coverage.
- SDIRC CareHere! center available for employees, retirees, spouses, and dependents.
- Quality and comprehensive professional development and leadership program.
- Tuition assistance towards a master's degree in leadership (please see program information).
- Administrative advancement opportunities
- SDIRC is a partner with [Career Source](#) to help family members find employment.
-

Childcare in Indian River County Schools



We have childcare ([Extended Day](#)) services in 13 elementary schools.

All sites are operated by SDIRC.

Centers operate from 7:00 a.m. to 6:00 p.m.

Extended Day Program Sites
Beachland Elementary
Citrus Elementary
Dodgertown Elementary
Fellsmere Elementary
Glendale Elementary
Indian River Academy
Liberty Magnet
Osceola Magnet
Pelican Island Elementary
Rosewood Magnet
Sebastian Elementary
Treasure Coast Elementary
Vero Beach Elementary

Attract a high-quality workforce: Strategies for Recruitment



1. We will examine previous recruitment efforts to evaluate diversity, effectiveness, major source(s) of new hires.
2. We will engage our community and advertise recruitment plans on the District's website.
3. We will use social media pages to promote and advertise job openings and aid in recruiting efforts.

Please follow us  @recruitSDIRC

4. We will implement Microsoft TEAMS, Zoom, or Skype interviews and organize on-site job fairs.
5. We will examine staffing needs by identifying the following:
 - number of potential non-renewals
 - possible shortages due to retirement and resignations
 - teachers who must renew their certifications
6. We will have established goals for recruitment and selection.
 - Fill all teacher openings by July 15th.
 - Post general job announcements for anticipated and known vacancies by April 1st
7. We will develop statement describing the ideal candidate.
 - Example: "The ideal candidate is a student-centered, life learner who is philosophically aligned with the mission and the vision of the District and is eager to take advantage of the many opportunities available for both students and staff."
8. We will maintain steady communication with any candidate who receives a *Letter of Intent* during any of our recruitment events.
9. We will attend career fairs in Florida and other states to target specific candidates.
10. We will partner with local and regional two-year and four-year colleges to begin recruiting prospective applicants before college graduation.
11. We will conduct interviews via Skype, Teams, and Zoom.
12. We will hold SDIRC Job Fairs (Teacher, Transportation, and Support Staff) – TBD and advertise our Job Fair on FLDOE website: <http://www.fldoe.org/teaching/recruitment/job-fairs.shtml>



Minority Recruitment

It is important that our students see themselves in their teachers to help promote their desires to achieve and succeed. African American students have a **greater** need for teachers who are also culturally competent and skilled in cross-cultural communication and culturally responsive teaching. Educators for African American students must master essential verbal and non-verbal actions and behaviors intended to facilitate and support student learning. A child sees in a teacher so many possibilities, such as: career choice, a positive role model, options, dreams and overcoming obstacles.

Here are some guiding principles that we will follow to achieve our goal and do what it best for kids!

1. Involve current staff of diverse ethnicities in the recruitment and selection teams.
2. Partner with local and/or regional Historically Black Colleges and Universities to identify potential candidates.
3. Explore the career sites of national organizations, such as the Hispanic Association of Colleges and Universities and the National Alliance of Black School Educators to ultimately, establish a partnership.
4. Tailor marketing messages and images that represent adults and children of diverse races/ethnicities as well as testimonials. Example site: www.diverseeducation.com
5. Offer a *Letter of Intent* to highly needed teachers that provides a job in the District once a position becomes available.
6. Participate in the DIVERSITY IN ED Virtual Job Fair and post regular job openings.



The Recruitment Team strives to promote diversity among our students by recruiting highly qualified minority teachers.

All students benefit from increased teacher diversity. They are better prepared to participate as informed and engaged citizens in an inclusive national civic culture and increasingly complex world.

A teacher corps that reflects its students helps close achievement and opportunity gaps.

Having at least one Black teacher early on reduces a Black student's likelihood of dropping out of school by up to 39%.

When Black students have two Black elementary school teachers, they are 32% more likely to go to college.



Indian River County Schools Minority Recruitment Employee Referral Program

You can help Indian River County Public Schools, a friend, and yourself by participating in the SDIRC Employee Referral Program. If you are a current full-time employee, you can earn an award of a \$50.00 gift card, if you refer a minority (African American) teacher applicant for the first time in Indian River County Public Schools.

The Employee Referral Program is a collaboration between the Office of Human Capital and SDIRC Partners in Education.



Eligibility requirements:

- All current employees of Indian River County Schools.
- You are not eligible if you are the hiring supervisor or are part of the hiring process.
- Must be a first-time teacher to SDIRC and hired after September 1, 2020-June 30, 2021.
- Incentive is for the first 20 hires and processed on a first come – first serve basis (applications will be date stamped).

A copy of the Employee Referral Form is available on www.indianriverschools.org under RECRUITMENT and must be filled out completely. You must provide this form to the Office of Human Capital with a copy of the resume for the candidate who was recommended and was hired. Indian River County Public Schools will give you a \$50.00 gift card if the person you referred is hired. You must be employed by SDIRC Public Schools at the time to collect the incentive.

For more information, contact:

Beth Hofer, M. Ed.
Director of Recruitment, Retention, and Professional Practices
Beth.Hofer@indianriverschools.org
772-564-3148



Building future teachers from within SDIRC! What is FFEA?

Florida Future Educators of America (FFEA) is a network of local Future Educators of America chapters consisting of middle and high school students and chapter advisors - all having a common interest of promoting the career of education to students. Phi Delta Kappa, the Professional Association in Education, is the national parent of the organization. FFEA's mission is to provide students with opportunities to explore careers in education. For more information, please visit [Phi Delta Kappa International](#) and [Florida Future Educators of America](#) websites!

Chapter Goals

- Middle and High School students to become knowledgeable about opportunities available in education.
- Introduce students to learning processes early to nurture their career decision to become a teacher.
- Promote student achievement and recognition.
- Enhance our students' image to themselves and to the community.
- Encourage students from diverse background to enter the teaching profession.
- To provide a link between students, teachers and the community.
- Attract capable candidates to the teaching profession.



FFEA Scholarship Program! Coming Soon!

Qualified Indian River County High School Seniors and Non-Instructional Employees who want to become teachers can apply and compete for the scholarship. The scholarship provides \$750 a semester for up to four years. As a condition of accepting the scholarship, scholarship recipients agree to return to Indian River County to teach upon college graduation.

FFEA Donations – Coming Soon!

FFEA is solely funded by District employees. If District employees contributed just \$1.00 a pay period, 8-10 scholarships could be awarded annually. One hundred (100) percent of the tax-deductible donation goes to fund the FFEA scholarships. FFEA contributions make a lasting difference, as “teachers touch the future.”

More information about FFEA chapters and the FFEA Scholarship Program in Indian River County Schools, please contact Mrs. Beth Hofer, Director of Recruitment or Dr. Colleen Lord, Director of Educator Quality.

Our SDIRC Recruitment Team

The recruitment team will consist of individuals with different perspectives and expertise who have demonstrated a commitment to diversity. The participants should be familiar with the District's staffing needs, the qualifications needed and the selection of the ideal candidate. Principals can recommend staff members they would like to be part of the recruitment team. Proposed team members are below. Professional Development sessions will be conducted for all members on recruiting, interviewing, diversity, and professional practices.

Anitra Cummings	Letitia Whitfield-Hart	Cynthia Emerson
Chadwick Bacon	Stephen Adams	Takeisha Harris
Germaine Johnson	Jayde Norwood	Ataaba Patterson
Julie Kastensmidt	Marsha Roberts	Eddie Robinson
Ramon Echeverria	Terri Beckham	Christopher Cummings



The **WEpromise** Program will begin September 2020. This **NEW** program is SDIRC's promise to new hires that we will provide a supportive, inclusive, and equitable working environment, such that each new hire will have the opportunity to learn and grow by working collaboratively together with school and district staff.

WEpromise to listen, WEpromise to support, WEpromise to make inclusion and

equity a priority, WEpromise to build instructional leaders, and

WEpromise to work STRONGER TOGETHER.

For more information, please contact the Department of Recruitment and Retention at 772-564-3148 or email Beth.Hofer@indianriverschools.org.



2020-2021 Teacher Recruitment Schedule



The School District of Indian River County is seeking highly motivated, dedicated and enthusiastic educators to join our remarkable team as we continue to make incredible strides in education. The School District of Indian River County is in Vero Beach, FL and is a great place to live, learn and work. We are an organization that educates and inspires every child to be successful.

STATE	CITY	RECRUITMENT EVENT	EVENT DATE
Florida	St. Augustine	Flagler College Education Networking Career Fair	TBD
Florida	Orlando	UCF Fall Recruitment Career Fair	TBD
Florida	Vero Beach	SDIRC Career Fair	TBD
Florida	Orlando	Great Florida Teach In	TBD
Virtual Career Fair	Virtual Career Fair	DIVERSITY in Ed Career Fair	TBD
Florida	Tallahassee	FSU-Education and Library Career Fair	TBD
North Carolina	Greensboro	NC A&T State University Education Career Fair	TBD
Florida	Orlando	Multicultural and 1 st Generation Knights Networking Event	TBD
Georgia	Augusta	Augusta University K-12 Educator Expo Career Fair	TBD
Florida	Orlando	Florida Fund for Minority Teachers	TBD
North Carolina	Greensboro	UNC Education Career Fair	TBD
Florida	Pensacola	UWF All Majors Career & Internship Fair	TBD
Florida	Boca Raton	FAU Careers in Education Career Fair	TBD
Florida	Gainesville	UF Careers in Education	TBD
Florida	Tallahassee	FAMU	TBD
Florida	FT. Lauderdale	Nova Southeastern University Recruit a Shark Day	TBD

Please follow this [link](#) to recruitment events calendar on SDIRC website.

JOIN US AND BE A PARTNER!



EXCITED TO HAVE YOU JOIN US!
YOUR LOGO HERE

HBCU partners

- [Bethune-Cookman University](#)
- [Florida A&M University \(FAMU\)](#)
- [Florida Memorial University](#)
- [Edward Waters College](#)

Please note: This SDIRC Recruitment Plan is a working document. Adjustments to the recruitment team and plan will be made as necessary to find qualified diverse candidates.



Section III – Strategies for Recruitment of African American Teachers

RECOMMENDATION 2: District submits a monthly report to Equity Committee of African American recruitment detailing recruitment efforts. Report should include:

- Dates of recruitment activities, staff members involved, recruitment event attended, resources (budget, staff, etc.) incurred for recruiting active/trip and outcomes.
- Information regarding race/ethnicity and specific teacher or instructional staff position interviewed for, extended offers and hired.

A year-end report for 2019-2020 Recruitment efforts is provided.

Attached is a report of demographics of instructional staff at each school and district site.

For the 2020-2021 school year, a monthly report of recruiting trips/efforts will be provided to the Equity Committee starting in September 2020.

2019-20 Recruitment Log

No.	Date	Location (city)	Organizer	Event Name
1	Tuesday, Sept. 10, 2019	Vero Beach, FL	IRSC	IRSC Job Fair
2	Wednesday, Sept. 18, 2019	Tallahassee, FL	FAMU	Fall 2019 All Majors Career & Internship Expo
3	Thursday, Sept. 19, 2019	Ft. Lauderdale, FL	NSU	NSU Recruit a Shark Day
4	Wednesday, Oct. 9, 2019	Jacksonville, FL	Edward Waters College	Fall Annual Career & Internship Fair
5	Thursday, Oct. 24, 2019	Daytona Beach, FL	Bethune-Cookman Univ.	B-CU's 2019 Fall Career, Graduate & Professional School Fair
6	Friday, Nov. 15, 2019	Orlando, FL	UCF	UCF 2019 Fall Education Career Fair
7	Thursday, March 19, 2020	Jackson, MS	Jackson State University	Teacher Recruitment Day
8	Thursday, Feb. 27, 2020	Albany, GA	Albany State University	Educators Fair
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				

Possible additional trips

Notes:

STAFF BY ALL DISTRICT DEPTS													
Row Labels	Hispanic	White	Asian	African	Hawaiian	Native A	Total	% Hispani	% White	% Asian	% African	% Hawaiiar	% Native
ALTERNATIVE CENTER		4		8			12	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%
BEACHLAND ELEMENTARY		28		1			29	0.0%	96.6%	0.0%	3.4%	0.0%	0.0%
CITRUS ELEMENTARY	1	47		3			51	2.0%	92.2%	0.0%	5.9%	0.0%	0.0%
CURRICULUM & INSTRUCTIONAL		5		2			7	0.0%	71.4%	0.0%	28.6%	0.0%	0.0%
DODGERTOWN ELEMENTARY	1	25		5			32	3.1%	78.1%	0.0%	15.6%	0.0%	0.0%
ESE DISTRICT WIDE		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
ESE SCHOOL WIDE		21		2			23	0.0%	91.3%	0.0%	8.7%	0.0%	0.0%
FELLSMERE ELEMENTARY	8	30	1	1			41	19.5%	73.2%	2.4%	2.4%	0.0%	0.0%
GIFFORD MIDDLE SCHOOL	1	29		7			38	2.6%	76.3%	0.0%	18.4%	0.0%	0.0%
GLENDALE ELEMENTARY	3	30		1			34	8.8%	88.2%	0.0%	2.9%	0.0%	0.0%
INDIAN RIVER ACADEMY	4	27		2			34	11.8%	79.4%	0.0%	5.9%	0.0%	0.0%
LIBERTY ELEMENTARY	2	26		3		3	34	5.9%	76.5%	0.0%	8.8%	0.0%	8.8%
OSCEOLA ELEMENTARY		28		2		1	31	0.0%	90.3%	0.0%	6.5%	0.0%	3.2%
OSLO MIDDLE SCHOOL	1	35		15		1	52	1.9%	67.3%	0.0%	28.8%	0.0%	1.9%
PELICAN ISLAND ELEMENTARY	1	28		2			32	3.1%	87.5%	0.0%	6.3%	0.0%	0.0%
PRE-KINDERGARTEN PROGRAM		7		1			8	0.0%	87.5%	0.0%	12.5%	0.0%	0.0%
ROSEWOOD ELEMENTARY	1	28		1			31	3.2%	90.3%	0.0%	3.2%	0.0%	0.0%
SEBASTIAN ELEMENTARY	2	22		9			33	6.1%	66.7%	0.0%	27.3%	0.0%	0.0%
SEBASTIAN RIVER HIGH SCHOOL	7	73		8			88	8.0%	83.0%	0.0%	9.1%	0.0%	0.0%
SEBASTIAN RIVER MIDDLE SCHL	6	32	2	7			47	12.8%	68.1%	4.3%	14.9%	0.0%	0.0%
STORM GROVE MIDDLE SCHOOL	2	51		4			58	3.4%	87.9%	0.0%	6.9%	0.0%	0.0%
Strategic Planning and Support Services		1					1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
TEACHER CERT/STAFF DEVELOPMENT		2		2			4	0.0%	50.0%	0.0%	50.0%	0.0%	0.0%
TREASURE COAST ELEMENTARY	1	40	1	1	1		44	2.3%	90.9%	2.3%	2.3%	2.3%	0.0%
Treasure Coast Technical Coll.		6					6	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
VERO BEACH ELEMENTARY	1	24		7			35	2.9%	68.6%	0.0%	20.0%	0.0%	0.0%
VERO BEACH HIGH SCHOOL	9	105	1	14			130	6.9%	80.8%	0.8%	10.8%	0.0%	0.0%
WABASSO SCHOOL	1	10		1			12	8.3%	83.3%	0.0%	8.3%	0.0%	0.0%
Grand Total	52	765	5	108	1	5	948	5.5%	80.7%	0.5%	11.4%	0.1%	0.5%



Section III – Strategies for Recruitment of African American Teachers

RECOMMENDATION 3: SUBMIT DOCUMENTATION SHOWING THAT STRATEGIES OF SECTION III: A-L HAVE BEEN IMPLEMENTED. IF STRATEGY IS NOT WORKING, SHOW WHAT STEPS HAVE BEEN TAKEN TO IMPROVE OR REPLACE SAID STRATEGY.

PLEASE SEE SECTION 3.1-3.12 JOINT PLAN DOCUMENTATIONS. EACH ITEM REPRESENTS ONE OF THE A-L STRATEGIES LISTED IN THE JOINT PLAN.



Section III – Strategies for Recruitment of African American Teachers

RECOMMENDATION 4: DEVELOP COMMUNITY PARTNERSHIPS TO BRING INCENTIVES TO DISTRICT FOR AFRICAN AMERICAN HIRING. SPONSORSHIPS TO COVER HIRING VISITS AND MOVING EXPENSES WITH YEARLY LEASE COMMITMENT. PARTNERSHIPS WITH REALTOR ASSOCIATIONA/REAL ESTATE OWNERS TO SUPPLY AFFORDABLE HOUSING.

DOCUMENTS FOLLOWING INCLUDE THE 2020-2021 RECRUITMENT PLAN WHICH LISTS COMMUNITY PARTNERS, THE AGENDA FROM THE WEPROMISE FOCUS GROUP WHICH BRAINSTORMS IDEAS TO BRING THE COMMUNITY TOGETHER TO ADDRESS HOUSING AND OTHER INCENTIVES FOR NEW TEACHERS, AND THE WORKFORCE HOUSIING COMMITTEE INFORMATION, WHICH IS FORMING TO REMOVE HOUSING BARRIERS AND POSSIBLY BUILD A “TEACHER TOWN.”

MINUTES

Recruitment Focus Group

8/5/2020 5:00-6:00pm

In Attendance

Bea Nelson
Tareek Beasley
Johnny Thornton
Beth Hofer

Reading of Minutes

Reviewed minutes from July meeting

Housing Update

SDIRC School Board is creating a WORKFORCE HOUSING COMMITTEE. Applications are available on the district website and are to be turned in to Nancy Esplen.

RESEARCH: Teacher Next Door Program for mortgages

Hiring Update

2020-2021 new hires- 24% of new hires are African American

Recruiting Plan Update

Twitter feed for RECRUITSDIRC has been added to District website
Extended Day job opportunities- speaking at NEW EMPLOYEE ORIENTATION
FFEA clubs and scholarship being set up
SDIRC Recruiting Team established
WEpromise Program – each new teacher checkin in August /visiting classrooms in September

Suggestions for community involvement

Letters to Publix, Target, Walmart, local banks, etc. to be a PARTNER IN RECRUITMENT
Work with realtors and rental agencies to provide discount for district employee

Next Meeting

September 15, 2020 5:00pm

SCHOOL DISTRICT OF INDIAN RIVER COUNTY



WORKFORCE HOUSING COMMITTEE

Our School District is seeking members for the Workforce Housing Committee (WHC), which is an advisory committee to the School Board. [Click here to apply](#), and submit your application to Nancy Esplen, Executive Assistant to the School Board.



The purpose of the Workforce Housing Committee is to address the issue of affordable housing opportunities for SDIRC employees and create incentive strategy recommendations.




Section III – Strategies for Recruitment of African American Teachers

RECOMMENDATION 5: ALLOCATE FUNDING AND RESOURCES IN BUDGET FOR RECRUITMENT OF AFRICAN AMERICAN TEACHERS, INCENTIVES, AND ASSISTANCE WITH RELOCATION.

DOCUMENTATION SHOWS 2020-2021 RECRUITMENT BUDGET AS WELL AS UPCOMING MASTER PLANNING MEETING WITH FINANCE DEPARTMENT.



 Accepted by Hofer, Beth on 9/11/2020 4:10 PM.

Organizer Fagan, Ronald

Subject **Master Planning**

Location TEC

Start time Fri 10/23/2020  1:00 PM  All day event

End time Fri 10/23/2020  4:00 PM 

Sent to Wendee Haddick for informational purposes only.



Section III – Strategies for Recruitment of African American Teachers

RECOMMENDATION 6: THE SUPERINTENDENT PLACE “FAIR PRACTICES AS A CRITERION ON THE PRINCIPAL EVALUATION.” IS IT STATE REQUIRED?

THE DEPARTMENT OF EDUCATION “REVIEWS AND APPROVES EACH SCHOOL DISTRICT’S SCHOOL ADMINISTRATOR EVALUATION SYSTEM AND WILL MONITOR EACH DISTRICT’S IMPLEMENTATION OF ITS EVALUATION SYSTEM FOR COMPLIANCE WITH THE LAW *Section 1012.34, Florida Statutes (F.S.), and Rule 6A-5.030, Florida Administrative Code (F.A.C.).*

[HTTP://WWW.LEG.STATE.FL.US/STATUTES/INDEX.CFM?APP_MODE=DISPLAY_STATUTE&URL=1000-1099/1012/SECTIONS/1012.34.HTML](http://www.leg.state.fl.us/statutes/index.cfm?app_mode=display_statute&url=1000-1099/1012/sections/1012.34.html)

THE 2019-2020 APPROVED SCHOOL DISTRICT’S PRINCIPAL EVALUATION SYSTEM IS ATTACHED.

2017-2018

SCHOOL DISTRICT OF INDIAN RIVER COUNTY
SCHOOL LEADER EVALUATION SYSTEM
Observation and Evaluation Forms and
Procedures for Leadership Practice
Revised August 2017

A Comprehensive System for Professional Development and Annual
Evaluation of School Administrators.

Aligned with the Florida Principal Leadership Standards SBE Rule 6A-5.080
Reviewed and Approved by the Florida Department of Education



TABLE OF CONTENTS

About Evaluation.....	3
Training and Reflection	4
Framework: Leadership Evaluation	5
FSLA Proficiency Areas with Indicators.....	6
FSLA Process.....	10
Timeline and Due Dates:	13
Additional Metric: Deliberate Practice Guidelines.....	14
Scoring Guide for State Model Metrics	16
Data Collection and Feedback Protocol Forms and Evaluation Rubrics	24
Domain 1 - Student Achievement	25
Domain 2 - Instructional Leadership.....	39
Domain 3: Organizational Leadership	73
Domain 4 - Professional and Ethical Behavior	103
Florida’s Common Language of Instruction DOE Form No. EQEVAL-2012-4	111
Improvement Plans.....	111
Annual Review by District.....	111
Appendix A	112

About Evaluation

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. Florida Statutes Section 1012.34 (1) (a).

What does this mean?

To accomplish the purpose defined in law, a district evaluation system for school administrators must:

1. Be focused on school leadership actions that impact student learning, and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by the district is:

1. Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
2. Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

A New Approach to Evaluation: This evaluation system is designed to support three processes:

1. **Self-reflection** by the leader on current proficiencies and growth needs (What am I good at? What can I do better?).
2. **Feedback** from the evaluator and others on what needs improvement.
3. **An annual summative evaluation** that assigns one of the four performance levels required by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

What is Evaluated?

Evaluation of school leaders is based on observation and evidence about certain leadership behaviors AND the impact of a leader's behavior on others.

The portion of evaluation that involves "impact on others" comes in two components:

1. Student Performance Measures: At least 50% of a school leader's annual evaluation is based on the performance of students in the school on specific state or district assessments (e.g. FSA, EOC exams).
2. The Leadership Practice: This component contributes the remaining percentage of the school leader's evaluation. Leadership Practice combines results of the Florida School Leader Assessment (FSLA) and an additional Metric – Deliberate Practice. The FSLA contribution to evaluation is based on observation of the leader's actions and the leader's impact on the actions and behaviors of others.

Who will use this framework?

This framework will be used by the principal's supervisor to evaluate the performance of the principal at each of the district's schools. School based principals will use this framework to evaluate the performance of each of their assistant principals. All results will be sent to Human Resources and reported to the state by the Superintendent, in accordance with state statute. The processes and forms described in the following pages are focused on the Leadership Practice component of evaluation.

Training and Reflection

The content of the district evaluation system informs those evaluated and those doing evaluations of the issues to address and the processes to use.

1. Those being evaluated use these documents to guide self-reflection on practices that improve your work.
2. Evaluators provide both recurring feedback to guide growth in proficiency in district priorities and provide summative performance ratings.
3. Those who are both evaluated by this system and evaluate others will do both of the above.

Things to know:

1. The Research Framework(s) on which the evaluation system is based: Each research framework is associated with particular approaches to instruction or leadership. The research aligned with the district framework(s) is a useful source of deeper understanding of how to implement strategies correctly and in appropriate circumstances. Evaluators can provide better feedback to subordinates when they understand the research framework.
2. Inter-rater reliability: Evaluators in the district should be able to provide subordinates similar feedback and rating so that there is consistent use of the evaluation system across the district. This is promoted by training on the following:
 - a. The “look fors” – what knowledge, skills, and impacts are identified as system priorities by inclusion of indicators in the evaluation system.
 - b. The Rubrics – how to distinguish proficient levels.
 - c. Rater reliability checks - Processes for verifying raters meet district expectations in using the rubrics.
3. Specific, Actionable, and Timely Feedback Processes: What evaluators observe does not promote improvement unless it is conveyed to employees as specific, actionable and in a timely manner. Training on how to do so is essential.
4. Conferences protocols and use of forms: Know what is required regarding meetings, conference procedures, use of forms, and records.
5. Processes and procedures for implementing the evaluation system:
 - a. Evidence gathering: Sources will be determined by the School Leader and their Supervisor at the initial meeting at the start of the school year.
 - b. Timeframes, record keeping: Page 13 provides all school leaders with the timelines
 - c. Scoring rules begins on page 16.
6. Student Performance Measures: The district will be using the school student performance measure as 50% of the school leaders’ summative score.

7. Sources of information about the evaluation system: Evaluators and employees can access manuals, forms, documents etc. regarding the evaluation process. All documents associated with the School Leader's Assessment can be accessed on the district's website.
8. Additional metrics: Deliberate practice is the only additional metric the district will be using during the 2017-18 school year. A detailed explanation of Deliberate Practice begins on page 14 and scoring begins on page 21.

Framework: Leadership Evaluation

A Multi-Dimensional Framework: This evaluation system is based on contemporary research and meta-analyses by Dr. Douglas Reeves, Dr. John Hattie, Dr. Vivian Robinson, Dr. Robert Marzano and other research findings that identify school leadership strategies or behaviors that, done correctly and in appropriate circumstances, have a positive probability of improving student learning and faculty proficiency on instructional strategies that positively impact student learning.

MULTI-DIMENSIONAL LEADERSHIP FRAMEWORK: Illustrative references

- Reeves, D. (2009). *Assessing educational leaders: Evaluating performance for improved individual and organizational results*. Thousand Oaks, CA: Corwin Press.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.
- Horng, E., Klasik, D., & Loeb, S. (2010). *Principal's time use and school effectiveness*. Stanford University.
- Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership*. San Francisco, CA: Jossey-Bass.
- Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Investigating the links to improved student learning*. The Wallace Foundation.
- Robinson, V. M. J. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.
- Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria VA: ASCD

Florida School Leader Assessment

A Multidimensional Leadership Assessment
4 Domains - 10 Proficiency Areas - 45 Indicators

A **summative performance level** is based 50% on Student Performance Measures (SPM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- Florida School Leader Assessment (FSLA)
- Deliberate Practice Score

The school leader’s FSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the FSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what’s important, understanding what’s needed, and taking actions that get results.

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school’s student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.
Indicator 1.1 - <u>Academic Standards</u> : The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
Indicator 1.2 - <u>Performance Data</u> : The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 - <u>Planning and Goal Setting</u> : The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 - <u>Student Achievement Results</u> : The leader demonstrates evidence of student improvement through student achievement results.
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.
Indicator 2.1 - <u>Learning Organization</u> : The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
Indicator 2.2 - <u>School Climate</u> : The leader maintains a school climate that supports student engagement in learning.
Indicator 2.3 - <u>High Expectations</u> : The leader generates high expectations for learning growth by all students.
Indicator 2.4 - <u>Student Performance Focus</u> : The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators This domain contributes 40% of the FSLA Score
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.
Indicator 3.1 - <u>FEAPs</u> : The leader aligns the school’s instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida’s common language of instruction to guide faculty and staff’s implementation of the foundational principles and practices.
Indicator 3.2 - <u>Standards-based Instruction</u> : The leader delivers an instructional program that implements the state’s adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.
Indicator 3.3 - <u>Learning Goals Alignments</u> : The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 3.4 - <u>Curriculum Alignments</u> : The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
Indicator 3.5 - <u>Quality Assessments</u> : The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 3.6 - <u>Faculty Effectiveness</u> : The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.
Indicator 4.1 - <u>Recruitment and Retention</u> : The leader employs a faculty with the instructional proficiencies needed for the school population served.
Indicator 4.2 - <u>Feedback Practices</u> : The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.
Indicator 4.3 - <u>High Effect Size Strategies</u> : Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.
Indicator 4.4 - <u>Instructional Initiatives</u> : District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.
Indicator 4.5 - <u>Facilitating and Leading Professional Learning</u> : The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.
Indicator 4.6 - <u>Faculty Development Alignments</u> : The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.
Indicator 4.7 - <u>Actual Improvement</u> : The leader improves the percentage of effective and highly effective teachers on the faculty.
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.
Indicator 5.1 - <u>Student-Centered</u> : The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.
Indicator 5.2 - <u>Success-Oriented</u> : The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students’ opportunities for success and well-being.

Indicator 5.3 - **Diversity**: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

Indicator 5.4 - **Achievement Gaps**: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

Domain 3 - Operational Leadership 4 Proficiency Areas - 16 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 6 - Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.
Indicator 6.1 - Prioritization Practices : The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
Indicator 6.2 - Problem-Solving : The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.
Indicator 6.3 - Quality Control : The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.
Indicator 6.4 - Distributive Leadership : The leader empowers others and distributes leadership when appropriate.
Indicator 6.5 - Technology Integration : The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.
Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.
Indicator 7.1 - Leadership Team : The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.
Indicator 7.2 - Delegation : The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.
Indicator 7.3 - Succession Planning : The leader plans for and implements succession management in key positions.
Indicator 7.4 - Relationships : The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.
Indicator 8.1 - Organizational Skills : The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 8.2 - Strategic Instructional Resourcing : The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 8.3 - Collegial Learning Resources : The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

Indicator 9.1 - Constructive Conversations : The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
Indicator 9.2 - Clear Goals and Expectations : The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 9.3 - Accessibility : The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 9.4 - Recognitions : The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Domain 4: The focus is on the leader’s professional conduct and leadership practices that represent quality leadership.

Domain 4 - Professional and Ethical Behaviors 1 Proficiency Area – 4 Indicators This domain contributes 20% of the FSLA Score
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Indicator 10.1 – Resiliency : The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.
Indicator 10.2 - Professional Learning : The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Indicator 10.3 – Commitment : The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well being of the school, families, and local community.
Indicator 10.4 - Professional Conduct : The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).

The Florida School Leader Assessment

Districts implement the Florida School Leader Assessment (FSLA) processes listed below to provide:

- **Guides to self-reflection** on what's important to success as a school leader
- **Criteria for making judgments** about proficiency that are consistent among raters
- **Specific and actionable feedback** from colleagues and supervisors focused on improving proficiency
- **Summative evaluations** of proficiency and determination of performance levels



The seven steps of the FSLA are described below:

Step 1: Orientation (August): The orientation step will occur at the start of a new school year, or at the start of a new assignment as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation will occur. The orientation step will include:

- An orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, and applicable State Board of Education rules, Race to the Top (RTTT) requirements, and district specific expectations that are subject to the evaluation system.
- All leaders and evaluators will have access to the content and processes that are subject to the evaluation system. All leaders and evaluators have access to the same information and expectations. This will be provided by the leader's review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school leader is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the indicators in the district evaluation system. This is a "what do I know and what do I need to know" self-check aligned with the FPLS and the district evaluation system indicators.

Step 2: Pre-evaluation Planning (September): After orientation processes, the leader and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- The leader completes a self-assessment with specific identification of improvement priorities. These may be student achievement priorities or leadership practice priorities. The leader gathers any data or evidence that supports an issue as an improvement priority. This may include School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.
- The evaluator completes an initial assessment and articulates a perspective on strengths and growth needs for the leader and for student achievement issues at the school.

Step 3: Initial Meeting between evaluatee and evaluator (October): A meeting on "expectations" held between leader and supervisor to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain, Proficiency Areas, Indicators from evaluation system that will be focus issues are identified and discussed.
- Student performance measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP and district-supported initiatives are discussed.
- Such a meeting is typically face-to-face but may also be via tele-conference or phone. (Meeting issues can be clarified via texts and emails as appropriate.)
- Proposed targets for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice targets are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the leader's growth and the summative evaluation.

Step 4: Monitoring, Data Collection, and Application to Practice: Evidence is gathered, throughout the year that provides insights on the leader's proficiency on the issues in the evaluation system by those with input into the leader's evaluation.

- The leader shares with supervisor evidence on practice on which the leader seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on leader's actions or impact of leader's actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the leader, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the leader in a timely manner. Feedback may be provided face-to-face, via FSLA forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the leader participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between evaluatee and evaluator (February): At a mid-year point, a progress review is conducted.

- Prior to the progress review, the leader completes a self-assessment with identification of specific areas of improvement or deficiency.
- The evaluator prepares a Mid-year assessment, taking into consideration evidences and observations gained during Step 4 and the self-assessment submitted by the leader.
- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators, which the evaluator has identified for a specific status update, are reviewed. (The leader is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)
- The leader is prepared to provide a general overview of actions/processes that apply to all domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the leader wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Any actions or inactions, which might result in an unsatisfactory rating on a domain or proficiency area if not improved, are communicated.
- Any indicators for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- *FSLA Feedback and Protocol Form* (or district equivalent) is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a consolidated performance assessment: The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- The leader completes a self-assessment with identification of specific areas of improvement or deficiency and submits it prior to the Year-end Meeting.
- Consider including relevant and appropriate evidence by any party entitled to provide input into the leader's evaluation.
- Review evidence on leader's proficiency on indicators.

- Use accumulated evidence and rating on indicators to rate each proficiency area.
- Consolidate the ratings on proficiency areas into domain ratings.
- Consolidate Domain ratings, using FSLA weights, to calculate an FSLA score.

Step 7: Year-end Meeting between evaluatee and evaluator (May): The year-end meeting addresses the FSLA score, the Deliberate Practice Score and Student Performance Measures.

- The FSLA score is explained.
- The leader’s growth on the Deliberate Practice targets is reviewed and a Deliberate Practice Score assigned.
- The FSLA Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Performance Measurement (SPM) score is known, inform the leader how the Leadership Practice Score and SPM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.
- If SPM score is not known, inform leader of possible performance levels based on known Leadership Practice Score and various SPM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform leader of district process moving forward.
- Review priority growth issues that should be considered at next year’s step 2 and step 3 processes.

Timeline and Due Dates:

Task	Principals	Assistant Principals
Orientation Meeting	8/24/17	8/31/17
Pre-Evaluation Planning	9/29/17	9/29/17
Initial Meeting	10/2/17	10/9/17
Mid-Year Progress Review Meeting	2/12/18	2/20/18
Year End Meeting	5/25/18	6/1/18

Additional Metric: Deliberate Practice Guidelines

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP) Proficiency Area(s) and Target(s) for School Leader Growth
<p><u>Deliberate Practice Priorities:</u> The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.</p> <ul style="list-style-type: none">• The target of a deliberate practice process describes an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery;• The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.• The evaluator monitors progress and provides feedback.• <u>The targets are “thin slices” of specific gains sought</u> – not broad overviews or long-term goals taking years to accomplish.• Deliberate practices ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation. <p><u>Relationship to other measures of professional learning:</u> Whereas FSLA indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader’s pursuit of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.</p> <p><u>Selecting Growth Targets:</u></p> <p>Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.</p> <p>Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).</p> <p>Growth target 3-4: Optional: additional issues as appropriate.</p> <ul style="list-style-type: none">• The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s). <p>The description of a target should be modeled along the lines of learning goals.</p> <ul style="list-style-type: none">• A concise description (rubric) of what the leader will know or be able to do• Of sufficient substance to take at least 6 weeks to accomplish• Includes scales or progressive levels of progress that mark progress toward mastery of the goal. <p>Rating Scheme</p> <ul style="list-style-type: none">• Unsatisfactory = no significant effort to work on the targets• Needs Improvement = evidence some of the progress points were accomplished but not all of the targets• Effective = target accomplished• Highly effective = exceeded the targets and able to share what was learned with others

Sample:

Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.

Scales:

Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.

Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher’s learning goals.

Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussion on how they align instruction and learning goals with course standards.

Deliberate Practice Growth Target

School Leader's Name and Position: _____

Evaluators Name and Position: _____

Deliberate Practice Growth Target (#) : (Indicator #)

() District Growth Target

() School Growth Target

() Leader's Growth target

Focus issue(s): Why is the target worth pursuing?

Growth Target: Describe what you expect to know or be able to do as a result of this professional learning effort.

Anticipated Gain(s): What do you hope to learn?

Plan of Action: A general description of how you will go about accomplishing the target.

Initial Goal Setting Meeting::

Current Level of Performance: (circle one)

Desired Level of Performance: (circle one)

HE E NI U

HE E NI U

School Leader Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Mid-Year Review: Progress towards fulfilling action plan

Mid-Year Level of Performance: (circle one)

HE E NI U

School Leader Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Final Review: Outcomes of action plan

Final Level of Performance: (circle one)

HE E NI U

School Leader Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

Scoring Guide for State Model Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

For Florida School Leaders being evaluated using the FSLA, the Florida state model for principal evaluation, the summative annual performance level is based on two factors:

- Student Performance Measures Score (SPM): The performance of students under the leader’s supervision represents 50% of the annual performance level. The specific growth measures used and “cut points” applied must conform to Florida Statutes and State Board rules.
- Leadership Practice Score: An assessment of the leader’s proficiency on the Florida Principal Leadership Standards (FPLS). This is based on two metrics:
 - The Florida School Leader Assessment (FSLA): A system for feedback and growth based on the leader’s work and impact of that work on others. The FSLA contributes 80% of the Leadership Practice Score.
 - Deliberate Practice (DP): Deep learning and growth on a few very specific aspects of educational leadership. The DP Score contributes 20% of the Leadership Practice Score.

Summary of Scoring Processes

1. Score Indicators	Based on rubrics in the “long forms”
2. Score Proficiency Areas	Based on average of Indicators
3. Score Domains	Based on average of Proficiency Areas
4. Score FSLA	Based on formula in this guide
5. Score Deliberate Practice Metric	Based on directions in this guide
6. Calculate Leadership Practice Score	Combine FSLA and Deliberate Practice Scores Based on formula in this guide
7. Calculate Student Performance Measure Score	Use district cut points for SPM
8. Assign Proficiency Level rating label	Combine Leadership and SPM scores

Section One: How to Score the FSLA

About the FSLA Scoring Process

The District (State) scoring model has these features:

- The performance labels used in Section 1012.34, F.S. for summative performance levels are also used in the FSLA to summarize feedback on domains, proficiency areas, and indicators:
 - Highly Effective (HE)
 - Effective (E)
 - Needs Improvement (NI)
 - Unsatisfactory (U)
- Direct Weighting: The FSLA score is based on ratings for each of four domains, but the system specifically gives added weight to Domain 2: Instructional Leadership: The weights are:
 - Domain 1: Student Achievement: 20%
 - Domain 2: Instructional Leadership: 40%
 - Domain 3: Organizational Leadership: 20%
 - Domain 4: Professional and Ethical Behavior: 20%
- Proficiency on Indicators leads to an FSLA Score.
 - Ratings on indicators are combined to generate a rating on each Proficiency Area.
 - Ratings on Proficiency Areas are combined to generate a Domain Rating.
 - Ratings on Domains are combined (using tables in this scoring guide) to generate a FLSA Score.

How to determine an FSLA Score.

Generating a score for the FSLA has four steps:

Rate each Indicator.

Start with judgments on the indicators. Indicators in each Proficiency Area are rated as HE, E, NI, or U based on accumulated evidence.

- The FSLA supports this indicator proficiency rating process with rubrics for distinguishing between the levels (HE, E, NI, or U) that are specific to the indicator.
- To guide the rating decision, illustrative examples of leadership actions and illustrative examples of impacts of leadership actions are provided.
- The rubrics for indicators and the illustrative examples are found in the “long forms” – the Data Collection and Feedback Protocols” posted on www.floridaschoolleaders.org (in the Learning Library, Resources Menu: Evaluation Resources – School Leaders).
- Ratings can be recorded on the long form or the short form (all FSLA forms and supporting resources are found on www.floridaschoolleaders.org).

Rating Labels: What do they mean?

The principal should complete a self-assessment by scoring each of the indicators. The evaluator also will score each of the indicators. In an end-of the year conference, their respective ratings are shared and discussed. The evaluator then determines a final rating for each indicator and, using the procedures in this scoring guide, calculates an FSLA score.

Indicator ratings:

When assigning ratings to indicators in the FSLA, the evaluator should begin by reviewing the indicator rubrics. These are “word-picture” descriptions of leadership behaviors in each of the four levels of leadership behavior— “Highly Effective”, “Effective”, “Needs Improvement”, and “Unsatisfactory.” The evaluator finds the level that best describes performance related to the indicator.

The rating rubrics provide criteria that distinguish among the proficiency levels on the indicator. The illustrative examples of Leadership Evidence and Impact Evidence for each indicator provide direction on the range of evidence to consider. The rating for each indicator is the lowest rating for which the “word-picture” descriptors are appropriate and representative descriptions of what was observed about the leader’s performance.

The ratings on the Indicators aggregate to a rating on the Proficiency Areas based on an average score. The ratings on the Proficiency Areas within a Domain aggregate to a Domain rating, based on an average score.

The FSLA rubrics are designed to give principals a formative as well as a summative assessment of where they stand in all leadership performance areas and detailed guidance on how to improve. While they are not checklists for school visits by the principal’s supervisor, they do reflect the key behaviors about which supervisors and principals should be conversing frequently throughout the year. Moreover, these behavioral leadership descriptions will form the basis for principal and supervisor coaching and mentoring sessions.

Distinguishing between proficiency ratings:

The “Effective” level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance. The previous rating system of “satisfactory “ and “unsatisfactory” does not provide any guidance as to where those who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

The “Highly Effective” level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to “Effective” in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with “deliberate practice.” In brief, the “Highly Effective” leader helps every other element within the organization become as good as they are. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

The “Needs Improvement” level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school leaders toward increasingly effective performance.

Performance at the “Unsatisfactory” level describe leaders who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

Calculate the FSLA Score.

- In Step One, proficiency ratings for indicators were made based on an assessment of available evidence and the rating rubrics.
- In Step Two, the average of the Indicator ratings, generate a rating for each Proficiency Area within a Domain.
- In Step Three, Domain ratings were generated. All of these steps were based on evidence on the indicators and scoring tables.

At the FSLA scoring stage the model shifts to a weighted point system. Points are assigned to Domain ratings, direct weights are employed, and scores are converted to a numerical scale. The following point model is used:

Table 10

DOMAIN RATING	POINTS ASSIGNED
A Domain rating of Highly Effective	3 points
A Domain rating of Effective	2 points
A Domain rating of Needs Improvement	1 point
A Domain rating of Unsatisfactory	0 points

The Domain points are multiplied by the Domain's direct weight: The rating is entered in column 2 ("Rating"), the points in column 3 ("Points"), and a weighted score calculated in column 5.

Table 11

Domain	Rating	Points	Weight	Domain Weighted Score
Domain 1: Student Achievement			.20	
Domain 2: Instructional Leadership			.40	
Domain 3: Organizational Leadership			.20	
Domain 4: Professional and Ethical Behavior			.20	

Example

Table 12

Domain	Rating	Points	Weight	Domain Weighted Score
Domain 1: Student Achievement	HE	3	.20	.6
Domain 2: Instructional Leadership	E	2	.40	.8
Domain 3: Organizational Leadership	HE	3	.20	.6
Domain 4: Professional & Ethical Behavior	NI	1	.20	.2

After a Domain Weighted Score is calculated, the scores are converted to a 100-point scale. This process results in a FSLA Score range of 0 to 300 Points.

Table 13 illustrates the conversion of a Domain Weighted value to a 100-point scale.

Example

Table 13

Domain	Rating	Points	Weight	Weighed value	Convert to 100-point scale	Domain Score
Domain 1 Student Achievement	HE	3	.20	.6	X 100	60
Domain 2 Instructional Leadership	E	2	.40	.8	X 100	80
Domain 3 Organizational Leadership	HE	3	.20	.6	X 100	60
Domain 4 Professional and Ethical Behavior	NI	1	.20	.2	X 100	20
FSLA Score						220

The Domain scores are added up and an FSLA score determined. The FSLA Score is converted to an FSLA rating of HE, E, NI, or U based on this scale:

Table 14

FSLA SCORE	FSLA Proficiency Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

The FSLA score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. Section Three provides scoring processes for Deliberate Practice.

The FSLA score will be 80% of the Leadership Score.

The Deliberate Practice Score will be 20% of the Leadership Practice.

(Note: If there is no Deliberate Practice or other additional metric at this time, then the FSLA score is the Leadership Practice Score.)

Section Two: How to Score Deliberate Practice

Deliberate Practice Score

- The DP score is 20% of the Leadership Practice Score.
- The DP metric will have 1 to 4 specific growth targets.
- Each target will have progress points (much like a learning goal for students).
- The targets will have equal weight and the leader's growth on each will be assessed as HE, E, NI, U.

Table 15

Scoring a DP Growth Target	Rating Rubrics
Highly Effective	Target met, all progress points achieved, and verifiable improvement in leader's performance
Effective	Target met, progress points achieved, impact not yet evident
Needs Improvement	Target not met, but some progress points met
Unsatisfactory	Target not met, nothing beyond 1 progress point

A DP Score has an upper limit of 300 points. Each target is assigned an equal proportion of the total points. Therefore, the points for each target will vary based on the number of targets.

Table 16

Number of growth targets	Maximum points per target	Maximum Point Range
One Target	300	300
Two Targets	150 (300/2)	300 (150 x 2)
Three Targets	100 (300/3)	300 (100 x 3)
Four Targets	75 (300/4)	300 (75 x 4)

Target values based on Rating (HE, E, NI, or U) and Number of Targets.

This chart shows the points earned by a growth target based on a rating Level (HE, E, NI, or U) **and** the total number of targets in the DP plan.

Table 17

Rating	Point values	If 1 target	If 2 targets	If 3 targets	If 4 targets
HE	Max points	300	150	100	75
E	.80 of max	240	120	80	60
NI	.5 of max	150	75	50	37.5
U	.25 if some progress	75	37.5	25	18.75
U	.0 if 1 progress stage	0	0	0	0

A DP score is based on ratings of the targets and the points earned for each rating.

Examples

If Two Growth Targets:

Table 18

DP Target	Rating	Points (based on table 17 – column 5) *
DP TARGET 1	HE	150
DP TARGET 2	E	120
DP Score (target score added together)		270

*** Points available vary based on total number of growth targets. Use Table 17 to select point values.**

Deliberate Practice rating

Table 19

DP Score Range	DP Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Summary

80% of the Leadership Practice Score is based on the Florida School Leader Assessment Proficiency Score.

20% of the Leadership Practice Score is based on the Deliberate Practice Growth Score.

Section Three How to Calculate a Leadership Practice Score

A. FLSA SCORE:

_____ X .80 = _____

B. Deliberate Practice Score:

_____ X .20 = _____

C. Add scores from calculations A and B above to obtain Leadership Practice Score = _____

Example:

FLSA score of 220 x .80 = 176

DP score of 230 x .20 = 46

Leadership Practice Score is 222.

Leadership Score Range	Leadership Practice Rating
241 to 300	Highly Effective
151 to 240	Effective
75 to 150	Needs Improvement
0 to 74	Unsatisfactory

Section Four How to Calculate an Annual Performance Level

Step 1: Enter Leadership Practice Score: _____

Step 2: Enter cut scores for Student Performance Measures using a 300-point scale: _____

Step 3: Add SPM score and Leadership Practice Score

LPS _____ + SPM _____ = _____
(Summative Score)

Example: SPM score of 212 + Leadership Practice score of 222 = 432 performance score

Performance score of 432 = rating of effective

Performance Score ranges	Performance Level Rating
480 to 600	Highly Effective
301 to 479	Effective
150 to 300	Needs Improvement
0 to 149	Unsatisfactory

Florida School Leader Assessment Data Collection and Feedback Protocol Forms for Domains 1, 2, 3 and 4

These forms provide guidance to school leaders and evaluators on what is expected regarding each indicator.

The forms provide:

- The text of all Proficiency Areas and FSLA indicators
- Rubrics to distinguish among proficiency levels
 - A generic rubric that applies to each indicator and
 - An indicator specific rubric that applies to the individual indicator
- Narratives to assist in understanding the focus and priorities embedded in the FSLA
- Illustrative examples of Leadership Actions and Impacts on Others of Leadership Action that assist in understanding how the issue(s) in an indicator are observed “on the job”.
- Reflection questions to guide personal growth

Domain 1 - Student Achievement

Narrative: Student achievement results in the student performance measures (SPM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on leadership behaviors that influence the desired student results.

Narrative: This proficiency area focuses on the leader's knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

<p>Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core Standards and Next Generation Sunshine State Standards).</p>
<p>Proficiency Area 1. <u>Student Learning Results</u>: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.</p>

Narrative: Standards-based instruction is an essential element in the state's plan of action for preparing Florida's students for success in a 21st century global economy. This indicator is focused on the leader's understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master.

Note: Every credit course has specific academic standards assigned to it. Common Core Standards and Next Generation Sunshine State Standards (NGSSS) assigned to each course are found at www.floridastandards.org.

Rating Rubric

<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>Every faculty meeting and staff development forum is focused on student achievement on the Common Core Standards and NGSSS, including periodic reviews of student work.</p> <p>The leader can articulate which Common Core Standards are designated for implementation in multiple courses.</p>	<p>The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards.</p> <p>The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.</p>	<p>Common Core Standards and NGSSS are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students.</p> <p>Assignments and activities in most, but not all courses relate to the standards in the course descriptions.</p>	<p>Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions.</p> <p>Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. Lesson plans are monitored for alignment with correct standards. Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. Common Core Standards shared by multiple courses are identified and teachers with shared Common Core Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Lesson plans identify connections of activities to standards. Teacher leaders' meeting records verify recurring review of progress on state standards. Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. Teachers routinely access course descriptions to maintain alignment of instruction with standards. Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 1.1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on the Common Core Standards or NGSSS?	How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to ensure that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

Narrative: This indicator addresses the leader’s proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision-making.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p>	<p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader’s agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 1.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are needed in order to improve student performance?</p>	<p>How do you verify that all faculties have sufficient grasp of the significance of student performance data to formulate rational improvement plans?</p>	<p>By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the instructional actions under the teachers’ control?</p>	<p>How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?</p>

Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader’s alignment of planning and goal setting with improvement of student achievement.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p> <p>Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.</p>	<p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements.</p> <p>Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.</p>	<p>Planning for improvement in student achievement is not evident and goals are neither measurable nor specific.</p> <p>The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Clearly stated goals are accessible to faculty and students. • Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals. • Leader’s presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals. • Leader’s presentations to parents focus on the school goals for student achievement. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Faculty members are able to describe their participation in planning and goal setting processes. • Goals relevant to students and teachers’ actions are evident and accessible. • Students are able to articulate the goals for their achievement, which emerged from faculty and school leader planning. • Teachers and students track their progress toward accomplishment of the stated goals. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p>			
<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 1.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements?</p>	<p>How will you monitor progress toward the goals so that adjustments needed are evident in time to make “course corrections?”</p>	<p>How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?</p>	<p>How are other school leaders implementing planning and goal setting?</p>

Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

Rating Rubric

<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but also in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>Results on accomplished goals are used to maintain gains and stimulate future goal setting.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Accumulation and exhibition of student improvement results are inconsistent or untimely.</p> <p>Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> <p>The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.</p>	<p>Evidence of student improvement is not routinely gathered and used to promote further growth.</p> <p>Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The leader generates data that describes what improvements have occurred. • Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains. • Evidence on student improvement is routinely shared with parents. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers routinely inform students and parents on student progress on instructional goals. • Posters and other informational signage informing of student improvements are distributed in the school and community. • Team and department meetings' minutes reflect attention to evidence of student improvements. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 1.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?</p>	<p>How do you engage students in sharing examples of their growth with other students?</p>	<p>How do you engage faculty in routinely sharing examples of student improvement?</p>	<p>What processes should you employ to gather data on student improvements?</p>

Proficiency Area 2. Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.

Narrative: This proficiency area is aligned with Florida Principal Leadership Standard #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person’s job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

Indicator 2.1 – Learning Organization: The leader enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Note: Indicator 5.4 from Florida Principal Leadership Standard #5 addresses actual success in reducing achievement gaps.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school.</p> <p>There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the effective leadership practices learned from proficient implementation of the essential elements of a learning organization.</p>	<p>The leader’s actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students’ learning <u>and</u> closing learning performance gaps among student subgroups within the school.</p>	<p>The leader’s actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.</p>	<p>There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization.</p> <p>Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Principal’s support for team learning processes focused on student learning is evident throughout the school year. 		<ul style="list-style-type: none"> • Team learning practices are evident among the faculty and focused on performance gaps among student subgroups within the school. 	

<ul style="list-style-type: none"> Principal's team learning processes are focused on student learning. Principal's meeting agendas reflect student learning topics routinely taking precedence over other issues as reflected by place on the agenda and time committed to the issues. School Improvement Plan reflects a systemic analysis of the actionable causes of gaps in student performance and contains goals that support systemic improvement. The principal supports through personal action, professional learning by self and faculty, exploration of mental models, team learning, shared vision, and systems thinking practices focused on improving student learning. Dialogues with faculty and staff on professional learning goes beyond learning what is needed for meeting basic expectations and is focused on learning that enhances the collective capacity to create improved outcomes for all students. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Professional learning actions by faculty address performance gaps among student subgroups within the school. Performance gaps among student subgroups within the school show improvement trends. Faculty, department, team, and cross-curricular meetings focus on student learning. Data Teams, Professional Learning Communities, and/or Lesson Study groups show evidence of recurring meetings and focus on student learning issues. Faculty and staff talk about being part of something larger than themselves, of being connected, of being generative of something truly important in students' lives. There is systemic evidence of celebrating student success with an emphasis on reflection on why success happened. Teacher or student questionnaire results address learning organization's essential elements. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

Reflection Questions for Indicator 2.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
Has your leadership resulted in people continually expanding their capacity to create the results they truly desire? Is there evidence that new and expansive patterns of thinking are nurtured? Are the people who make up your school community continually learning to see the "big picture" (i.e. the systemic connections between practices and processes)?	Where the essential elements of a learning organization are in place and interacting, how do you monitor what you are creating collectively is focused on student learning needs and making a difference for all students?	What essential elements of a learning organization have supports in place and which need development? Understanding that systemic change does not occur unless all the essential elements of the learning organization are in operation, interacting, and focused on student learning as their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	What happens in schools that are effective learning organizations that does not happen in this school? How can you initiate work toward a learning organization by developing effective collaborative work systems (e.g., Data Teams, Professional Learning Communities, Lesson Studies)?

Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.

Narrative: “Climate” at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader ensures that the school’s identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school.</p> <p>Respect for students’ cultural, linguistic and family background is evident in the leader’s conduct and expectations for the faculty.</p> <p>The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students.</p> <p>School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students.</p> <p>Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background.</p> <p>Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.</p>	<p>Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernable subgroups that do not perceive the school climate as supportive of their needs.</p> <p>The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups.</p> <p>The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.</p>	<p>Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernable across the school population and there are no or minimal leadership actions to change school climate.</p> <p>Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed. • There are recurring examples of the leader’s presentations, documents, and actions that reflect respect for students’ cultural, linguistic and family background. • The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership. • The school’s vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented. • Professional learning is provided to sustain faculty understanding of student needs. • Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Classroom rules and posted procedures stress positive expectations and not just “do not’s.” • All student subgroups participate in school events and activities. • A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes. • Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being. • Walkthroughs provide recurring trends of high student engagement in lessons. • Student services staff/counselors’ anecdotal evidence shows trends in student attitudes toward the school and engagement in learning. • Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning. • The availability of and student participation in academic supports outside the classroom that assist student engagement in learning. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 2.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?</p>	<p>What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school?</p> <p>How could you share with your colleagues across the district the successes (or failures) of your efforts?</p>	<p>How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?</p>	<p>What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?</p>

Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. “Every child can learn” takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations.</p> <p>The leader benchmarks expectations to the performance of the state’s, nation’s, and world’s highest performing schools.</p> <p>The leader creates systems and approaches to monitor the level of academic expectations.</p> <p>The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student.</p> <p>The leader ensures that students are consistently learning, respectful, and on task.</p> <p>The leader sets clear expectations for student academics and establishing consistent practices across classrooms.</p> <p>The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p>	<p>The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations.</p> <p>The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.</p>	<p>The leader does not create or support high academic expectations by accepting poor academic performance.</p> <p>The leader fails to set high expectations or sets unrealistic or unattainable goals.</p> <p>Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • School Improvement Plan targets meaningful growth beyond what normal variation might provide. • Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed. • Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations. • Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for “raising the bar.” • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes. • Learning goals routinely identify performance levels above the targeted implementation level. • Teachers can attest to the leader’s support for setting high academic expectations. • Students can attest to the teacher’s high academic expectations. • Parents can attest to the teacher’s high academic expectations. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 2.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

Indicator 2.4 – Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards.</p> <p>There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data.</p> <p>Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation.</p> <p>Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>School level assessments are inconsistent in their alignment with the course standards.</p> <p>Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards.</p> <p>School level assessments are not monitored for alignment with the implementation level of the standards.</p> <p>No processes in use to analyze standards and identify assessment priorities.</p> <p>No high priority standards are identified and aligned with assessment practices.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used by the leader to communicate "current realities." • Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities. • Teacher schedule changes are based on student data. • Curriculum materials changes are based on student data. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Faculty track student progress practices. • Students track their own progress on learning goals. • Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 2.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?

Domain 2 - Instructional Leadership

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Proficiency Area 3. Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.

Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at <http://www.floridaschoolleaders.org>.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language.</p> <p>Teacher-leaders at the school use the FEAPs and common language.</p>	<p>The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs.</p> <p>Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation.</p> <p>The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>The leader uses the common language to enable faculty to recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.</p>	<p>The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs.</p> <p>The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language.</p> <p>There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common language but errors or omissions are evident.</p>	<p>There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations.</p> <p>The leader does not give evidence of being conversant with the FEAPs or the common language.</p> <p>The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.</p>

<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> • The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language. • School improvement documents reflect concepts from the FEAPs and common language. • The leader can articulate the instructional practices set forth in the FEAPs. • Faculty meetings focus on issues related to the FEAPs. • The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs. • The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Teachers are conversant with the content of the FEAPs. • Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs. • Teachers use the common language and attribute their use to the leader providing access to the online resources. • School level support programs for new hires include training on the FEAPs. • FEAPs brochures and excerpts from the common language are readily accessible to faculty. • Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs. • Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state’s adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by:

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida’s plan of action for educating our children for the 21st century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader’s proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state’s academic standards (Common Core, NGSSS, Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the “right stuff” (the state standards adapted based on data about student needs).

Note: Course descriptions and the standards for each course may be explored at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students.</p> <p>Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills.</p> <p>The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.</p>	<p>Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students.</p> <p>The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses.</p> <p>Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.</p>	<p>Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course.</p> <p>Instruction is aligned with the standards in some courses.</p> <p>Instruction is delivered in a rigorous manner in some courses.</p> <p>Instruction is culturally relevant for some students.</p> <p>The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.</p>	<p>There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects.</p> <p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The leader’s faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards. • School Improvement Plan goals and actions are linked to targeted academic standards. • The leader’s presentations to faculty on proficiency expectations include illustrations of what “rigor” and “culturally relevant” mean. • Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance. 		<ul style="list-style-type: none"> • Faculty members routinely access or provide evidence of using content from www.floridastandards.org • Faculty has and makes use of the list of standards associated with their course(s). • Activities and assignments are aligned with standards applicable to the course and those connections are conveyed to students. • Teachers can describe a school wide “plan of action” that aligns curriculum and standards and provide examples of how they implement that plan in their courses. • Teachers attest to the leader’s efforts to preserve instructional time for standards-based instruction. 	

<ul style="list-style-type: none"> Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance. School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant?</p> <p>What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?</p>	<p>In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards?</p> <p>How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?</p>	<p>What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels?</p> <p>How can your leadership in curriculum and instruction convey respect for the diversity of students and staff?</p> <p>How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students?</p> <p>What are ways you can ensure that staff members are aligning their instructional practices with state standards?</p>	<p>Where do you go to find out what standards are to be addressed in each course?</p> <p>How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction?</p> <p>Do you have processes to monitor how students spend their learning time?</p> <p>In what ways are you monitoring teacher implementation of effective, research-based instruction?</p> <p>In what ways are you monitoring teacher instruction in the state's academic standards?</p>

Indicator 3.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state’s adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubric to guide tracking progress toward student mastery.

Narrative: “Learning goals” is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates “scales” or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader’s proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Are celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at www.floridastandards.org, www.floridaschoolleaders.org, and www.startwithsuccess.org.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals.</p> <p>Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained.</p> <p>The leader routinely shares examples of effective learning goals that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of leaning goals in standards-based instruction.</p>	<p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state’s adopted student academic standards, is an instructional strategy in routine use in courses school wide.</p> <p>Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged.</p> <p>The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students.</p> <p>Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p>	<p>Specific and measurable learning goals with progress scales, aligned to the state’s adopted student academic standards in the course description, are in use in some but not most of the courses.</p> <p>Learning goals are posted/provided in some classes are not current, do not relate to the students’ current assignments and/or activities, or are not recognized by the students as priorities for their own effort.</p> <p>Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards.</p> <p>Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p>	<p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description.</p> <p>The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course).</p> <p>There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		
<ul style="list-style-type: none"> Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and be able to do. The leader’s practices on teacher observation and feedback routinely address learning goals and tracking student progress. The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy. 	<ul style="list-style-type: none"> Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students. Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates. Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals. 		

<ul style="list-style-type: none"> Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. Leader's communications to students provide evidence of support of students making progress on learning goals. Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school. Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Teacher documents prepared for parent information make clear the targeted learning goals for the students. Students are able to express their learning goals during walkthroughs or classroom observations. Students are able to explain the relationship between current activities and assignments and prior learning goals. Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression Methods of both teachers and students tracking student progress toward learning goals are evident. Celebrations of student success include reflections by teachers and students on the reasons for the success Teachers can identify the learning goals that result in the high levels of student learning. Other impact evidence of proficiency on this indicator
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?	What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?	To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?	What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?

Indicator 3.4 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to adjust as needed to enable students to access curriculum that supports the standards.

Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader’s actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p>	<p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook. School procedures for acquisition of instructional materials include assessment of their usefulness in helping students’ master state standards and include processes to address gaps or misalignments. Course descriptions play a larger role in focusing course content than do test item specification documents. Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description. Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content standards at various levels of implementation. NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description. Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards. Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text. Documents can be presented that inform of the alignment between curriculum resources and standards for the course. Teachers can identify supplementary material used to deepen student mastery of standards. Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters. Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do. 	

	<ul style="list-style-type: none"> • Results on student growth measures show steady improvements in student learning. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?	What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?	How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?	Do you know which standards are addressed in your curriculum?

Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs “assessment literacy” to address these questions. Where indicator 1.2 addresses the leader’s proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students’ achievement.</p> <p>Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p>	<p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p>	<p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards • Samples of written feedback provided to teachers regarding effective assessment practices. • Collaborative work systems’ (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes. • Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms. • Assessment rubrics are being used by the school. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers can describe interactions with the leader where effective assessment practices are promoted. • Teachers’ assessments are focused on student progress on the standards of the course. • Teachers attest to the leader’s efforts to apply knowledge and skills of effective assessment practices. • Teachers can provide assessments that are directly aligned with course standard. • Teachers attest to the leader’s frequent monitoring of assessment practices. • Student folders and progress tracking records reflect use of formative data. • Documents are in use that informs teachers of the alignment between standards and assessments. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 3.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data?</p> <p>What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty?</p> <p>How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement?</p> <p>In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?</p>	<p>How are you expanding your knowledge and/or skills of assessment literacy and data analysis?</p> <p>What strategies have you considered that would increase your interaction with staff concerning assessments?</p> <p>How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?</p>

Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader’s monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district’s teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Note: Indicator 3.1 is focused on the leader’s grasp of the FEAPs whereas this indicator focuses on monitoring the faculties’ grasp of the FEAPs. Indicator 4.2 is focused on the leader’s use of monitoring data to provide timely feedback.

Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader’s monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system.</p> <p>The leader shares productive monitoring methods with other school leaders to support district wide improvements.</p>	<p>The leader’s effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies.</p> <p>The leader’s monitoring practices are consistently implemented in a supportive and constructive manner.</p>	<p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement.</p> <p>The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.</p>	<p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system.</p> <p>Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Schedules for classroom observation document monitoring of faculty. • Records or notes indicate the frequency of formal and informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation. • Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices. • Agendas for meetings address faculty proficiency issues arising from the monitoring process. • The leader meets with teachers to provide feedback on their growth in proficiency on instructional strategies. • Leadership team agendas or memoranda focused on issues arising from monitoring. • Principal’s resource allocation actions are adjusted based on monitoring data. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring. • Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies. • Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process. • Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher’s classroom to meet student needs. • Data and feedback from school leader(s) generated from walkthroughs and observations are used by teachers to revise instructional practices. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 3.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency?</p> <p>How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?</p>	<p>How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?</p>	<p>How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?</p>	<p>How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?</p>

Proficiency Area 4: Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from “what is the current reality” of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Narrative: The focus of this indicator is on the leader’s actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized.</p> <p>A hiring process is clearly communicated including how staff is involved.</p>	<p>The leader relies on the district office to post notices of vacancies and identify potential applicants.</p> <p>Efforts to identify replacements tend to be slow and come after other schools have made selections.</p> <p>Interview processes are disorganized, not focused on the school’s needs, and do not improve from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p> <p>No coherent plan or process is employed to encourage quality staff to remain on the faculty.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The leader maintains an updated assessment of the instructional capacities needed to improve faculty effectiveness and uses that assessment in filling vacancies. • Samples of hiring documents (e.g., posting notices, interview questions with look/listen fors) that identify highly desirable instructional proficiencies needed in teacher applicants. • Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes. • The leader has an established record of retaining effective and highly effective teachers on the staff. • The leader has a systematic process for selecting new hires and reviews that process for its impact on faculty effectiveness. • Programs for new and transfer teachers that promote adjustment to the school culture and instructional responsibilities is provided. 		<ul style="list-style-type: none"> • Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served. • Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process. • Teacher leaders are involved in monitoring staffing needs and providing input to the leader. • Teachers new to the school can describe effective induction processes that had a positive impact on their adjustment to the school. • Teacher leaders (e.g. department heads, team leaders) can describe the instructional capacities needed in finding candidates to fill vacancies on the faculty. • Other impact evidence of proficiency on this indicator. 	

<ul style="list-style-type: none"> • Evidence that the leader has shared successful hiring practices with other administrators and colleagues within the district. • Other leadership evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 4.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What can be done to encourage quality teachers to stay with your school and quality applicants to seek to join the faculty?	What connections do you have to reach potential applicants other than the district's personnel office?	Have you gathered data about why teachers choose to leave your faculty? What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	At what point in the school year do you check on staff retention and estimate future staffing needs? In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause and effect relationships between professional practice and student achievement on those goals.

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p>	<p>There is no or only minimal monitoring that results in feedback on proficiency.</p> <p>Formal feedback, when provided, is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice. • Samples of written feedback provided teachers regarding prioritized instructional practices. • Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff. • The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning • School improvement plan reflects monitoring data analyses. • Evidence the leader has a system for securing feedback from teachers' specific to prioritized instructional practices. • The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the game") and providing specific and actionable feedback on instructional practices. • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a "yes-no" checklist approach. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers can attest to regularly scheduled formal and informal observations. • Teachers report recognition as team members and as individuals. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback. • Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. • Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback. • Feedback and evaluation data is used by teachers to formulate growth plans. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?</p>

Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.

Narrative: Teaching is a complex process. The “right thing to do” varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader’s proficiency in focusing faculty attention on improvement of those “high effect size” strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.

Note: Department lists of high-effect size strategies are posted at www.fldoe.org and www.floridaschoolleaders.org

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p>	<p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p>	<p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers’ expertise.</p>	<p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Professional learning supports on the high effective size strategies are readily available to faculty. • Samples of written feedback provided teachers high effect size instructional strategies. • Walkthrough and observation practices are designed to emphasize feedback on use of high effective size strategies. • School improvement plan includes actions to improve proficiency in high effect size strategies. • Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances. • Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of high effect size strategies. • The leader provides feedback that describes ways to enhance performance on high effect size strategies and reach the next level on same. 		<ul style="list-style-type: none"> • Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies. • Teachers report recognition as team members and as individuals for quality work on high effect strategies. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback on high effect size strategies. • High effect size strategies provided through various state and district initiatives are employed by teachers to whom the initiatives apply. • Departments routinely discuss their capacity to implement the high effect strategies applicable to their subject area. • Teachers are afforded opportunities to observe mentor teachers using the high effect size strategies. • Lesson study teams use the process to improve application of high effect strategies to the content of targeted lessons. 	

<ul style="list-style-type: none"> The leader manages schedules that enable teachers to make observational rounds or view video examples of other teachers using the high effect size strategies. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 4.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance on high effect size strategies and as well as the organizational performance?</p> <p>What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback on high effect size strategies that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them on high effect size strategies?</p> <p>To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused, and constructive feedback support teachers in improving their instructional practice?</p>

Indicator 4.4 - Instructional Initiatives: District supported state initiatives focused on student growth are supported by the leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives. Initiatives include:

- **Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
 - writing in response to text
 - text-based discussions with students
- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)
- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)
- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)]
- **Other District Supported Initiatives:** The school leader monitors the school and classrooms for comprehensive implementation of all other instructional initiatives supported by the district as relevant to this school.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader’s proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.

Note: District and FLDOE websites provide support and information about priority initiatives.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>The leader monitors teachers’ implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.</p>	<p>Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative.</p> <p>Reading Complexity and MTSS are routine instructional processes in all classes and at all levels of instruction. ESOL strategies are routinely employed with all ELL students.</p> <p>The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.</p>	<p>Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative.</p> <p>The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative’s implementation on student growth.</p>	<p>District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring.</p> <p>The leader is unaware of what state and district initiatives are expected to be implemented at the school.</p>

<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> • The initiatives being pursued are explicitly identified and access to supporting resources is provided. • Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives. • A Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) is fully implemented and the leader monitors regularly to sustain implementation. • The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective use of such strategies (e.g. ESOL strategies) • Reading Strategies from Just Read, Florida! are implemented. • The leader can identify all of the initiatives in use and describe how progress is monitored for each. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Classroom teachers describe how they implement the various initiatives. • Video exemplars that support implementing the initiatives are routinely used by faculty. • Online resources and technology supports that deepened understanding of the initiatives are used by faculty. • State or district web-based resources aligned with the initiatives are regularly accessed by faculty, • Teachers have participated in professional development associated with the initiative and implemented the strategies learned. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 4.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

Indicator 4.5 – Facilitating and Leading Professional Learning: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.

Narrative: Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Professional learning on-the-job is an essential aspect of effective schools. School leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader’s personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader’s role as a leader in professional development.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p> <p>Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>Focused professional development on priority learning needs is not operational.</p> <p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development. • Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development. • Schedules provide evidence of recurring time allocated for professional learning. • Technology is used to provide easy and recurring access to professional learning. • Budget records verify resources allocated to support prioritized professional learning. • Documents generated provide evidence that administrators are monitoring faculty participation in professional learning. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement. • Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus. • Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning. • Information on the availability of professional learning is easily accessible for faculty. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 4.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?</p>	<p>What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies?</p>	<p>As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs?</p>	<p>How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency at high effect size strategies?</p>

Indicator 4.6 – Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by:

- generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan,
- identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement),
- aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals,
- and using instructional technology as a learning tool for students and faculty.

Narrative: Faculty development has many aspects. This indicator addresses the leader’s proficiency at developing faculty capacity to implement culturally relevant differentiated instruction by aligning the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p>	<p>Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p>	<p>The leader attempts to implement all of the priority instructional needs without a plan for doing so.</p> <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.</p>	<p>Professional learning is typically “one size fits all,” and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documentation that professional learning is determined on the basis of student achievement and teacher competency data. • Evidence that professional learning includes culturally relevant instructional practices. • Faculty meetings focus on professional learning related to the schools’ instructional priorities. • The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning. • Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices. • Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities. • Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction. • The leader’s documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of 		<ul style="list-style-type: none"> • Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs. • Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning. • Teachers can articulate a process that helps them develop individualized learning plans. • Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan. • Teachers can identify their learning needs as they relate to student learning needs. • Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives. • Faculty can provide evidence of culturally relevant and differentiated instruction. • Other impact evidence of proficiency on this indicator. 	

students in the school and how instruction is adapted to improve student engagement in learning. • Other leadership evidence of proficiency on this indicator.	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected): Enter data here:	

Reflection Questions for Indicator 4.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	In what ways are professional learning opportunities linked to individual faculty needs?

Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.

Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the leader’s actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district’s teacher evaluation system and student performance measures, enable assessment of whether actual improvement in teacher’s proficiency is occurring.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines.</p>	<p>The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.</p>	<p>There is no evidence of improvement in student performance measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory.</p>	<p>The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership.</p>
<p>Student performance measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.</p>		<p>There is significant variation between teachers’ student performance measures and principal’s assessment of instructional practices.</p>	<p>There is no evidence of improvement in student performance measures for the majority of the teachers rated as needs improvement or unsatisfactory.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student performance measures and identifies those making demonstrable progress. • Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress. • Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members rated as needs improvement or unsatisfactory and can identify specific areas of improvement. • The leader tracks student performance data and teacher assessment data aligned to learning goals to track actual improvement in teacher performance and maintains records of the percentage of staff showing growth over time. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • The percentage of teachers rated highly effective increases. • The percentage of teachers rated effective increases. • The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases. • The percentage of teachers ranking at or above the district average on student performance measures increases. • The percentage of teachers with highly effective rating on high effect size instructional strategies increases. • Lesson studies produce revised lessons with improved student outcomes. • Tracking of learning goals produces data and trend lines showing improvement in teacher effectiveness. • State and district tests show improved student performance. • VAM scores in teacher assessment show improvement and trend lines show improvement in percentage of results based on VAM scores. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> Highly Effective</p>	<p><input type="checkbox"/> Effective</p>	<p><input type="checkbox"/> Needs Improvement</p>	<p><input type="checkbox"/> Unsatisfactory</p>
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			
<p>Enter data here:</p>			

Reflection Questions for Indicator 4.7

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How well aligned are your assessments of instructional practice with the results of student performance measures?</p> <p>In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?</p>	<p>How would you describe your efforts to improve instruction?</p> <p>In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?</p>	<p>How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways?</p> <p>What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?</p>	<p>How are you making a difference in the quality of teaching in your school?</p> <p>What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?</p>

Proficiency Area 5: Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student’s experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students’ preparation for fulfilling lives.

Indicator 5.1 – Student Centered: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.

Narrative: School leaders who monitor what students experience by being enrolled in the leader’s school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader’s responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district.</p> <p>Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p>	<p>The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions.</p> <p>Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.</p>	<p>The leader provides limited evidence that they create a safe school either in planning or actions.</p> <p>Collects data on curricular and extra-curricular student involvement.</p>	<p>The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise.</p> <p>Does not collect data on curricular and extra-curricular student involvement.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff. • Agendas, meeting minutes, etc., show recurring attention to student needs. • The leader’s documents reveal a pattern of examining student opportunities for achieving success • Leader has procedures for students to express needs and concerns direct to the leader. • The leader provides programs and supports for student not making adequate progress. • School policies, practices, procedures are designed to address student needs. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment. • Student questionnaire results reflect satisfaction with school attention to student needs and interests. • Counseling services and safe school programs (e.g. anti-bullying”) are implemented. • Tutorial processes are provided and easily accessible by students. • Teachers receive training on adapting instruction to student needs. • Extended day or weekend programs focused on student academic needs are operational and monitored • Parent questionnaire results reflect satisfaction with school’s attention to student needs and interests. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 5.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

Indicator 5.2 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where students are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p>	<p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students.</p> <p>Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success.</p> <p>Most grades and subject track student learning growth on priority instructional targets.</p> <p>MTSS operational across the grades and subjects.</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success.</p> <p>MTSS not operational.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Agendas, memorandum, and other documents provide direction on implementation of MTSS. • Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices. • The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters, announcements, websites, social media and face-to-face exchanges) • Leader solicits student input on processes that support or hamper their success. • Leader does surveys and other data collections that assess school conditions that impact student well-being. 		<ul style="list-style-type: none"> • Teachers' records reveal data-based interventions and progress monitoring. • Teacher-directed celebrations of student success identify causes of success. • Supplemental supports are provided in classes. • Faculty and student describe the leader as one who is genuinely committed to student success in school and life. • Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized. • Teacher and student tracking of progress results in data on student success. • Other impact evidence of proficiency on this indicator. 	

<ul style="list-style-type: none"> Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success. Other leadership evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 5.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports?</p> <p>How do you share effective continuous progress practices with other school leaders?</p>	<p>How do you enable teachers proficient at MTSS to share the process with other teachers?</p> <p>What continuous progress practices should be shared with the entire faculty?</p>	<p>How do you monitor instructional practice to assess the quality of implementation of MTSS?</p> <p>How do you monitor the impact of targeted supplemental supports?</p> <p>What barriers to student success are not being addressed in your school?</p>	<p>How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?</p>

Indicator 5.3 – Diversity: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.

Narrative: “Diversity practices” refers to the capacity of teachers and school leaders to recognize the many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instruction to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>	<p>The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students.</p> <p>The leader’s expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p>	<p>The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.</p>	<p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documents that support the use of diversity as an asset in the development and implementation of procedures and practices. • Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly. • Leader’s actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices. • School policies, practices, procedures that validate and value similarities and differences among students. • The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students. • Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community. • Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors. • The school provides an interactive website for students, parents, and the community designed to be “user friendly” and sensitive to diversity issues in the community, providing information of interest to various segments of the school community • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 5.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?

Indicator 5.4 – Achievement Gaps: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.

Narrative: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of individual students and student subgroups, indicator 5.4 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the subgroup(s).

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.</p> <p>Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p>	<p>Processes to minimize achievement gaps within all impacted sub-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.</p> <p>The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps.</p> <p>No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps.</p> <p>The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The leader uses statistical analyses identifying academic needs of sub-group members. • Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. • Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students. • The leader develops school policies, practices, procedures that validate and value similarities and differences among students. • Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement. • The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations. • Leader's take actions in aligning parent and community resources with efforts to reduce achievement gaps. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that implement those goals to impact individual students. • Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations. • Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels. • English language learners, and students with disabilities • Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement. • Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance. • Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement. • Lesson study groups focused on improving lessons to impact achievement gap. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Enter data here:

Reflection Questions for Indicator 5.4

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

Domain 3: Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

Indicator 6.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission.</p> <p>Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.</p>	<p>The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school's vision and mission impacts decision making.</p>	<p>The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.</p> <p>The leader produces little to no evidence of making decisions that are linked to the school's vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency. Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth. Documents showing the development and modification of teacher and student schedules are based on data about student needs. Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues. Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency. Other leadership evidence of proficiency on this indicator. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements. Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning. Team and department meeting minutes reflect student learning and faculty proficiency as priority issues. Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency. Principal's secretary prioritizes mail based on relation to student learning and faculty growth. Office staff handles routine events to protect leader's time for instructional and faculty development issues. Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?</p> <p>How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?</p>	<p>What system do you use to prioritize learning needs and empower faculty to create individual learning plans?</p> <p>How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?</p>	<p>What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?</p> <p>Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?</p>	<p>How should your awareness of learning, teaching, and student development inform decisions?</p> <p>How might you better align your decisions with the vision and mission of your school?</p>

Indicator 6.2 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.

Narrative: Problem solving is an essential support to decision making. The leader’s skill in using thinking skills and data to define problems and identify solutions is the focus here.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader’s evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader’s solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single “off the shelf” solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented. • A well-established problem-solving process can be described by the leader. • Data records reveal the range of problems addressed and after-implementation data collections. • Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers can personally attest to the problem-solving skills of the leader. • Teachers report a high degree of satisfaction with the problem-solving process established by the leader. • Teacher and/or students describe participating in problem solving led by the school leader. • Multi-tiered System of Supports (MTSS) is fully operational in classrooms. • Sub-ordinate leaders are engaged in data-based problem solving. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem-solving process?

Indicator 6.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.

Narrative: Decisions are made.... but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

Rating Rubric

<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and "sunsetting" in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	<p>The leader has a record of evaluating and revising decisions based on new data.</p> <p>Review of decision and follow-up actions are consistently timely.</p>	<p>The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.</p>	<p>There is little or no evidence of reflection and reevaluation of previous decisions.</p> <p>Sub-ordinate leaders are not encouraged to evaluate prior decisions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends. • Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions. • A well-articulated problem-solving process can be produced. • Principal's work schedule reflects time for monitoring the implementation of priority decisions. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data. • Teachers report confidence in the decisions being made by the leader. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 6.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you continue to clarify the decision-making process in a dynamic, changing environment?</p>	<p>Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?</p>	<p>What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?</p>	<p>When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?</p>

Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader's capacity to share the "right stuff" and distribute decision making among other appropriate staff is the focus here.

Rating Rubric

<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.</p> <p>The leader encourages staff members to accept leadership responsibilities outside of the school building.</p> <p>The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.</p>	<p>The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.</p> <p>The leader supports the decisions made as part of the collective decision-making process.</p> <p>Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.</p>	<p>Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.</p> <p>Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.</p>	<p>There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.</p> <p>The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what. School improvement plan process reflects involvement by a variety of parties. Evidence of shared decision-making and distributed leadership is present in leader's memorandums, e-mails, and other communications. Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Sub-ordinate leaders and teacher leaders report meaningful roles in decision making. Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making. Teachers can identify which colleagues have a leadership or decision-making role in any given issue. Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal. Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 6.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>To what extent do you have a systematic process in place for delegating authority to subordinates?</p>	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	<p>What factors prevent you from releasing responsibilities to staff?</p>

Indicator 6.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general “pro-technology” standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader’s use of technology to improve decision-making processes in several priority areas.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision-making process.</p> <p>The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.</p>	<p>Technology support for decision-making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> <p>Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.</p>	<p>Technology support for decision-making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p>	<p>There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.</p> <p>Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.</p> <p>Technology integration does not support data exchanges, project management, and feedback processes.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • School improvement plan reflects technology integration as a support in improvement plans. • Leader has a technology integration plan used to provide technology supports to the degree possible with available resources. • School website provides stakeholders with information about and access to the leader. • Technology tools are used to aid in data collection and analyses and distribution of data findings. • Evidence that shared decision -making and distributed leadership is supported by technology. • Technology used to enhance coaching and mentoring functions. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process. • Data from faculty that supports decision making and monitoring impact of decisions are shared via technology. • PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made. • Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 6.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?	Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school?	What factors prevent you from releasing responsibilities to staff?

Proficiency Area 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization’s capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

Indicator 7.1 – Leadership Team: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The participants in the school’s leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p>	<p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p>	<p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p>	<p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader’s direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Organizational charts identify the leadership roles and team members. • The leader has a system for identifying and mentoring potential leaders. • The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization. • Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development. • The leader’s communications to faculty and stakeholders reflect recognition of the leadership team. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. • Teachers at the school report that leadership development is supported and encouraged. • Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership. • Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities?</p> <p>How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?</p>	<p>How have you designed the school improvement process to develop leadership capacity from existing faculty?</p> <p>What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?</p>	<p>What process do you employ to encourage participation in leadership development?</p> <p>When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?</p>	<p>What process is available to you that help you screen and develop potential leaders?</p> <p>How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?</p>

Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p> <p>Clarity of the scope of delegated authority is inconsistent from one delegation to another.</p> <p>Actions taken by those to who tasks are delegated are sometimes overruled without explanation.</p>	<p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> <p>If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff. • The leader's processes keep people from performing redundant activities. • The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do. • Communications to delegated leaders provide predetermined decision-making responsibility. • Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project. • Delegation and trust are evident in personnel evaluations. • Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort. • Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. • Faculty and staff can cite examples of delegation where the leader supported the staff member's decision. • Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children. • Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 7.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	What factors prevent you from releasing responsibilities to staff?

Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school’s sub-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility.</p> <p>Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.</p>	<p>The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified.</p> <p>In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps.</p> <p>Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.</p>	<p>Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented.</p> <p>The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps.</p> <p>Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.</p>	<p>The leader takes little or no actions to establish a plan for succession management.</p> <p>Staff are hired to fill vacancies in key positions who do not possess the critical instructional capabilities required of the school, which compromises the school’s efforts to increase student academic achievement, and no processes to remedy the trend are taken.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities. • The leader has processes to monitor potential staff departures. • The leader accesses district applicant pools to review options as soon as district processes permit. • Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles. • Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles. • A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical competencies have been identified, and key contacts within the school community. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future. • Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions. • Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences. • Teachers can describe transparent processes for being considered for leadership positions within the school. • Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected:

Reflection Questions for Indicator 7.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices?</p> <p>What have you prepared to assist your successor when the time comes?</p>	<p>In what ways are you interacting with central office personnel to share highly effective succession planning practices with other leaders throughout the district?</p> <p>What are some of your strategies you have employed that help your school get work done during vacancy periods?</p>	<p>What are the key components of within your succession management plan?</p> <p>What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?</p>	<p>In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?</p>

Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

Rating Rubric

<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building.</p> <p>The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders.</p> <p>Leader has effective collegial relationships with most faculty and subordinates.</p>	<p>The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development.</p> <p>Relationship skills are employed inconsistently.</p>	<p>The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders. Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school. Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> Highly Effective</p>	<p><input type="checkbox"/> Effective</p>	<p><input type="checkbox"/> Needs Improvement</p>	<p><input type="checkbox"/> Unsatisfactory</p>
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 7.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?</p>	<p>What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?</p>	<p>In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?</p>	<p>How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?</p>

Proficiency Area 8. School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Narrative: This proficiency area aligns with Standard 8. A school is an “organization.” School leaders manage implementation of many rules, regulations, and policies. However, the “organization” is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build system thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget.</p> <p>The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Examples of projects that have been adjusted based on the input from a variety of sources. • Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance. • Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities. • School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress. • Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks. • School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?) 		<ul style="list-style-type: none"> • Reports that require teacher input are submitted on time and in compliance with expectations. • Sub-ordinate leaders’ records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates. • Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning. • School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations. 	

<ul style="list-style-type: none"> • Examples of “systems planning tools” (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time. • Tasks and reports for parties outside the school are monitored for timely completion. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Teachers are aware of time and task management processes and contribute data to them. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 8.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short-term situations and how much is proactive focused on creating capacity for continuous improvement.?</p> <p>Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?</p>	<p>To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks?</p> <p>How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?</p>	<p>How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school?</p> <p>How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?</p>	<p>What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources?</p> <p>How do you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?</p>

Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p>	<p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • School financial information shows alignment of spending with instructional needs. • Documents are provided to faculty that indicate clear protocols for accessing school resources. • School Improvement Plan and spending plans are aligned. • Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs. • Schedules and calendars for use of the facility reflect attention to instructional priorities. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development. • Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs. • Teachers can describe the process for accessing and spending money in support of instructional priorities. • Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 8.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader’s proficiency at providing that support.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p>	<p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p>	<p>The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p>	<p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • School financial information identifies resources employed in support of collegial learning. • Procedures for collegial groups to reserve rooms for meetings are provided to all faculty. • Protocol for accessing school resources to support collegial learning needs. • School Improvement Plan reflects role(s) of collegial learning teams. • Leader’s memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice. • Master schedules are modified to promote collegial use through common planning times. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement. • Lesson study groups, PLC’s, and other forms of collegial learning teams are operational. • School-wide teacher questionnaire results reflect teacher participation in collegial learning groups. • Teachers’ professional learning plans incorporate participation in collegial learning. • Department, team, or grade level meetings devote a majority of their time to collegial learning processes. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 8.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases in the quality of collegial processes?</p>	<p>To what extent are faculty and staff aware of your focus on collegial processes?</p> <p>How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?</p>	<p>Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development?</p> <p>What did you learn from that experience and how did you apply lessons from it?</p>	<p>When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?</p>

Proficiency Area 9. Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:

- **Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;**
- **Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and**
- **Recognizing individuals for good work; and maintaining high visibility at school and in the community.**

Narrative: The “voice of the school” represents a core set of communication processes that shape perceptions about the school – the leader’s communications central among them. The leader must manage the “voice of the school” so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

Narrative: Skillful “speaking” is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader’s task.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students.</p> <p>There is evidence of the leader making use of what was learned in constructive conversations with others in the leader’s subsequent actions, presentations, and adjustments to actions.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/feedback and to inform instructional and leadership practices.</p> <p>The leader systematically communicates with diverse stakeholders about high achievement for all students.</p>	<p>The leader’s involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader “reaching out.”</p> <p>The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices.</p> <p>The leader’s communications with stakeholders about high achievement for all students are not carefully planned and implemented.</p>	<p>The leader’s visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school.</p> <p>The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices.</p> <p>The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Samples of communication methods used by the leader. • A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty. 		<ul style="list-style-type: none"> • Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. 	

<ul style="list-style-type: none"> • A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts. • Evidence of opportunities for families to provide feedback about students' educational experiences. • Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities). • Leader writes articles for school or community newspapers. • Leader makes presentations at PTSA or community organizations. • Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues. • The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Local newspaper articles report involvement of school leader and faculty in school improvement actions. • Letters and e-mails from stakeholders reflect exchanges on important issues. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 9.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?</p>	<p>What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?</p>	<p>How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community?</p> <p>What might be some of the things you are taking away from this experience that will influence your communication practice in the future?</p>	<p>How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?</p>

Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the “school leader’s two step.” Having clear goals and expectations is step one, communicating them so others can act on them is step two.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology.</p> <p>Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p>	<p>The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community.</p> <p>Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.</p>	<p>Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.</p> <p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida’s common language of instruction in aligning school goals and expectations with district and state initiatives.</p>	<p>Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form.</p> <p>The leader’s actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misguiding others.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals. School safety and behavioral expectations are accessible to all. Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided. School Improvement Plan is based on clear actionable goals. Leader is able to access Florida’s common language of instruction via online resources. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Faculty routinely access www.floridastandards.org to align course content with state standards. Staff survey results reflect awareness and understanding of priority goals and expectations. Parent survey results reflect understanding of the priority academic improvement goals of the school. Parents’ communications to the school reflect understanding of the goals and expectations that apply to their children. PTSA/Booster club operations and participation addresses support for school academic goals. Student survey results reflect understanding of goals and expectations that apply to the students. Sub-ordinate leaders use Florida’s common language of instruction. Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 9.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system?</p> <p>How does feedback from key stakeholder groups inform the work of the school?</p>	<p>How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?</p>	<p>How might you improve your consistency of interactions with stakeholders regarding the work of the school?</p> <p>Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?</p>	<p>What are your priority goals for school improvement?</p> <p>How do you know whether others find them clear and comprehensible?</p>

Indicator 9.3 – Accessibility: Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader’s goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21st century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups.</p> <p>The leader serves as the “voice of the school” reaching out to stakeholders and advocating for school needs.</p> <p>The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.</p>	<p>Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community.</p> <p>Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success.</p> <p>Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader’s time for instructional leadership and faculty development.</p>	<p>Leader’s actions to be visible and accessible are inconsistent or limited in scope.</p> <p>Limited use of technology to expand access and involvement.</p> <p>Leadership is focused within the school with minimal outreach to stakeholders.</p>	<p>Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school.</p> <p>Leader has low visibility to students, staff, and community.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Leader’s work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues. • Meeting schedules reflect frequency of access by various stakeholders. • Executive business partnerships engaging local business leaders in ongoing support of school improvement. • E-mail exchanges with parents and other stakeholders. • Websites or weblogs provide school messaging into the community. • Leader’s participation in community events. • Leader has established policies that inform students, faculty, and parents on how to get access to the leader. • Leader monitors office staff implementation of access policies to insure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary. • Sub-ordinate leaders’ involvement in community events where school issues may be addressed. • “User friendly” processes for greeting and determining needs of visitors. • Newspaper accounts reflecting leader’s accessibility. • Teacher and student anecdotal evidence of ease of access • Parent surveys reflect belief that access is welcomed. • Office staff handles routine requests for access in ways that satisfy stakeholders’ needs without disrupting leader’s time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 9.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How can you involve subordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than “good job.” It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others “by what methods” they may do the same.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school.</p> <p>Shares the methods that lead to success with other leaders.</p> <p>Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria.</p> <p>Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.</p>	<p>The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.</p>	<p>The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Faculty meeting agendas routinely include recognitions of progress and success on goals. • Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared. • Samples of recognition criteria and reward structures are utilized. • Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria. • Communications to community groups are arranged recognizing student, faculty, and school accomplishments. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers attest to the leader’s recognition of them as individuals and as team members. • Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements. • Teachers report that the leader uses a combination of methods to promote the accomplishments of the school. • Students report both formal and informal acknowledgements of their growth. • Bulletin boards or other media display evidence of student growth. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 9.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?</p>	<p>In what ways are you utilizing the recognition of failure as an opportunity to improve?</p> <p>How do you enable those that make progress to share “by what method” they did so?</p>	<p>How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice?</p> <p>What do you want to be most aware of as you make future plans in this area?</p>	<p>As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?</p>

Domain 4 - Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

<p>Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:</p> <ul style="list-style-type: none"> • staying focused on the school vision, • reacting constructively to adversity and barriers to success, • acknowledging and learning from errors, • constructively managing disagreement and dissent with leadership, • bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and • productive attitudes in the face of adversity.

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to “weather the storm(s)” to get quality results. It includes learning from mistakes and sticking with it until you get it right.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization.</p> <p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p> <p>The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.</p>	<p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> <p>The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision.</p> <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input.</p> <p>Improvement needs noted in the leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</p>	<p>The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.</p> <p>Some evidence of learning from mistakes is present.</p> <p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> <p>The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of improvement needs noted in previous evaluations, but has not translated them into an action plan.</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> <p>The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.</p> <p>Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.</p> <p>No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.</p>

<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> • The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. • The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. • The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions. • The leader recognizes and rewards thoughtful dissent. • The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. • The leader offers evidence of learning from dissenting views • Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights). • The leader accepts and implements leadership and policy with fidelity and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented. • Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization. • The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding. • Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity. • Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts. • Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth. • Faculty and staff describe the school leader as unwavering in commitment to raising student achievement. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

Reflection Questions for Indicator 10.1

Reflection Questions			
Highly effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional insights are you gaining about the challenges of reconciling points of view disagreements and fully supporting and executing organizational policy and leadership decisions?</p> <p>What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?</p>	<p>How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions?</p> <p>How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?</p>	<p>When or how is it appropriate to challenge policy and leadership decisions, if at all?</p> <p>What leadership practices, structures, and processes could you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?</p>	<p>How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff?</p> <p>What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?</p>

Indicator 10.2 – Professional Learning: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few “thin slices.” Indicator 10.2 is focused on the impact of the leader’s professional learning – does the leader’s learning result in improved performance?

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Performance improvements linked to professional learning are shared with other leaders thus expanding impact.</p> <p>The leader approaches every professional learning opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p> <p>The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.</p>	<p>The leader routinely shows improvement in areas where professional learning was implemented.</p> <p>The leader engages in professional learning that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization.</p> <p>The leader personally attends and actively participates in the professional learning required of teachers.</p> <p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.</p>	<p>The leader demonstrates some growth in some areas based on professional learning.</p> <p>The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation.</p> <p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p>	<p>There is no or only minimal impact of professional learning on the leader’s performance.</p> <p>The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals.</p> <p>Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The leader is an active participant in professional learning provided for faculty. • The leader’s professional growth plan includes professional learning topics that are directly linked to the needs of the school or district. • Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. 		<ul style="list-style-type: none"> • Teachers’ anecdotal evidence of the leader’s support for and participation in professional learning. • The frequency with which faculty members are engaged in professional learning with the school leader. • Changes in student growth data, discipline data, etc., after the leader’s professional development. • Teachers can articulate professional learning shared by the leader after the leader’s professional learning was implemented. 	

<ul style="list-style-type: none"> • Case studies of action research shared with subordinates and/or colleagues. • Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development. • Membership and participation in professional learning provided by professional organizations. • The leader shares professional learning with other school leaders. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 10.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What has been most effective in creating a focus on professional learning? How might you lead this effort across the district?</p> <p>How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?</p>	<p>To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings?</p> <p>How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole?</p> <p>How are you adjusting application when clear evidence of success is not apparent?</p>	<p>How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?</p>	<p>What steps can you take to participate in professional learning focused on school and district goals with your staff?</p> <p>What steps can you take to begin to apply professional learning to your daily work?</p>

Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.	There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.	The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.	Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success. Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live. The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success. Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Student results show growth in all sub-groups. Faculty members' anecdotal evidence describes a leader focused on and committed to student success. Parent and community involvement in student supports are plentiful and address the needs of a wide range of students. Student work is commonly displayed throughout the community. News reports in local media draw attention to positive actions of students and school. Other impact evidence of proficiency on this indicator. 	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 10.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in generating a community wide effort to insure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

Indicator 10.4 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

Rating Rubric

<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior.</p> <p>The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p>	<p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship.</p> <p>The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity.</p> <p>The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result, the leader adheres to the prescribed ethical conduct.</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles.</p> <p>There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident.</p> <p>The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p>	<p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • School improvement plan's focus on student success and evidence of actions taken to accomplish such plans. • School safety and behavioral expectations promoted by the leader for the benefit of students. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct. • Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community. • Parent or student questionnaire results. • Other impact evidence of proficiency on this indicator. 	

Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:

Highly Effective **Effective** **Needs Improvement** **Unsatisfactory**

Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.4

<p>Highly Effective: Leaders' actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?</p>	<p>What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?</p>	<p>How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?</p>	<p>In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?</p>

Florida's Common Language of Instruction DOE Form No. EQEVAL-2012-4 (www.fldoe.org/profdev/pdf/CommonLanguage.pdf)

Florida is in the midst of a historically significant paradigm shift in how public education works. A statewide systemic change process is underway that restructures our traditional way of thinking and working. One of the essential elements for this process is significant improvement in the quality of communication and collaboration among those engaged in collegial planning, problem-solving, consensus building, implementing and on-going, embedded professional development.

A "common language" is a tool of master practitioners in any profession that is used to facilitate effective communications about the essential concepts and practices of the profession. Consensus within a group of practitioners on the specific meaning of terms and expressions is used to provide feedback for improvement of proficiency on important job functions and in deepening understanding of the priority practices, standards, and goals of the profession.

The Common Language Project is a process for Florida's educators to refine our conversations in ways that increase the clarity of our exchanges and deepen our common understanding of the work in progress. A web-based repository of additional information on the common language is provided at www.floridaschoolleaders.org.

Terms are listed in alpha order on the website.

Improvement Plans

Individual school disaggregated evaluation data will be provided to each school in order to evaluate/analyze current school improvement plans to determine progress toward school improvement goals. This data will also be used to identify programs and strategies that are working and those that are not in order to update schoolwide goals and objectives. This same process will be used at the district level in order to update the district's Strategic Plan. The School District of Indian River County is currently in the process of linking data collection and analysis from evaluation and professional development through the LIIS that is under development. This data analysis will provide the district with the ability to link individual, school and district improvement plans as well as allows the district to focus professional development where the needs are the greatest. This will have the greatest impact on student achievement and also provide teachers with individualized professional development. This process is being used with our teachers and will be used with school leaders as well.

Annual Review by District

- School Leaders Evaluation Committee will review for fidelity of implementation using input from the supervisors and school leaders.
- School Leaders Evaluation Committee will review data analysis process for evaluating the effectiveness of this system and the data provided.
- During the 2012-13 school year, the school board established a procedure for annually reviewing instructional personnel and school administrator evaluation assessment systems to determine compliance and it was submitted to the FLDOE with board approval.



Section III – Strategies for Recruitment of African American Teachers

RECOMMENDATION 7: THE DISTRICT SUBMITS TO THE EQUITY COMMITTEE A MONTHLY REPORT OF EMPLOYMENT OF AFRICAN AMERICAN TEACHERS AND INSTRUCTIONAL STAFF TRACKED BY PRINCIPALS AND SCHOOLS EACH MONTH. REPORT SHOULD INCLUDE:

- NUMBER OF AFRICAN AMERICANS THAT APPLIED FOR POSITIONS
- POSITION EACH AFRICAN AMERICAN APPLIED FOR, IF INTERVIEW WAS GIVEN,
- RACE/ETHNICITY OF THOSE INTERVIEWED WITH AFRICAN AMERICAN FOR THAT POSITION, AND IDENTIFY PERSON HIRED, RACE/ETHNICITY OF PERSON HIRED, AND RATIONALE FOR PERSON HIRED.
- RATIONALE FOR NOT HIRING AFRICAN AMERICAN.
- SCORING SHEET FOR INTERVIEW AND QUESTIONS ASKED.
- NAMES OF PERSONS ON INTERVIEW/HIRING COMMITTEE AND RACE/ETHNICITY OF THOSE INDIVIDUALS.

SOME OF THE INFORMATION REQUESTED IS NOT PUBLIC RECORD. ALL OF THE INFORMATION REQUESTED IS MAINTAINED BY THE DEPARTMENT OF HUMAN RESOURCES THROUGH ITS FRONTLINE APPLICATION SYSTEM.

A MONTHLY REPORT IS AVAILABLE THAT SHOWS EMPLOYMENT OF AFRICAN AMERICAN TEACHERS AND INSTRUCTIONAL STAFF BY SCHOOL. PLEASE SEE SECTION 3.1 OF JOINT PLAN.



Section III – Strategies for Recruitment of African American Teachers

RECOMMENDATION 8: A YEARLY DETAILED REPORT OF THE RESOURCES (BUDGET, STAFF, ETC.) GIVEN FOR AFRICAN AMERICAN TEACHER AND INSTRUCTIONAL STAFF RECRUITMENT. A YEARLY EXPENSE REPORT FOR AFRICAN AMERICAN TEACHER AND INSTRUCTIONAL STAFF RECRUITMENT.

FOR THE 2020-2021 SCHOOL YEAR, A DETAILED REPORT OF RESOURCES AND EXPENSES WILL BE PUBLISHED QUARTERLY-COMMENCING IN OCTOBER 2020.



Section III – Strategies for Recruitment of African American Teachers

RECOMMENDATION 9: PARTNER WITH COMMUNITY ORGANIZATIONS, FRATERNITIES AND SORORITIES, IRSC FOR RECRUITMENT.

PLEASE SEE ATTACHED DOCUMENTATION OF COMMUNITY PARTNERS FOR THE 2020-2021 SCHOOL YEAR.

Subject Partnership for Teacher Academy and Teaching Pathway

Location

Start time Thu 9/17/2020 2:30 PM All day event

End time Thu 9/17/2020 3:30 PM

We have had members of our team need to change the date of our meeting. Please let me know if this date/time work for you. We can adjust it according to your schedules. The survey looks good and could go out to our staff when Beth is ready to send this out. I would like to look at the pathway of our high school students for the dual enrollment courses. Thank you!

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

From: Hofer, Beth <Beth.Hofer@indianriverschools.org>
Sent: Thursday, August 13, 2020 9:51 AM
To: Kelly Amatucci <kamatucc@irsc.edu>
Cc: Katie Nall <knall@irsc.edu>; Lord, Colleen <Colleen.Lord@indianriverschools.org>
Subject: FW: Proposed survey questionnaire

Good morning ladies!

I have reviewed the survey and made one edit.

We would love to have the survey come from IRSC and send out in early September.

We are excited to get the Teacher Academy up and going!

Also, would love to talk to you about having your education majors complete some of their internship hours through our Moonshot Academies afterschool! I am currently working with the Learning Alliance on some new recruiting programs!

Is there a good time the week of August 31st for us to have a TEAMS call?



BETH HOFER
Director of Recruitment, Retention and Professional Practices
School District of Indian River County
Beth.Hofer@indianriverschools.org

Follow @recruitSDIRC on TWITTER
772-564-3148

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

Reply Reply All Forward

KN Katie Nall <knall@irsc.edu> Hofer, Beth; Kelly Amatucci; Lord, Colleen
RE: Proposed survey questionnaire

Hello Beth,

Thank you for your email.

Yes, after Labor Day would be a good time for me to meet. We are in the throws of fall registration which will be hectic until Labor Day.



Katherine L. Nall, Ph.D.
Program Director
Mueller Campus
Indian River State College
Phone: 772-226-0167
E-mail: knall@irsc.edu www.irsc.edu
6155 College Lane, Vero Beach, FL 32966 – currently working from home



Thanks for bringing Moonshot to the EL Community

Dear Beth, Megan and Barbara,

Thanks so much for bringing your Moonshot community challenge to our Peer Assist

We had some competition (a good number in the community are feeling urgent about 'de-colonizing philanthropy', which hopefully will be good news for Teacher Town!). But if there was anyone I'd want to have in that conversation, it was Dre, Anne and Ray!

Dre told me that you got her thinking about what needs to happen in Detroit and I know she'll be interested in your progress (Andrea Anderson, Skillman Foundation aanderson@skillman.org <https://www.skillman.org/people/aanderson/>).

In her previous life before Skillman, she was pretty much nationally renowned for her ability to bring Theory of Change alive and into real practice. She is one of the most beloved characters in the field!

I am so inspired about what you're up to in the work now: transforming the whole community - once again!

I have NO doubt that you and the amazing angels in this community - once again - will make that happen and I'm so glad that Anne Starr will be interviewing you all at this time.

Please do keep us all posted on what happens along the way.

So very much appreciated!

Heidi



African American students have a **greater** need for teachers who are also culturally competent and skilled in cross-cultural communication and culturally responsive teaching. Help us build a stronger, more diverse, and more equitable community for **ALL!**

WHY SDIRC?

- One of America's Happiest Seaside Towns 2018 -Coastal Living
- Within 1.5 hours to Central Florida activities such as Disney World, Sea World, Universal Studios, Daytona Beach, Kennedy Space Center, cruise terminals and shopping.
- Comprehensive health coverage.
- SDIRC is a partner with [Career Source](#) to help family members find employment.
- Sunrises, not High Rises
- Tuition assistance towards a master's degree in leadership (please see program information).
- Administrative advancement opportunities.
- Workforce Housing Committee to bring better housing opportunities to new teachers!



All employees are respected & valued as part of an innovative workforce.

The Recruitment Team strives to promote diversity among our students by recruiting highly qualified minority teachers.

All students benefit from increased teacher diversity. Having at least one Black teacher early on reduces a Black student's likelihood of dropping out of school by up to 39%. When Black students have two Black elementary school teachers, they are 32% more likely to go to college.



For more information- please contact Beth Hofer
 Department of Recruitment and Retention 772-564-3148 Beth.Hofer@indianriverschools.org
 6400 57th Street, Vero Beach, Florida 32967