

Educational Leadership Philosophy:

High-quality teaching is the most powerful tool for helping students achieve high scholastic standards. Therefore, what happens in the classroom matters the most considering teachers have the greatest impact on student growth and achievement. With students at the heart of my educational leadership philosophy, I believe that a prosperous school community is only built and sustained through setting clear results-driven goals, creating a district culture of high expectations, leading with a sense of urgency, and promoting collaboration amongst all school stakeholders. The learning community that I aspire to lead will embody my educational leadership values of lifelong learning, academic excellence, servant leadership, professionalism, building and nurturing positive relationships, professional growth and development, open communication, organizational leadership, and most importantly a profound emphasis on teaching and learning.

Successful Professional Educator & Executive School Leadership Experience:

Professional Educator & Leadership Experience in Large & Midsized Suburban and Small Rural School Districts including: Pearland ISD, Fort Bend ISD, Spring Branch ISD, Hardin ISD, and Goodrich ISD. I also have collegiate level teaching experience at Houston Baptist University, specializing in School Law, Instructional Leadership & Evaluation, Communication & Public Relations, and School Business Management & Finance.

- Superintendent of Schools: **Goodrich ISD, Coldspring-Oakhurst CISD (Current)**
 - Assistant Superintendent: **Hardin ISD**
 - High School Principal: **Hardin ISD**
 - Junior High School Principal: **Hardin ISD**
 - Adjunct Professor: **Houston Baptist University (Graduate Level Courses)**
- Specializations:**
- School Law, Instructional Leadership & Evaluation, School Business Management & Finance, and Interpersonal Communication & Public Relations**
- Executive Director: District Middle School Summer School Program: **Spring Branch ISD**
 - Middle School Assistant Principal: **Spring Branch ISD, Spring Forest Middle School**
 - Middle School Teacher: **Fort Bend ISD, Sugar Land Middle School**
- Title: Special Education Teacher**
- Teaching Assignment(s):**
- Adaptive Behavior Unit Teacher**
 - 6th - 8th Grade Science Teacher (Resource)**
 - 6th - 8th Grade ELA Teacher (Resource)**
 - 6th - 8th Grade ELA Co-Teacher**
 - 6th - 8th Grade Math Co-Teacher**
- Accomplishments/Honors:**
- -**Campus Rookie of the Year (2006-2007) Fort Bend ISD, Sugar Land Middle School**
 - -**Campus Teacher of the Year (2010-2011) Fort Bend ISD, Sugar Land Middle School**
 - -**Assistant Principal Intern (2009-2011) Fort Bend ISD, Sugar Land Middle School**
 - Student Teacher: **Pearland ISD, Jamison Middle School & Pearland High School**
 - Substitute Teacher: **Pearland ISD**

SERVANT LEADERSHIP

As a servant leader, my educational administration philosophy and daily objective centers upon being overtly immersed in doing whatever it takes to help both students and teachers succeed in the classroom. Thus, I believe that a prosperous school community is only built and sustained through setting clear results-driven goals, creating a school culture of high expectations, leading with a sense of urgency, and promoting collaboration amongst all school stakeholders. Throughout my career, I have dedicated my time and energy towards honing and strengthening my educational leadership skills to thrive as a Superintendent by cultivating my dynamic organizational & instructional leadership skills in my role as a secondary school principal and district level executive. During this time, my primary focus has been geared towards utilizing my servant leadership skills to support teachers in order to enhance their instructional methods, focusing on teacher development and student growth, and coaching principals to heighten their effectiveness. By having a keen eye for and a profound understanding of what high-quality instruction looks like in the classroom, analyzing student performance data to measure growth and teacher effectiveness, cultivating school-student connectedness, and building positive relationships with all school stakeholders, I aspire to continue to serve as a change agent in optimizing instructional programs to bolster student achievement.

EQUITY

As an educational leader, I embrace the diversity present in our society, community, and schools. Thus, it is our responsibility to be innovative and proactive in our approach to find equitable solutions that provide the necessary resources and support structures vital to ensure that each and every student thrives in a supportive, positive, and engaging learning environment.

INSTRUCTION

What happens in the classroom is the most important work in our school system, and classroom teachers need robust instructional leadership support and access to meaningful professional development to meet the individual learning needs of all students. Effective instructional practices that are innovative, student-centered, research-based, and promote critical thinking have been proven to have a substantial impact on student learning. Also, teachers have the closest relationship with students, and we must acknowledge the powerful impact that teacher-student connectedness has on student attendance and achievement. Moreover, we must build upon these relationships and utilize them as a catalyst for driving results, and provide the necessary support systems to enhance them.

TEAMWORK & COLLABORATION

Effective teams are built on integrity, ethics, trusting relationships, and strong leadership leads to high expectations, accountability, and positive results. All school stakeholders must feel valued, involved in the decision-making process, and willing to work in partnership to learn, thrive, and achieve the goals and objectives of the campus/district. An environment that encourages open/honest conversations, productive problem-solving, effective conflict resolution, and collaborative effort will move the work of the team/organization forward.

STUDENT GROWTH & CONTINUOUS IMPROVEMENT

Results-driven practices lead to reflection and a realization of what is working, what needs to be improved, and what we need to do next. Learning from both our successes and failures is essential to identify and prioritize practices, and make adjustments/implement changes that will produce positive results across our school organization. As a district, we must use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.