



# Pioneer Valley Performing Arts Charter Public School

## Head of School Support & Evaluation Committee

Published on April 24, 2024 at 11:12 AM EDT

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### Date and Time

Monday May 6, 2024 at 7:00 PM EDT

### Location

HoSSEC Meeting

Monday, May 6 · 7:00 – 8:00pm

Time zone: America/New\_York

Google Meet joining info

Video call link: <https://meet.google.com/cfg-yvaw-dwz>

Or dial: (US) +1 385-645-1571 PIN: 431 679 434#

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
<b>A.</b> Record Attendance			1 m
<b>B.</b> Call the Meeting to Order			
<b>C.</b> Approve Minutes	Approve Minutes		5 m

	Purpose	Presenter	Time
<b>II. Presentation of Goals Evidence</b>			<b>7:06 PM</b>
The purpose of this section is to understand the context of the evidence presented.			
More information and/or documentation may be requested by committee members.			
<b>A.</b> Documents from the Portal will be shared with committee members prior to the meeting	Discuss	Brent Nielsen	45 m
<b>III. Closing Items</b>			<b>7:51 PM</b>
<b>A.</b> Outcomes & Next Steps	Discuss	David Potter	5 m
<b>B.</b> Adjourn Meeting	Vote		

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
2024\_03\_11\_head\_of\_school\_support\_\_\_evaluation\_committee\_minutes.pdf  
2024\_02\_12\_february\_head\_of\_school\_support\_\_\_evaluation\_committee\_meeting\_minutes.pdf

DRAFT



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### Head of School Support & Evaluation Committee

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#### Date and Time

Monday March 11, 2024 at 7:00 PM

#### Location

VIRTUAL MEETING

HoSSEC Meeting

Monday, March 11 · 7:00 – 8:00pm

Time zone: America/New\_York

Google Meet joining info

Video call link: <https://meet.google.com/etk-ajtu-ans>

Or dial: (US) +1 812-558-0638 PIN: 835 243 323#

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#### Committee Members Present

Avital Nathman (remote), Ben Sandri (remote), David Potter (remote), Maggie Solis (remote)

#### Committee Members Absent

Janice Pamphile

#### Guests Present

Brent Nielsen (remote)

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### I. Opening Items

#### A.



## Record Attendance

### B. Call the Meeting to Order

David Potter called a meeting of the Head of School Support & Evaluation Committee of Pioneer Valley Performing Arts Charter Public School to order on Monday Mar 11, 2024 at 7:06 PM.

### C. Approve Minutes

David Potter made a motion to approve the minutes from Head of School Support & Evaluation Committee Meeting on 01-08-24.

Avital Nathman seconded the motion.

The committee **VOTED** to approve the motion.

#### Roll Call

Maggie Solis	Aye
Janice Pamphile	Absent
David Potter	Aye
Avital Nathman	Aye
Ben Sandri	Aye

## II. Documentation of Goals Evidence

### A. Documents from the Portal will be shared with committee members prior to the meeting

Brent explains why there are no documents uploaded because it's been very busy. David asks him to share what things we will be seeing.

Diversifying Workforce Goal: Brent talks about a \$53k grant PVPA was approved for DEI training via Nemnet with dept leaders and admin that is responsible for hiring. There will be 2 different trainings, the first one will be in March. As far as advertising for jobs, they're also using banners to advertise in more diverse areas (like HBCUs) to link to jobs. Brent also talks about retention by paying for college courses and development to help folks get licensed (example of a long term sub). They're also planning to do a \$1k retention stipend for teachers who are still there at 4 years.

Brent brings up the 3/20 Curriculum Day he's been working on. That is where they will get into the new grading system. Brent talks about the process of getting it in done and how teachers can be involved and provide feedback to be a part of these changes. David asks if Ben has any thoughts on the whole process of change (some for it, some resistant, etc...). Ben offers feedback that folks are all over the place when it comes to change, but would like time and space for feedback and how it is exactly implemented - that the emphasis is on communication and how faculty feedback was incorporated. David talks about how transparency of leadership and inclusivity is part of the Strategic Action Plan, so this is all a part of it.

Maggie adds that there are other stakeholders who will be impacted, who would also like information, and that communication with them is important for the transparency piece.

Brent talks about his third goal and documenting the process for implementing their two interventions. They're transitioning to a different IEP and 504 platform (it will be housed in powerschool in the future - and they're looking to see how well they'll work for things like pre-referrals and interventions.

David proposes that Brent imbeds in his goals some sort of feedback loops (survey to staff or parents, etc...) so he can show the committee he's getting input. Especially since some goals are a bit more long term and may not have large outcomes just yet. But there should still be evidence along the way.

### **III. Leadership Survey Review**

#### **A. Uploading to the Portal**

Brent started it but hasn't finished it yet. David asks if he has a projected completion date and Brent says he can complete it by EOD 3/12.

David asks who will get a version of this survey.

Brent says: Marcy Connor, Thom Vreeland, Frank Newton, Emily Niemamn, Alison Miller, Loris Bjorkman Johnson, Tina Ersteen, and Trevor Bond will need to fill them out, as they are his direct reports.

Maggie left meeting at 7:37, Brent leaves meeting at 7:43.

June 11th is the board meeting, so June 10th is the last meeting this committee can have to complete to the review. David explains the process to Ben. He talks about the data we'll receive to create our report for the board and how we translate it.

Deadline: The last day for Brent to submit evidence is May 1st.

### **IV. Closing Items**

#### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:51 PM.

Respectfully Submitted,  
David Potter

DRAFT



# Pioneer Valley Performing Arts Charter Public School

## Minutes

### February Head of School Support & Evaluation Committee Meeting

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#### Date and Time

Monday February 12, 2024 at 7:00 PM

#### Location

This meeting will be VIRTUAL

HoSSEC Meeting

Monday, February 12 · 7:00 – 8:00pm

Time zone: America/New\_York

Google Meet joining info

Video call link: <https://meet.google.com/cru-nrqq-niu>

Or dial: (US) +1 901-609-8994 PIN: 931 003 490#

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#### Committee Members Present

Avital Nathman (remote), Ben Sandri (remote), David Potter (remote), Maggie Solis (remote)

#### Committee Members Absent

Janice Pamphile

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#### I. Opening Items

##### A. Record Attendance

##### B.

### **Call the Meeting to Order**

David Potter called a meeting of the Head of School Support & Evaluation Committee of Pioneer Valley Performing Arts Charter Public School to order on Monday Feb 12, 2024 at 7:03 PM.

### **C. Approve Minutes**

The minutes from the previous meeting were not attached to the agenda and will be approved at the next meeting.

## **II. Head of School Goals Discussion**

### **A. Review Goals, Evidence, & Timelines**

Brent has uploaded documents but they are not specific to his progress on current goals.

## **III. Board on Track Evaluation Portal & Survey Timing**

### **A. Uploading to the Portal**

The committee will get the survey out to Brent asap and then it should go to the admin team and the Board.

### **B. Evaluation Survey Timeline and Recipients**

Brent receives survey the week of February 12-16, and it should be completed by February 23.

Then it would go to the admin team to complete by March 1st.

The Board should complete the survey by the March board meeting (March 12).

## **IV. Closing Items**

### **A. Adjourn Meeting**

David Potter made a motion to Adjourn.

Ben Sandri seconded the motion.

The committee **VOTED** to approve the motion.

#### **Roll Call**

Maggie Solis	Aye
Ben Sandri	Aye
Janice Pamphile	Absent
David Potter	Aye
Avital Nathman	Aye

# Coversheet

Documents from the Portal will be shared with committee members prior to the meeting

<b>Section:</b>	II. Presentation of Goals Evidence
<b>Item:</b>	A. Documents from the Portal will be shared with committee members
prior to the meeting	
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Head_of_School_Evaluation_Goals_2023-2024_-_Updated_5-5-2024.pdf Teacher_Diversification_Grant_Award_Letter.pdf Teacher_Diversification_PLC_Project.pdf Workbook_from_NEMNET_Training.pdf Imlicit_Bias_Training_Workbook.pdf Teacher Recruitment.pdf PVPA_Looking_forward-_presentation_to_families.pdf PVPA_Looking_forward-_presentation_to_families__SPANISH_.pdf

## Head of School Evaluation Goals 2023-2024

Updated May 5, 2024

**Goal #1** - During the 2023-24 school year, PVPA will develop and implement a Student Support Team structure using a Multitiered System of Support (MTSS) model. (Accountability Plan: KDE #3; SOA Plan: Commitment 2, no. 2; SAP: Student Support, Goal 2; Commissioner Riley's Priorities for DESE leadership 2023-24, Strategic Objective 1)

- The Director of Student Services, Director of Curriculum and Instruction, and School Psychologist will collaborate to create a process for reviewing student data, identifying interventions, and tracking progress (Documents outlining the process will be uploaded to the evaluation portal in Board on Track)
  - First week of January 2024 - Head of School, School Psych, Dir. of Student Services, and Dir. of Curr and Instr. meet to establish a process
  - Second week of January 2024 - Admin introduces the concept to the Instructional Leadership Team at its monthly meeting
  - January/February 2024 - The Student Support Team attends grade-level meetings to provide training on special education law and the pre-referral process
- The Student Support Team will create forms that will be used to document the SST process (Brent will upload templates to the HOS Evaluation portal in Board on Track)
  - February 2024 - SST Process and procedural documents are added to a shared Google Drive for MTSS
- Teachers and counselors will be trained on the SST process
  - February through June - Head of School identifies MTSS training for Grade-level Leaders and Counselors to attend
- Grade-level teams will begin to use the SST process during bi-weekly meetings held during common planning time
  - March 2024 - The Student Support Team begins to attend monthly grade-level meetings to implement SST process

### Updated Progress (May, 2024)

- Changes to where student information related to health services, mental health interventions, section 504 accommodations, behavior interventions, and special education referrals have been solidified for the 2024-2025 school year. PVPA will be using modules in PowerSchool for all of this information making it easier for SST teams to access student data when assessing the need for interventions
- Grade-level teams including general education teachers, special education teachers, counselors, and admin are meeting at least monthly to examine data and discuss interventions.
- Interventions and student progress are documented using a standard form

**Goal #2** - During the 2023-24 school year, PVPA will continue its work to diversify its workforce. (SAP: Diversity, Equity, Anti-Racism, and Inclusion, Goal 1; SOA: Commitment 2, Goal 1; Commissioner Riley's Priorities for DESE leadership 2023-24, Strategic Objective 3)

- The Head of School and Chief Financial Officer will work together to provide incentives such as hiring bonuses and relocation fee reimbursement
- Administrators and department leaders responsible for reviewing resumes and conducting interviews will receive implicit bias and anti-racist training (evidenced through summaries and dates of training attended by admin and department leaders)
- PVPA will expand its reach with regard to job postings to reach a larger and more diverse audience (evidenced by screenshots of ads and lists of publications/lists/platforms where PVPA positions are published)

#### **Updated progress (May, 2024)**

- The Head of School applied for a Teacher Diversification grant through DESE. PVPA was awarded \$53,000 in January to provide incentives such as hiring bonuses, retention stipends, and tuition reimbursement for teachers. The grant also provided funding for staff training. The grant required the school to assemble a team to participate in a PLC run by the William James College Center for Behavioral Health, Equity, and Leadership in Schools.
- The Head of School assembled a team to participate in the PLC, including the CFO, Director of Curriculum and Instruction, Restorative Practices Coordinator, Vice President of the Board of Trustees, and the Head of School. The team attended three sessions (March, April, and May) and completed a final project which included a timeline of hiring task aimed at attracting a more diverse applicant pool for open positions at PVPA
- PVPA contracted with NEMNET Minority Recruiting to provide training sessions. One for the school's hiring managers (Loris, Frank, Alyson, Marcy, and Brent) focusing on recruitment strategies (4/2/24), and the other for department leaders and hiring managers focusing on the impact of implicit bias on diversity hiring (4/9/24).
- Updates were made in April, 2024 to the PVPA Career Center linked to our website that include the following statement: *PVPA is committed to becoming an anti-racist school and organization, continuously working towards inclusive practices in the hiring and retention of qualified staff, culturally responsive instruction and practices for students, and meaningful partnership with families and the wider community. We are an equal opportunity employer, and encourage qualified candidates of all backgrounds to apply. The successful candidate will share our commitment to equity, social justice and anti-racism.*

**Goal #3** - PVPA will implement changes to how student progress is communicated to students and their families. (SAP: Arts and Academic, Goal 2)

- The Director of Curriculum and Instruction and Technology Coordinator will coordinate to make changes to the PowerSchool student and parent portal view to make it easier to understand student progress - Completed (October 2023)
- Students will be given information about changes to the portal view and instructions to update their PowerSchool passwords - Completed (October 2023)

- Students will access their progress reports at grade meetings following the release of grades - Completed (November 2023 during grade meetings for students)
- Senior administrators will work with the Instructional Leadership Team (Department Leaders) to explore changes to the standards-based grading system currently used at PVPA (March through May 2024)
- The Instructional Leadership Team will share the new grading system with faculty during the last curriculum day of the 2023-24 school year

**Updated Progress (May, 2024)**

- Changes were made to the PVPA PowerSchool parent portal making it easier to view student progress at the beginning of the 2023-2024 school year.
- The PVPA administration worked with the Instructional Leadership Team (department leaders) to develop a new iteration of our standards based grading system. The system will be used beginning with the 2024-2025 school year. Alyson Miller, Director of Curriculum and Instruction, presented the new system at a family information session held in-person and virtually on April 10, 2024





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**MAURA T. HEALEY**  
GOVERNOR

**KIMBERLEY DRISCOLL**  
LIEUTENANT GOVERNOR

November 13, 2023

Dear Executive Director Icin,

Congratulations! We are pleased to notify you that Pioneer Valley Performing Arts Charter Public School has been awarded a FY24 Teacher Diversification Grant of \$53,503.

We want to thank you for your commitment to diversifying your teaching staff and creating a more inclusive school environment for everyone. Through this funding and your continued support, we hope to expand access to great educational opportunities in the Commonwealth.

Please reach out to Eric Washington at [Eric.M.Washington@mass.gov](mailto:Eric.M.Washington@mass.gov) if you have any questions.

Sincerely,

A handwritten signature in blue ink, reading "M. T. Healey".

GOVERNOR MAURA T. HEALEY

A handwritten signature in blue ink, reading "Kim Driscoll".

LT. GOVERNOR KIMBERLEY DRISCOLL



# RECRUITING AND HIRING PLAN

## May 1, 2024

Brent Nielsen, Head of School   Marcy Conner, Chief Financial Officer   Alyson Miller, Director Curriculum & Instruction   Trevin Bond, Restorative Practice Coordinator

#### **Option 4: Design Your Own: Diversity Hiring Plan for Spring 2024**

PVPA has struggled in the past to successfully hire and retain a diverse staff that reflects our student body. Through this PLC and other recruitment and retention professional development courses, the Administrative staff responsible for these efforts has been learning how to employ more successful strategies. In fact, several of the activities have helped us to identify where we need to target our recruiting efforts in order to attract a more diverse pool of applicants.

This option was attractive as we do not have a concrete set of recruitment activities that are mapped out and we took it further to develop an annual time line of activities and not just for the Spring of 2024. PVPA does not have a Director of Talent or a dedicated Director of Human Resources, as such, many of the activities are shared amongst the Senior Administration.

## RECRUITING AND HIRING TIMELINE

### **August – September**

- Review HR communications for sensitive and/or inclusive language
- Assess potential opening and opportunities (expected retirements or leaves)
- Identify/Review/Update contacts at colleges and universities
- Research any education and diversity specific career fairs, workshops and conferences

### **October – December**

- Make connections with colleges and universities
- Register and attend career fairs and conferences
- Research recruitment firms or agencies for one-off hiring and general best practices
- Continue to research ways to broaden recruitment efforts (places to post positions)
- Create and organize hiring materials and committees
- Research and identify professional development opportunities for hiring committees
- Create and distribute general hiring ads

### **January – March**

- Attend career fairs and conferences
- Evaluate diversity for needs and identify any areas of focus for hiring season
- During school budgeting process identify new positions and potential vacancies for next school year
- Communicate with college and university contacts
- Consider holding an open house for potential candidates and scheduling tours
- Cast the net – post all open or anticipated openings (Late March/early April)



# Inspired to Learn

## RECRUITING AND HIRING TIMELINE (Continued)

### **April – June**

- Continue to cast the net
- Review/screen candidate resumes and invite qualified applicant to apply
- Monitor hiring process – hiring committees, interviews and demo lessons
- Communicate with college and university contacts

### **July – August**

- For late vacancies – continue to cast the net, review/screen candidates and monitor the hiring process
- Senior Administration evaluates recruiting effectiveness and goals and makes changes



Inspired to Learn

Based on what you learned:

1. How did this process inform your next steps?

This process not only showed us where our staff diversity is not matching our student population but also where we are lacking in recruitment activities. Passive recruitment no longer works and will not reach enough people to attract the number of applicants necessary to result in the hire of diverse candidates. We also recognized that having a formal timeline of shared activities and regularly revisiting it will be the only way to make it not only a priority but general practice.

2. How will the team move the work of recruitment forward?

The Senior Administrative Team has already taken steps to move this work forward. The hiring season for the 2024-2025 school year is currently underway. We have updated our career center and job postings to be more inclusive and descriptive. Communications to applicants have also been updated as well as conducting actual recruiting by inviting applicants to apply for current job openings. Our next steps will be to do more research on where to post jobs to reach a diverse candidate pool and work to implement the annual recruiting and hiring plan.





# CASTING A BROADER NET

Unlocking the KEYS to Successful Diversity Recruitment



## Participant Workbook

## About Us

Established in 1994, NEMNET is a national resource organization that assists educational institutions in the recruitment and retention of diverse teachers and administrators. Each year, NEMNET serves over 350 schools, 2000 candidates of color and sponsors regional Diversity Career Fairs. NEMNET offers a variety of recruitment programs and services, all are designed to leverage technology to provide schools with greater exposure and access to qualified candidates of Color. NEMNET Consulting Group, to date, as part of its commitment to educating and empowering its member schools has lent its experience, research and insight to over 120 projects.

## About the Presenter

Warren Isaak Reid is the Founder and CEO of NEMNET Minority Recruitment, Inc. Established in Connecticut in 1994, NEMNET began as the New England Minority Network, a regional resource organization committed to helping schools in the identification, recruitment and employment of teachers and administrators of color. In just three short years, NEMNET expanded nationally and today, serves over 350 schools and assists over 2000 job seekers annually. Under his leadership, the brand has grown to now include; NEMNET.com, NEMNET Diversity Career Fairs, and NEMNET Consulting Group.

In his capacity as CEO, Warren has worked with hundreds of public and private schools in an effort to promote workplace diversity, equity and inclusion. Much of his work focuses on the recruitment and retention of diverse pools, cultivating communities of color and educating and training school boards and HR teams. He has served as a consultant to Harvard College, the National Association of Independent Schools [NAIS], STAPLES, Inc., and the NAACP. He regularly advises public and private school boards.

Born and raised in Brooklyn, NY, Mr. Reid is a graduate of Middlebury College, Columbia University Institute for Urban Education and the Harvard Graduate School of Education. At the age of 20, Warren began his independent school career as a Dewitt Wallace Reader's Digest Fund Teaching Fellow at the Pomfret School where he taught History, served as a three sport coach, student advisor, dormitory parent and Director of Multicultural Affairs.

Mr. Reid is a mentor, budding philanthropist, terrible golfer and honored member of the Omega Psi Phi Fraternity, Inc. . Warren is married and a proud parent of two teenagers: Langston [17] & Lena [15]. He has spent the last 10 years living abroad and currently lives in Zurich, Switzerland.



**1. Self/Needs Assessment:**

- \_\_\_ Have you defined your Mission as it relates to Diversity, Equity & Inclusion?
- \_\_\_ What are your short & long term Diversity Goals for Faculty, Staff and Administration?
- \_\_\_ What do the institutional images and messages [verbal and nonverbal] convey to the outside world?
- \_\_\_ Who or What is driving the change? And why?

**2. Human Resources:**

- \_\_\_ Who will own, manage and do the specific work of Diversity Recruitment?
- \_\_\_ Will it be an Individual Approach or Team Approach?
- \_\_\_ Who is responsible for Identification, Recruitment, Screening and Selection? Have they been educated and trained?
- \_\_\_ What measures are in place to document and store information, resources and contacts?

**3. Supply Resources:**

- \_\_\_ Where do you advertise and recruit? Are you reaching your target audience? How do you know?
- \_\_\_ Have you made a distinction between Majority and Minority specific resources?
- \_\_\_ What Minority "specific" Recruitment Firms can assist you in this process?
- \_\_\_ What Local, State, Regional and National "Diversity Rich":  
Colleges and Universities, Civic and Social Organizations, Resources and Programs can assist you in this process?
- \_\_\_ What is your Recruitment Radius? And should it be expanded?
- \_\_\_ How will you establish and institutionalize your supply network of resources and contacts?

**4. Financial Resources:**

- \_\_\_ What financial resources have been allocated to do the work?
- \_\_\_ What are the various costs associated with hiring Candidates of Color?
- \_\_\_ How can you leverage your diversity recruitment dollars to maximize your efforts and exposure?
- \_\_\_ Is there an established line item in your budget for diversity recruitment? If not, why not?

**5. Leveraging Technology & Social Media:**

- \_\_\_ What technologies, platforms and apps are you currently employing to assist in the recruitment process?
- \_\_\_ How can you make better use of technology to assist you in the recruitment process?
- \_\_\_ What Social Media platforms or apps are you using to assist in the recruitment process?
- \_\_\_ What "Diversity Specific" Social Media platforms or apps are you using to assist in the recruitment process?

**6. Evaluation and Accountability**

- \_\_\_ What does Short Term & Long Term success look like?
- \_\_\_ How will you know when you have achieved your goals and objectives?
- \_\_\_ How and When will you evaluate and measure your performance? And the performance of your Team Members?
- \_\_\_ Who will you hold responsible and accountable for unrealized goals?

## **I. COLLEGES, UNIVERSITIES & GRADUATE SCHOOLS**

Career Development Centers  
Office of Multicultural Affairs  
Teacher Education Department  
Student Organizations

## **II. CIVIC, SOCIAL & PROFESSIONAL ORGANIZATIONS**

National Urban Leagues /NAACP/Churches /Minority Chambers of Commerce  
Minority Fraternities and Sororities [National and Regional Chapters]  
Boys and Girls Clubs /Mentoring Programs

## **III. DIVERSITY SPECIFIC RECRUITMENT FIRMS**

## **IV. CAREER FAIRS**

Diversity Career Fairs  
Education Career Fairs

## **V. PRINT & RADIO MEDIA**

Minority Educator Magazine  
Black/Hispanic Enterprise  
Local Radio Station

## **VI. PERSONAL & INTERNAL NETWORKS**

Direct Email Distribution  
Parent/Alumni Groups

## **VI. SOCIAL MEDIA & ONLINE COMMUNITY**

Social Media and Networking Platforms [Facebook, Twitter, LinkedIn, etc.]  
Diversity List Serves  
School Website Employment Center  
Social Media and Networking Platforms [Facebook, Twitter, LinkedIn, etc.]  
Parent/Alumni Groups

**I. Colleges, Universities & Graduate Schools**


**II. Civic, Social & Professional Organizations**


**III. Diversity Specific Recruitment Firms**


**IV. Career Fairs**


**V. Media: Print/Radio**


**VI. Personal & Internal Networks**


**VII. Social Media & Online Community**


## **ALUMNI ASSOCIATIONS**

National INROADS Alumni Association (NIAA)  
 Hispanic Association of Colleges and Universities (HACU)  
 Prep for Prep  
 Steppingstone Foundation  
 A Better Chance (ABC)  
 Bell Foundation

## **COMMUNITY / POLITICAL / SPECIAL INTEREST/ FOUNDATIONS**

100 Black Men of America  
 Association of Kenyan Professionals in Atlanta (AKPA)  
 Congressional Black Caucus  
 Congressional Hispanic Caucus Institute (CHCI)  
 National Association for the Advancement of Colored People (NAACP)  
 National Coalition of 100 Black Women  
 National Urban League  
 National Association of Negro Business and Professional Women's Clubs  
 National Council of Negro Women (NCNW)  
 Boys and Girls Clubs of America

## **EDUCATIONAL / ACADEMIA**

African Studies Association (ASA)  
 California Association for Bilingual Education  
 National Alliance of Black School Educators (NABSE)  
 National Association of African American Studies & Affiliates  
 National Association of Colleges and Employers  
 National Association for Multicultural Education [NAME]  
 National Black Graduate Student Association

## **NATIONAL FRATERNITIES & SORORITIES**

Alpha Kappa Alpha Sorority  
 Alpha Phi Alpha Fraternity  
 Corazones Unidos Siempre/ Chi Upsilon Sigma National Latin Sorority  
 Delta Sigma Theta Sorority  
 Iota Phi Theta Fraternity  
 Kappa Alpha Psi Fraternity  
 Kappa Phi Gamma Sorority  
 Latinas Promoviendo Comunidad/Lambda Pi Chi Sorority  
 Omega Psi Phi Fraternity  
 Phi Beta Sigma Fraternity  
 Phi Iota Alpha Fraternity  
 Sigma Gamma Rho Sorority  
 Sigma Pi Phi Fraternity  
 Zeta Phi Beta Sorority

**Minority Magazines, Journals, and Publications:**

Black Enterprise Magazine

Black EOE Journal

Black Issues In Higher Education

DiversityInc

Diversophy.com

Ebony

Essence

Estylo

Hispanic

Hispanic Enterprise Magazine

Human Resource Planning

India Currents

Latina

Little India

Masala

Mira!

Native Peoples

Onyx Woman

Saludos Hispanos

Today's Black Woman

Tribal Employment Newsletter

Urban Latino

Vista

**Equal Opportunity Publications, Inc.** [<http://www.eop.com> ]

Equal Opportunity

Woman Engineer

Minority Engineer

CAREERS & the disABLED

Workforce Diversity For Engineering And IT Professionals

Hispanic Career World

African-American Career World

## GENERAL RESOURCES

**Diversity Link** [ <http://www.diversitylink.com> ]

Job listings and resume postings targeted for diversity candidates (women, persons from varied ethnic backgrounds, disabled candidates, etc.)

**HireDiversity** [ <https://www.ihirediversity.com> ]

National diversity recruitment service linking qualified entry-level to senior-level candidates with Fortune 500 companies and the government. It has separate news channels of interest to each different population, but the jobs listed are all in one job bank.

**IMDiversity.com** [ <http://www.imdiversity.com> ]

Sponsored by The Black Collegian, this is an excellent resource for all minority and diversity candidates, including women and the disabled. The many villages include resources and information specific for each group, and those without a separate village will find information in the global village.

**Minority Professional Network** [ <http://www.minorityprofessionalnetwork.com> ]

Focused on the minority professional this is a wonderful site with career, business, and lifestyle information. This organizations also psonors everal "offline" events throughout the US and abroad providing excellent net-working opportunities with real face-time!

**The Multicultural Advantage** [ <http://www.multiculturaladvantage.com> ]

"The Empowerment Community for People of Color." Career advice, employment resources, and much more, all targeted to persons of color.

**DiversityJobs.com** [ <https://www.diversityjobs.com/top-employers/> ]

Career resources, resume postings, company profiles, job listings, and much more to a diverse population. You can also check the schedule for career and job fairs in your area.

**American Institute for Managing Diversity** [ <http://www.aimd.org> ]

**Diversity Web, AACU** [ <https://www.aacu.org/resources/diversity-equity-and-inclusive-excellence> ]

**Society for Human Resources Management** [ <http://www.shrm.org/diversity> ]

## RESOURCES by ETHNIC GROUPS

### AFRICAN AMERICAN

**Black Collegian Online**
[\[ http://www.black-collegian.com \]](http://www.black-collegian.com)

The print publication for college students and professionals of color has extensive information, articles and other resource online.

**Black Voices**
[\[ http://www.blackvoices.com \]](http://www.blackvoices.com)

An online community for African Americans.

**Blackworld**
[\[ http://www.blackworld.com \]](http://www.blackworld.com)

An enormous international Internet directory designed primarily, but not exclusively, for black communities around the world.

**National Black MBA Association**
[\[ https://nbmbaa.org \]](https://nbmbaa.org)

A business organization which leads in the creation of economic and intellectual wealth for the African-American community.

### ASIAN AMERICAN

**Asian American Economic Development Enterprises, Inc. (AAEDE)**
[\[ https://aaede.info/ \]](https://aaede.info/)

A full-service nonprofit organization dedicated to economic self-help for Asian-Americans and others.

The organization lists job opportunities on its site by company name and links to additional resources for your search.

**National Association of Asian American Professionals**
[\[ https://www.naaap.org \]](https://www.naaap.org)

All-volunteer organization whose mission is to promote the personal and professional development of the Asian American community.

### INDIGENOUS / NATIVE AMERICANS

**American Indian Science and Engineering Society**
[\[ http://www.aises.org \]](http://www.aises.org)

Dedicated to the "building of community by bridging science and technology with traditional Native values."

It helps American Indian and Native Alaskan students prepare for careers in science, technology, engineering, and business.

**The Tribal Employment Newsletter**
[\[ http://www.nativejobs.org \]](http://www.nativejobs.org)

A recruitment tool for employers who want to increase their efforts to hire diverse populations.

**RESOURCES by ETHNIC GROUPS** [continued]

**HISPANIC/LATINO**
**Society of Hispanic Professional Engineers**

 [ <https://www.shpe.org/> ]

A social-technical organization whose primary function is to promote the development of Hispanics in engineering, science and other technical professions to achieve educational excellence, economic opportunity and social equity.

**Hispanic Online**

 [ <https://www.hispaniconlinemarketing.com> ]

A leading Web and America Online forum for Latinos living in the United States. The site offers job listings, chat rooms, message boards, and news, events, and issues of interest to the Latino community based on Hispanic magazine, a monthly for and about Latinos, with a national circulation of 250,000 and a readership of more than one million.

**iHispano.com**

 [ <http://www.ihispano.com> ]

The source for Latino careers online. Not strictly a US source, iHispano.com is operated by David Gomez & Associates, the largest Latino-owned search firm and a member of the Inc 500.

**LatPro**

 [ <http://www.latpro.com> ]

Dedicated to Hispanic and bilingual (Spanish/English and Portuguese/English) professionals since 1997. Several Fortune 100 companies use this site along with thousands of others.

**Saludos**

 [ <http://www.saludos.com> ]

A web site dedicated exclusively to promoting Hispanic careers and education, supported by Saludos Hispanos magazine. Information here includes a Career Center with job listings and an Education Center with announcements of internships, mentoring programs, and scholarship opportunities including articles from Saludos Hispanos Magazine.

**National Society of Hispanic MBAs (NSHMBA)**

 [ <http://network.nshp.org/group/NSHMBA> ]

The National Society of Hispanic MBAs is a non-profit organization which serves 28 chapters and 6,000 members in the U.S. and Puerto Rico. It exists to foster Hispanic leadership through graduate management education and professional development. NSHMBA works to prepare Hispanics for leadership positions throughout the U.S., so that they can provide the cultural awareness and sensitivity vital in the management of the nation's diverse workforce.



## **AUGUST - SEPTEMBER**

- Review publications, potential listings and announcements for sensitive and or inclusive language
- Assess potential openings and opportunities [Retirements, Expansion, Retrenchment]
- Identify/Review/Update contacts at local, state and regional Colleges, Universities and Graduate Schools
- Identify local, state and regional Education and Diversity Specific Career Fairs, Workshops and Conferences
- Develop PSA's [Public Service Announcements]
- Assemble and organize personnel and committees to do the "work"

## **OCTOBER - DECEMBER**

- Email Supply Network [Colleges, Universities and Graduate Schools, Civic and Social Orgs, Churches, etc.]
- Register & Attend local, state and regional Education and Diversity Specific Career Fairs and Conferences
- Register with Diversity Recruitment Firms, Agencies and Organizations
- Distribute PSA's [Public Service Announcements]

## **JANUARY - MARCH**

- Attend local, state and regional Education and Diversity Specific Career Fairs, Workshops and Conferences
- Post jobs with Diversity Specific Recruitment Resources and Agencies
- Email Supply Sources [Colleges, Universities and Graduate Schools, Civic and Social Orgs, Churches, etc.]
- Consider hosting an Open House or Zoom Town Hall for potential candidates
- Review/Screen Candidate Resumes
- Schedule candidate campus visits or Zoom Calls

## **APRIL - JUNE**

- Candidate visits and Interviews
- Review/Screen Candidate Resumes
- Email Supply Sources [Colleges, Universities and Graduate Schools, Civic and Social Orgs, Churches, etc.]

## **JULY - AUGUST**

- Review activity, budget, policies, procedures, performance and plan.



## SAMPLE Job Description #1

### Head of the Upper School

Fall Academy Charter Day School, K-12, Public Charter Day School located in Framingham, MA

#### Job Description:

Private Independent school seeks an energetic, creative, principled, visionary leader for its Upper School division. The Head of the Upper School is a senior administrator who reports directly to the Head of the School and who will serve on several committee that determine the direction of the Upper School and the school as a whole. The Upper School program, designed specifically to turn young adolescents into mature students able to succeed at the collegiate level, offers both structure and freedom.

The School enrolls about 620 students of which 22% are ethnic minorities.

The School has been recognized for its leadership in diversity and multicultural education. The School is fully committed to culturally diverse faculty and student body.

#### Qualifications:

BA Degree Minimum. 7-10 years of Independent School or related experience. An advanced degree is preferred. The ideal candidate will have previous administrative and teaching experience and the desire to continue classroom teaching. The school is eager to consider application from traditionally underrepresented groups. Our new Head of the Upper School will be; Our new Head of the Upper School will be;

- An enthusiastic and articulate advocate for the school's mission
- A public spokesperson for the Upper School Division.
- A superb written and oral communicator
- A person who believes in the critical importance of diversity in the life of a school
- A leader as well as a manager
- A student-centered educator

#### Contact Person:

Dr. John Williams, Head of School  
4654 Main St., Framingham, MA  
Phone: 508.805.0508 | Fax: 508.805.5555  
will@FACDS.org |

#### Application Notes:

In your cover letter, please indicate that you learned of this job from nemnet.com. Send Resume, Cover Letter and List of 3 References.

#### Website:

<http://www.FACDS.org>

4654 Main St., Framingham, MA | Phone: 508.805.0508 | Fax: 508.805.5555 | [jwill@FACDS.org](mailto:jwill@FACDS.org) | [www.FACDS.org](http://www.FACDS.org)



## SAMPLE *Job Description #2*

### Math Teacher

Fall Academy Charter Day School, K-12, Public Charter Day School located in Framingham, MA

#### **Job Description:**

Private Independent school seeks a upper school math teacher.

#### **Qualifications:**

BA Degree Minimum. 3-5 years of experience

#### **Contact Person:**

If interested, please send resume to: [jobs@FACDS.org](mailto:jobs@FACDS.org)

#### **Application Notes:**

#### **Website:**

<http://www.FACDS.org>

4654 Main St., Framingham, MA | Phone: 508.805.0508 | Fax: 508.805.5555 | [jwill@FACDS.org](mailto:jwill@FACDS.org) | [www.FACDS.org](http://www.FACDS.org)

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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# IMPLICIT BIAS:

## The Impact on Diversity Hiring



## Participant Workbook

## About Us

Established in 1994, NEMNET is a national resource organization that assists educational institutions in the recruitment and retention of diverse teachers and administrators. Each year, NEMNET serves over 350 schools, 2000 candidates of color and sponsors regional Diversity Career Fairs. NEMNET offers a variety of recruitment programs and services, all are designed to leverage technology to provide schools with greater exposure and access to qualified candidates of Color. NEMNET Consulting Group, to date, as part of its commitment to educating and empowering its member schools has lent its experience, research and insight to over 120 projects.

## About the Presenter

Warren Isaak Reid is the Founder and CEO of NEMNET Minority Recruitment, Inc. Established in Connecticut in 1994, NEMNET began as the New England Minority Network, a regional resource organization committed to helping schools in the identification, recruitment and employment of teachers and administrators of color. In just three short years, NEMNET expanded nationally and today, serves over 350 schools and assists over 2000 job seekers annually. Under his leadership, the brand has grown to now include; NEMNET.com, NEMNET Diversity Career Fairs, and NEMNET Consulting Group.

In his capacity as CEO, Warren has worked with hundreds of public and private schools in an effort to promote workplace diversity, equity and inclusion. Much of his work focuses on the recruitment and retention of diverse pools, cultivating communities of color and educating and training school boards and HR teams. He has served as a consultant to Harvard College, the National Association of Independent Schools [NAIS], STAPLES, Inc., and the NAACP. He regularly advises public and private school boards.

Born and raised in Brooklyn, NY, Mr. Reid is a graduate of Middlebury College, Columbia University Institute for Urban Education and the Harvard Graduate School of Education. At the age of 20, Warren began his independent school career as a Dewitt Wallace Reader's Digest Fund Teaching Fellow at the Pomfret School where he taught History, served as a three sport coach, student advisor, dormitory parent and Director of Multicultural Affairs.

Mr. Reid is a mentor, budding philanthropist, terrible golfer and honored member of the Omega Psi Phi Fraternity, Inc. . Warren is married and a proud parent of two teenagers: Langston [17] & Lena [15]. He has spent the last 10 years living abroad and currently lives in Zurich, Switzerland.

**We all have biases.** [Yes, even you!] Without formal training and practice, interviewers and their search committees may inadvertently allow their biases to impact the screening and selection processes. Interviewers must take precautions to ensure that their preconceptions don't overly color their judgment. Interviewers and their search committee can increase the likelihood of success by sticking to prepared and predetermined questions, increasing the diversity and members of their search committees, creating the time and "safe" place to check and confront each others biases. Practice will be the key. Here are some common examples of interviewer bias:

### **First impression error**

The interviewer makes snap judgments and lets his or her first impression (either positive or negative) cloud the entire interview. Example: Giving more credence to the fact that the candidate graduated from the interviewer's alma mater than to the applicant's knowledge, skills, or abilities is an example of the first-impression error.

### **Similar-to-me error**

Picking candidates based on personal characteristics that they share with the interviewer rather than job-related criteria.

### **Halo/horn effect**

The interviewer allows one strong point that he or she values highly to overshadow all other information. When this works in the candidate's favor, it is called the halo effect. When it works in the opposition direction, with the interviewer judging the potential employee unfavorably in all areas on the basis of one trait, it is called the horn effect.

### **Nonverbal bias**

Undue emphasis is placed on nonverbal cues that are unrelated to job performance. Example: Hair length or distracting mannerisms are good examples of nonverbal bias.

### **Contrast effect**

Strong candidates who interview after weak ones may appear even more qualified than they actually are because of the contrast.

### **Inconsistency in questioning**

Asking different questions of candidates. Example: Inconsistency in questioning might involve asking only Caucasian male candidates to describe their successes on previous jobs.

### **Negative emphasis**

Rejecting a candidate on the basis of a small amount of negative information. Research indicates that interviewers give unfavorable information roughly twice the weight of favorable information. Negative emphasis often happens when subjective factors like dress or nonverbal communication taint the interviewer's judgment.

### **Cultural noise**

The failure to recognize responses of a candidate that are socially acceptable rather than factual. Since the candidate wants the job, he or she will be reluctant to tell the interviewer unacceptable facts about himself or herself. The candidate may give responses that are "politically correct" but not very revealing. Example: An employer may comment, "I note that you are applying for a job that has a lot less authority than the job you currently hold. How do you feel about that?" The applicant might say that this is fine even though this is not the case.

### **Stereotyping**

Involves forming generalized opinions about how people of a given gender, religion, or race appear, think, act, feel, or respond. Example: Presuming that a woman would prefer a desk job over working outdoors is stereotyping.



**Questions about race and nationality**

**Questions about health and age**

**Questions about gender**

**Questions about sexual orientation**

**Questions about whether a person is married, single, separated, divorced, widowed or engaged**

**Questions about family status**

**Questions about family planning, number and ages of children, child care arrangements, spouse's employment, salary, travel schedule, whether applicant is "head of household."**

**Requiring an applicant to state age or date of birth or to provide proof of age**  
(This information can be obtained after hire.)

**Questions about medical history**

**General questions about whether person is disabled or the severity or nature of the disability**

**Questions about whether applicant rents or owns a home**

**Questions about Ancestry/birth place of applicant or spouse, parents or other relatives**

**Questions about religious denomination, affiliation, religious holidays observed**

**Questions about language skill unless it is a necessary job requirement**

**Questions about the "Type of discharge" from military**

**Requests for photo before hiring**

**Questions about credit ratings, financial status, car or home ownership**  
(Since they usually have little or no relation to job performance)

**Questions about all organizations the person belongs to; organizations which indicate race, color, creed, sex, marital status, religion, or national origin.**



How would you describe yourself?

What makes you unique?

Why do you want to work here?

What interests you about this role?

What motivates you?

Why should we hire you?

What are you passionate about?

Why are you leaving your current job?

What are your greatest strengths?

What are your greatest weaknesses?

What are your future aspirations?

Where do you see yourself in five years?

What did you like most about your last position?

What did you like the least about your last position?

What is your greatest accomplishment?

What is your teaching/leadership philosophy?

What commonly accepted view do you disagree with and why?

How would a good friend describe you?

What was the last big mistake you made?

What is your favorite movie of all time and why?

What are three skills or traits you wish you had?

What do you want to accomplish in the first thirty days of this job?

What is your greatest fear?

What is your least favorite thing about yourself?

What is your biggest regret and why?

If you had to get rid of any one US state, which would you choose and why?

What is your definition of diversity?

continued on next page

**NEMNET, est. 1994, is a national resource organization committed to assisting schools and organizations in the recruitment, development and retention of Teachers and Administrators of color.**

continued

**Why do you think diversity is important?**

**Describe a time where you had to work with someone culturally, racially, or ethnically different from you and any challenge it may have created and how you dealt with the situation.**

**How would you handle a situation in which someone made a sexist, racist, homophobic or otherwise prejudiced remark?**

**Sometimes there is a belief that a commitment to diversity conflicts with a commitment to excellence (i.e. we will have to lower our standards to achieve or accommodate diversity).**

**How would you describe the relationship between diversity and excellence?**

**In what ways do you feel it is appropriate to incorporate topics related to diversity and [your discipline] into the classes you teach? How would you do this?**

**Please tell us about an instance when you have demonstrated leadership or commitment to Diversity, Equity and Inclusion in your work.**

**What programs or initiatives have you been part of to [work with diverse populations] [address diversity issues], and specifically what was your role in those efforts?**

**Have you ever realized you had said or done something that may have been offensive to a [colleague] [student] [co-worker]? How did you respond to that realization and what was the outcome?**

**In your experience, what are the challenges faced by members of historically underrepresented groups [in the workplace] ?**

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## SAMPLE Job Description #1

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- A superb written and oral communicator
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Dr. John Williams, Head of School  
4654 Main St., Framingham, MA  
Phone: 508.805.0508 | Fax: 508.805.5555  
will@FACDS.org |

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## SAMPLE *Job Description #2*

### Math Teacher

Fall Academy Charter Day School, K-12, Public Charter Day School located in Framingham, MA

#### **Job Description:**

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#### **Qualifications:**

BA Degree Minimum. 3-5 years of experience

#### **Contact Person:**

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#### **Application Notes:**

#### **Website:**

<http://www.FACDS.org>

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Castro, Michael

[NNID#: 10242]

page 1 of 2

## PERSONAL INFORMATION

Address 1: 3 Sassafra Circle

Address 2:

City: Newtown State: Pennsylvania Zip:

Telephone #: [REDACTED]

Telephone #: ()

Email: mpcastro@earthlink.net

Email:

## Optional Information

Gender: Male

DOB: 1/1/1954

Ethnicity: Hispanic/Latino

OPA: : No

## EDUCATIONAL BACKGROUND

Secondary: North Plainfield High School

City: North Plainfield State: New Jersey

Independent/Private School: No

College 1: Princeton University

Grad. Year: 1976 Degree: BA

Major: Romance Languages (Spanish)

College 2: Rutgers University

Grad. Year: 1983 Degree: Ed. M

Major: Social Studies Education

Awards &amp; Honors: Kappa Delta Pi - academic honor society

College 3: University of Kansas

Grad. Year: 1992 Degree: JD

Major: Law

Awards &amp; Honors: Case note in Criminal Proced. Review

## EMPLOYMENT INTERESTS

1st Choice: History 9-12

2nd Choice: Foreign Languages - Spanish

3rd Choice: ESL/TESOL

4th Choice: English

5th Choice: All Administration

## Coaching/Sport Interest

Head Coach:

Assistant Coach: Soccer, Tennis

## Grade Level Interest

Grades 9-12, Higher Education

## Type of School

Public, Private, Day, Boarding, Small, Medium, Large, Rural, Urban, Boys, Girls, Co-Educational, Military, Episcopal, Quaker, Catholic, Jewish, Suburban, Charter

## DESIRED GEOGRAPHY

Willing to Relocate out of State: Yes

Willing to Commute: Yes

State(s): New Jersey, Pennsylvania, Massachusetts

Region(s): MidAtlantic, NewEngland, All

## SKILLS AND INTERESTS

Language: Spanish Professional Working Proficiency

Language: Italian Basic/Elementary Proficiency

Language: French Basic/Elementary Proficiency

## Certification Information

State(s): New Jersey

Subject(s): Social Studies; Spanish

Grade Level(s): K-12

Type(s): Certificates of Eligibility

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**Castro, Michael**

[NNID#: 10242]

page 2 of 2

**WORK EXPERIENCE**

<b>Teaching Experience:</b>	10+ Years	<b>Related Experience:</b>	10+ Years
<b>Administrative Experience:</b>	0-1 Years	<b>Private Sector Experience:</b>	5-7 Years
<b>Coaching Experience:</b>	0-1 Years		

**WORK HISTORY**

**Title:** Spanish Teacher **Employer:** School District of Philadelphia, PA **Dates:** 9/1/2008-8/1/2010  
Teaching of first and second year Spanish, high school grades 9-12.

**Title:** Full-Time Substitute Teacher **Employer:** North Plainfield, NJ, Public Schools **Dates:** 9/1/2003-6/1/2008  
Full-time substitute teaching, grades 7-12; all subjects, as needed. Also, substitute teaching in adult high school.

**Title:** Substitute Teacher **Employer:** Bucks County, PA, Public Schools **Dates:** 9/1/2010-Present  
Substitute teaching, grades 7-12; all subjects, as needed, with particular emphasis in Spanish, English, and Social Studies.

**Title:** Analyst **Employer:** National Security Agency **Dates:** 6/1/1984-1/1/1989  
Translating and editing of material related to international affairs.

**REFERENCES**

<b>Name:</b> Frank Fusco	<b>Name:</b> Mary Elizabeth O'Connor	<b>Name:</b> Dr. Ernest Jaeger
<b>Title/Position:</b> Middle School Supervisor of	<b>Title/Position:</b> High School Principal (retired)	<b>Title/Position:</b> Supervisor of English, Social
<b>Employer:</b> Plainfield, NJ, Public Schools	<b>Employer:</b> North Plainfield, NJ, Public Schools	<b>Employer:</b> North Plainfield, NJ, Public Schools
<b>Telephone #:</b> [REDACTED]	<b>Telephone #:</b> [REDACTED]	<b>Telephone #:</b> [REDACTED]
<b>Email:</b> [REDACTED]	<b>Email:</b> [REDACTED]	<b>Email:</b>

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Vuong, Nghia

[NNID#: 14926]

page 1 of 2

## PERSONAL INFORMATION

Address 1: 1 Hanson Pl, #17H

Address 2:

City: Brooklyn State: New York Zip: 11243

Telephone #: [REDACTED]

Telephone #: ()

Email: MITRPCV@hotmail.com

Email:

## Optional Information

Gender: Male

DOB: [REDACTED]

Ethnicity: Asian American

OPA: : No

## EDUCATIONAL BACKGROUND

Secondary: LaSalle College d'Adran de Dalat

City: Dalat State: International

Independent/Private School: Yes

College 1: NYU-Poly

Grad. Year: 2002 Degree: BS

Major: Aerospace

Awards &amp; Honors: graduated cum laude, Tau Beta Pi, Sigma Xi, Sigma

College 2: MIT

Grad. Year: 2004 Degree: MS

Major: Aeronautics and Astronautics

College 3: Teachers College-Columbia University

Grad. Year: 2004 Degree: MA

Major: Math Education

## EMPLOYMENT INTERESTS

1st Choice: Math 9-12

2nd Choice:

3rd Choice:

4th Choice:

5th Choice:

Coaching/Sport Interest

Head Coach:

Assistant Coach:

Grade Level Interest

Grades 9-12

Type of School

Private, Day, Boarding, Small, Medium, Large, Rural, Urban, Boys, Girls, Co-Educational, Military, Episcopal, Quaker, Catholic, Jewish, Suburban

## DESIRED GEOGRAPHY

Willing to Relocate out of State: No

Willing to Commute: No

State(s): New York

Region(s): MidAtlantic

## SKILLS AND INTERESTS

Language: Vietnamese Native/Full Proficiency

Language: French Professional Working Proficiency

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Vuong, Nghia

[NNID#: 14926]

page 2 of 2

## WORK EXPERIENCE

Teaching Experience: 10+ Years

## WORK HISTORY

Title: Head of the Math Dept.

Employer: Saint Joseph High School

Dates: 9/1/2009-Present

teach Integrated Algebra, Geometry, Algebra 2 Trigonometry, Pre-Calculus, and Calculus.

## REFERENCES

Name: Michele Smyth

Title/Position: Assistant Principal

Employer: Scholars' Academy

Telephone #:

Email: [REDACTED]

Name: Adnan Rahman

Title/Position: English teacher

Employer: Scholars' Academy

Telephone #:

Email: [REDACTED]

Name: Maysa Antonio

Title/Position: Math Teacher

Employer: Saint Joseph High School

Telephone #:

Email: [REDACTED]

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## Herndon-Brown, Shereem

[NNID#: 15314]

page 1 of 2

## PERSONAL INFORMATION

**Address 1:** 3251 Bunten Road**Address 2:****City:** Duluth **State:** Georgia **Zip:** 30096**Telephone #:** [REDACTED]**Telephone #:** ()**Email:** [REDACTED]**Email:**

## Optional Information

**Gender:** Male**DOB:** 9/1/1974**Ethnicity:** African American**OPA:** : Yes

## EDUCATIONAL BACKGROUND

**Secondary:** Westtown School**City:** Westtown **State:** Pennsylvania**Independent/Private School:** Yes**College 1:** Wesleyan University**Grad. Year:** 1996 **Degree:** BA**Major:** English and AFAM Studies**College 2:** Middlebury College**Grad. Year:** 2004 **Degree:** MA**Major:** English

## EMPLOYMENT INTERESTS

**1st Choice:** Admissions - Director**2nd Choice:** College Counseling - Director**3rd Choice:** Dean**4th Choice:** Athletic Director / Sports Manager**5th Choice:** Admissions - Associate Director

## Coaching/Sport Interest

**Head Coach:****Assistant Coach:** Baseball, Basketball

## Grade Level Interest

Grades 6-8, Grades 9-12

## Type of School

Private, Day, Boarding, Medium, Large, Episcopal, Quaker, Suburban

## DESIRED GEOGRAPHY

**Willing to Relocate out of State:** Yes**Willing to Commute:** No**State(s):** Pennsylvania, Georgia, District of Columbia**Region(s):** MidAtlantic, Southeast

## SKILLS AND INTERESTS

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**Herndon-Brown, Shereem**

[NNID#: 15314]

page 2 of 2

**WORK EXPERIENCE**

<b>Teaching Experience:</b>	3-5 Years	<b>Related Experience:</b>	10+ Years
<b>Administrative Experience:</b>	3-5 Years	<b>Private Sector Experience:</b>	7-10 Years
<b>Coaching Experience:</b>	1-3 Years		

**WORK HISTORY**

**Title:** CEO/Founder **Employer:** Strategic Admissions Advice, LLC. **Dates:** 6/1/2006-Present

Independently counsel students and families through the college admission process. Offer assistance on a variety of key components such as:

- Assessment of interests, strengths and weaknesses as they pertain to the college process
- Creating a personalized timeline outlining goals and objectives
- Transcript and curriculum review
- Identification of colleges that are strong matches based on academic record, standardized test scores, extra-curricular activities and legacy/athletic/artistic considerations

**Title:** Director of Middle and Upper School Admi **Employer:** Riverdale Country School **Dates:** 7/1/2005-6/1/2006

- Created and implement inventive marketing strategies to increase the visibility of the school
- Presented institutional history and admission information through school visits, Open Houses and orientation sessions
- Initiated the recruitment acquisition and enrollment of qualified students in grades 6-12
- Supervised an Associate Director of Admission, Admission Office Assistant and ten faculty interviewers
- Chaired Admissions Committee which evaluates the candidacy of applicants

**Title:** Associate Director of College Counseling **Employer:** Riverdale Country School **Dates:** 7/1/2002-6/1/2005

- Offered guidance on the college admission process and prepared college recommendation letters
- Website manager for newly instituted Naviance College Counseling Program

**Title:** Admission Officer/Transfer Student Coord **Employer:** Georgetown University **Dates:** 7/1/2001-6/1/2002

- Recruited and evaluated prospective students for first-year admission
- Worked with admissions liaisons from the four undergraduate schools to evaluate candidates for transfer and special student admission
- Provided institutional history and information through high school visits and orientation sessions
- Presented pertinent admissions information to prospective families in six cities in the Midwest with Admissions Officers from Harvard University, University of Pennsylvania and Duke University

**REFERENCES**

<b>Name:</b> Tamar Adegbile	<b>Name:</b> Marie Bigham	<b>Name:</b> Eric Mayer
<b>Title/Position:</b> Class Dean	<b>Title/Position:</b> Director of College Counseling	<b>Title/Position:</b> Upper School Principal
<b>Employer:</b> Harvard-Westlake School	<b>Employer:</b> Greenhill School	<b>Employer:</b> Westtown School
<b>Telephone #:</b> [REDACTED]	<b>Telephone:</b> [REDACTED]	<b>Telephone:</b> [REDACTED]
<b>Email:</b> [REDACTED]	<b>Email:</b> [REDACTED]	<b>Email:</b> [REDACTED]

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## Fox, Benjamin

[NNID#: 10188]

Last Updated: [REDACTED]

page 1 of 2

## PERSONAL INFORMATION

**Address 1:** 58 Summit Road**Address 2:****City:** Sparta **State:** New Jersey **Zip:** 07871**Telephone #:** (973) 300-8409**Telephone #:** ()**Email:** benfox\_school@yahoo.com**Email:**

## Optional Information

**Gender:** Male**DOB:** //**Ethnicity:****OPA:** : No

## EDUCATIONAL BACKGROUND

**Secondary:** Cardinal Hayes**City:** Bronx **State:** New York**Independent/Private School:** Yes**College 1:** Brooklyn College of CUNY**Grad. Year:** [REDACTED] **Degree:** BA**Major:** Science**College 2:** Fordham U Grad School of Education**Grad. Year:** [REDACTED] **Degree:** MS**Major:** Teaching - Pre-K - Elementary**College 3:** Fordham U Grad School of Education**Grad. Year:** 1[REDACTED] **Degree:** Other**Major:** Educational Administration / Supervision

## EMPLOYMENT INTERESTS

**1st Choice:** Division Head/Principal**2nd Choice:** Division Head/Principal of Lower/Elementary Sc**3rd Choice:** Division Head/Principal of Middle School**4th Choice:** Superintendent**5th Choice:** Superintendent - Assistant

## Coaching/Sport Interest

**Head Coach:****Assistant Coach:** Swimming

## Grade Level Interest

PreK to Grade 5, Grades 6-8

## Type of School

Public, Private, Small, Medium, Large, Rural, Urban, Suburban, Charter

## DESIRED GEOGRAPHY

**Willing to Relocate out of State:** Yes**Willing to Commute:** No**State(s):** New Jersey, New York, Delaware**Region(s):** MidAtlantic, MidAtlantic

## SKILLS AND INTERESTS

## Certification Information

**State(s):** NY & NJ**Subject(s):** Administration**Grade Level(s):** PreK - 8th**Type(s):** School Administrator, Principal, Supervisor

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**Fox, Benjamin**

[NNID#: 10188]

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**WORK EXPERIENCE**

<b>Teaching Experience:</b>	10+ Years	<b>Related Experience:</b>	10+ Years
<b>Administrative Experience:</b>	10+ Years	<b>Private Sector Experience:</b>	10+ Years

**WORK HISTORY**

**Title:** Chief School Administrator / Principal **Employer:** Institute for Excellence Charter **Dates:** 7/1/2011-6/1/2013

Provide leadership in all facets of administering a K- 5 public school with 480 students and 80 personnel by:

- Ensuring full participation of all instructional staff in arts integration / differentiated instruction and the implementation of the school's Inclusion Policy for all students.
- Developing programs that moved school towards achieving AYP within two years.
- Conducting individual and school-wide needs assessments for professional development and to prioritize training.
- Implementing a Student Support & Strategies Team for pre-CST classification involving BSI, I&RS, and 504 plans.

**Title:** Elementary Principal **Employer:** Robert Erskine Elementary School **Dates:** 9/1/2003-6/1/2005

Full responsibility for all aspects of administering a K-3 school of 320 students and 52 personnel through:

- Providing guidance in curriculum design / implementation / assessment (including Differentiated Instruction / Integrated Curriculum / PBL).
- Instituting Project Wisdom as the school's integrated character education program.
- Collaborating on PIPs with each teacher to ensure a common school-wide focus.
- Supporting / Guiding the PTO in their endeavors for fundraising, the use of funds and in other activities.

**Title:** Assistant Principal & Acting Principal **Employer:** Greenwood Lake MS (GLUFSD, NY) **Dates:** 7/1/1999-6/1/2001

Responsible for providing supervision / formal observations / administrative duties in a school of 640 students and 48 personnel in grades 3 – 8 by.

- Working closely / collaboratively with staff to redesign and to apply Writing Across the Curriculum.
- Assisting in developing a remedial / tutoring program that resulted in our school's moving from a rank of 13 (lowest) to that of 3 (in Orange County) in NY state assessment scores within one year.
- Devising / Implementing positive character education goals that resulted in a > 50% decrease in behavior referrals.

**Title:** Assistant Principal **Employer:** The Five-Six School (Hackensack) **Dates:** 8/1/2001-6/1/2003

Responsible for providing supervision / formal observations / administrative duties in a newly conceived and newly opened diversified, multicultural school of 750 students and 51 personnel in grades 5 and 6 through:

- Developing / Assessing curriculum goals in conjunction with Dr. Harvey Silver.
- Administering / Monitoring state and district assessments.
- Developing / Supervising the Summer School Program.
- Designing (in Microsoft EXCEL) a middle-school schedule for all students, emphasizing Math and Language Literacy & Enrichment.

**REFERENCES**

<b>Name:</b> John D. Pappas	<b>Name:</b> Christopher M. Lessard	<b>Name:</b> David Lamborne
<b>Title/Position:</b> Retired NJ Supt / Mentor	<b>Title/Position:</b> School Business Administrator/	<b>Title/Position:</b> (my former Principal at
<b>Employer:</b>	<b>Employer:</b> FRANKFORD TOWNSHIP BOARD	<b>Employer:</b>
<b>Telephone #:</b> [REDACTED]	<b>Telephone #:</b> [REDACTED]	<b>Telephone #:</b> [REDACTED]
<b>Email:</b> jpappas@rcn.com	<b>Email:</b> lessardc@frankfordschool.org	<b>Email:</b> davelamborne@hotmail.com

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**Moxley, Irese**

[NNID#: 14445]

Last Updated: 1/1/2024

page 1 of 2

**PERSONAL INFORMATION****Address 1:** 23937 Rancho Ct**Address 2:****City:** Valencia **State:** California **Zip:** 91354**Telephone #:** (661) 618-1413**Telephone #:** ()**Email:** moxis92@gmail.com**Email:****Optional Information****Gender:** Female**DOB:** 1/1/1962**Ethnicity:** African American**OPA:** : No**EDUCATIONAL BACKGROUND****Secondary:** Eastmoor High School**City:** Columbus **State:** Ohio**Independent/Private School:** No**College 1:** Columbus College of Art & Design**Grad. Year:** 1988 **Degree:** BFA**Major:** Retail Advertising**Awards & Honors:** Dean's List/President's List**College 2:** National University**Grad. Year:** 1990 **Degree:** M.Ed**Major:** Cross-Cultural Teaching**Awards & Honors:** Leadership Certificate/Academic Achievement**EMPLOYMENT INTERESTS****1st Choice:** Division Head/Principal of Upper/Secondary Sch**2nd Choice:** Division Head/Principal of Lower/Elementary Sc**3rd Choice:** Dean of Academic Studies**4th Choice:** Diversity Director/Multicultural Affairs**5th Choice:** Assistant Head/Assistant Principal of School**Coaching/Sport Interest****Head Coach:****Assistant Coach:****Grade Level Interest**

Grades 9-12

**Type of School**

Public, Private, Day, Small, Medium, Large, Urban, Co-Educational, Suburban, Charter

**DESIRED GEOGRAPHY****Willing to Relocate out of State:** Yes**Willing to Commute:** No**State(s):** California, California, New Jersey**Region(s):** California, California, MidAtlantic**SKILLS AND INTERESTS****Certification Information****State(s):** CA**Subject(s):** English**Grade Level(s):** PreK - Adult**Type(s):** Professional Clear

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**Moxley, Irese**

[NNID#: 14445]

page 2 of 2

**WORK EXPERIENCE****Teaching Experience:** 5-7 Years**Administrative Experience:** 10+ Years**WORK HISTORY****Title:** Director of Upper School **Employer:** Westmark School **Dates:** 8/1/2010-1/1/2012

- \*Evaluate and provide feedback to teachers to enhance curriculum delivery and a nurturing environment.
- \*Establish new goals for the curriculum according to the common core standards.
- \* Create and develop Student Education Plans to accurately reflect student profiles and the necessary accommodations.
- \*Meet weekly with Academic Counselors to discuss grade level activities, progress and concerns.
- \*Conduct individual meetings with teachers to establish professional, classroom, and school community goals.
- \*Contribute to the school community by directing Student Council activities, and attending school athletic events and performances.
- \*Oversee academic and activities budget for all upper school departments.

**Title:** Principal **Employer:** UHS Schools, Grand Terrace **Dates:** 9/1/2006-4/1/2009

- \*Oversee the academic, social and behavioral progress of students in grades K-12.
- \*Create a master schedule for all students.
- \*Establish and maintain a corrective reading program to help students reach reading potential.
- \*Monitor the academic progress of all students through AimsWeb testing.
- \*Create a nurturing environment that is conducive to learning and supportive of staff members.
- \*Align curriculum to state standards.
- \*Create trainings for teachers that adhere to Master Contract guidelines and enhance effectiveness.

**Title:** Director of Education **Employer:** Crittenton High School **Dates:** 2/1/2005-8/1/2006

- \*Oversee the academic and behavioral progress of pregnant and parenting teen mothers.
- \*Overall management of educational staff, office personnel, and school billing system.
- \*Alignment of curriculum with state standards and purchasing of textbooks in accordance with specific legislation.
- \*Organization and direction of Individualized Education Programs.
- \*Weekly staff development.
- \*Correspondence with Los Angeles Unified School District personnel, parents, and key residential facility staff members.

**Title:** Vice-Principal/Principal **Employer:** Valley High School **Dates:** 2/1/1997-2/1/2005

- \* Development of nonpublic school learning environment to adhere to district and state guidelines.
- \* Supervision of Intake and Referral process.
- \* Completion and direction of Individualized Education Programs.
- \*Testing and programming of all students.
- \*Management of students who transition to public school.
- \*Weekly staff development.
- \*Thorough communication with various school districts, parents and key group home staff members.

**REFERENCES****Name:** Muir Meredith**Title/Position:** Head of School**Employer:** Westmark School**Telephone #:** (XXXXXXXXXX)**Email:** mmeredith@westmarkschool.org**Name:** Pamela Bird**Title/Position:** Executive Assistant to CMO**Employer:** Pharmavite LLC**Telephone #:** (XXXXXXXXXX)1**Email:** PBird@pharmavite.net**Name:** Lori Zaragoza**Title/Position:** Director of Student Services**Employer:** Granada Hills Charter School**Telephone #:** (XXXXXXXXXX)**Email:** lzaragoza@ghchs.com

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This resource contains four items: [a blank template](#), two samples (one for an [organizer role](#) and one for an [administrative role](#)), and a sample rubric that is completely [filled out](#).

## Candidate Evaluation Rubric [Template]

Candidate:

Interviewer:

Date:

**Please rate candidate on scale of 1-4 based on whether they hit our bar in each specific must-have:**

- 4 = Solidly meets the bar  
3 = Yes, with some concerns  
2 = Evidence points to no  
1 = Big Red Flag in this area

*NOTE: The numbers are a rough guide—we care more about your impressions, questions, and thoughts on particular strengths and/or flags than we do about the numbers themselves; they're just a helpful shorthand. Ultimately, hiring managers will make final decisions weighing various needs and trade-offs.*

**One-sentence profile (from [Figuring Out the Role](#) worksheet):**

<b>Must-have</b> (These describe a 4. This is not the highest ideal; it's a description of the fundamentals on the theory that we can teach people beyond this.)	<b>1-4</b>	<b>Comments/Examples/Evidence</b> Please note 1-2 examples of what you observed; if you have questions or concerns, include those here.
<b>Must-have #1:</b> • • •		
<b>Must-have #2:</b> • • •		
<b>Must-have #3:</b> • • •		
<b>Must-have #4:</b> • • •		
<b>Other comments:</b>		
<b>Overall recommendation:</b>		



Other comments**Overall recommendation:**

## Candidate Evaluation Rubric – Admin Role [Sample Filled Out]

Candidate:Interviewer:Date:

**Please rate candidate on scale of 1-4 based on whether they hit our bar in each specific must-have:**

4 = Solidly meets the bar    3 = Yes, with some concerns    2 = Evidence points to no    1 = Big Red Flag in this area

*NOTE: The numbers are a rough guide—we care more about your impressions, questions, and thoughts on particular strengths and/or flags than we do about the numbers themselves; they're just a helpful shorthand. Ultimately, hiring managers will make final decisions weighing various needs and trade-offs.*

### One-sentence profile:

A highly efficient, detail-oriented person who has racial equity competency and is great with people.

<b>Must-have</b> <i>(These describe a 4. This is not the highest ideal; it's a description of the fundamentals on the theory that we can teach people beyond this.)</i>	1-4	<b>Comments/Examples/Evidence</b> <i>Please note 1-2 examples of what you observed; if you have questions or concerns, include those here.</i>
<b><u>Highly organized, motivated, and detail-oriented</u></b> <ul style="list-style-type: none"> <li>• Able to juggle competing demands and prioritize without sacrificing quality.</li> <li>• Already has, or can quickly create, a system for keeping details from slipping through the cracks (for self and team).</li> <li>• Notices errors that others might overlook and circles back to fix them; has a track record of leaving things better than they found them.</li> </ul>	4	<ul style="list-style-type: none"> <li>• Great instincts during the exercise, esp re: prioritizing.</li> <li>• I liked their idea about using tags to improve our system.</li> <li>• Note—there's a chance I might be biased, because they remind me of one of my favorite former co-workers.</li> <li>• Passed written exercise with flying colors!</li> <li>• Appreciated the anecdote about fixing a shipping error at their last job.</li> </ul>
<b><u>Relationship-building and reliability</u></b> <ul style="list-style-type: none"> <li>• Empathizes with communities we serve and is able to put people at ease, especially when there are cultural or communication differences.</li> <li>• Listens closely to understand people's needs or concerns. Identifies barriers and proposes ideas to improve access or experience.</li> <li>• Takes pride in providing clear, helpful information.</li> <li>• Welcomes feedback and can adapt to new ideas and priorities. Follows through on commitments.</li> <li>• Comes across as genuine and says what they mean. Builds authentic relationships with others based on mutual trust and respect across lines of difference, such as race, ethnicity, status, sexual orientation, ability, or gender identity.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Not a lot of experience in public or client-facing roles to draw from, so unclear how they problem-solve in real time.</li> <li>• Answers to our simulation questions show that they have the right attitude and can keep their cool when faced with a complaint or concern.</li> <li>• Asked questions to understand scenario better and integrated the info in their response.</li> </ul>



<b><u>Racial equity and inclusion experience, skills, and values</u></b> <ul style="list-style-type: none"> <li>• Deeply believes that racial equity and social justice are important and is comfortable talking about race, gender, and other identities in plain (non-euphemistic) and specific terms.</li> <li>• Recognizes ways that race and other identities intersect in the work, especially for communities we serve.</li> <li>• Continually able to hear, reflect, and act on feedback re: identity and equity with the aim to learn.</li> </ul>	2.5	I have some doubts about their ability to get beneath the surface of equity and identity issues, though they seem very open to learning. I'd like to hear more about how they see themselves improving/building on this competency.
<b><u>Culture add</u></b> <ul style="list-style-type: none"> <li>• Flexible and able to adapt to shifting priorities.</li> <li>• Enthusiastically offers and accepts support from colleagues.</li> </ul>	4	Clearly took time to look at our website / get to know our programs and mission. Very eager to learn; prepared insightful questions for us. Gave concrete example of time they responded well to change and collaborated with others.
<b><u>Other comments:</u></b> N/A		
<b>Overall recommendation:</b> Yes to moving onto the next round, but probe more into racial equity competency.		



## PREPARING FOR THE PRINCIPALSHIP LEADERSHIP 1



### Candidate Interview Rubric Evaluation Form

Name of Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	85-100%	70-84%	Less than 69%
Punctual arrival	On-time arrival	Arrived 5 minutes late	Arrived more than 10 minutes late
Professional Demeanor (presents an appropriate appearance and a professional greeting)	Displayed professionalism in greeting and in appearance	Demonstrated attempt at professional demeanor	Appropriate demeanor not demonstrated
Knowledgeable about the role of principal	Articulated accurate in-depth knowledge of the role	Articulated basic information	Articulation was inadequate
Demonstrated appropriate skills and qualifications	Answered questions in full with relevant responses	Moderately demonstrated skills and qualifications	Unable to demonstrate skills and qualifications
Presented professional portfolio	Portfolio presented examples of high level professional accomplishments	Portfolio presented few adequate accomplishments	Portfolio not utilized
Answered questions in full and in a timely manner	Demonstrated preparedness by responding in full and supported with examples	Preparedness was not readily apparent	Responses were inadequate
Demonstrated a positive and professional attitude	Demonstrated a high level of professionalism	Demonstrated a moderate level of professionalism—some negativity observed	Made negative remarks or demonstrated doubt
Limited the use of filler words such as “um” or “like”	Straightforward answers	Occasionally used a filler	Filler words were used several times
Avoided sharing personal or unnecessary information	Related all information to the position; demonstrated relevance and professionalism at all times	Occasionally shared personal and/or irrelevant information	Responses were irrelevant and/or unprofessional
Asked appropriate questions	Questions demonstrated appropriate research and understanding of the role of principal	Questions lacked adequate understanding of the role of principal	Questions demonstrated lack of preparation or knowledge of the role of principal
Overall Impact and persuasiveness	Reflects a highly-qualified candidate who is well-prepared to excel in the position of principal	Reflects a candidate who is less qualified for the position of principal	Reflects a candidate who needs significant skill-building and preparation
<b>Sub-total</b>			
<b>TOTAL SCORE</b>			

Interview Committee: \_\_\_\_\_

Supervisor, Leadership Development Programs: \_\_\_\_\_

Principal Supervisor: \_\_\_\_\_



## Candidate Resume, Application and Professional References Rubric Evaluation Form

**Name of Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Criteria	85-100%	70-84%	Less than 69%
Resume and Application Definition	Reflects professional caliber of having all aspects organized and clearly understandable. All vital information is included and clearly marked.	Reflects commendable effort in having all aspects organized and understandable. All vital information is included and marked.	Reflects inconsistent organization and clarity in the document. Some vital information is missing or not clearly marked.
Resume and Application Experience	Reflects outstanding, professional-caliber credentials and accomplishments to make an overwhelming case for the candidate's qualifications for entry into the program.	Reflects commendable credentials and accomplishments to make a commendable but not overwhelming case for the candidate's entry into the program.	Reflects developing credentials and accomplishments that indicate steps in the right direction but not for entry into the program at this time.
Resume and Application Essentials	Reflects a professional-quality document.	Reflects a commendable document with 1 or 2 errors in mechanics.	Reflects a document in need of some proofreading and/or revision.
Reference #1 Name:	Reflects a sound, positive, well-supported recommendation that supports entry into the program based on experience.	Reflects some knowledge of the candidate's ability to encounter some level of success in the program.	Does not convey that the candidate would be successful or is not familiar with his/her level of skill.
Reference #1 Name:	Reflects a sound, positive, well-supported recommendation that supports entry into the program based on experience.	Reflects some knowledge of the candidate's ability to encounter some level of success in the program.	Does not convey that the candidate would be successful or is not familiar with his/her level of skill
<b>Sub-total</b>			
<b>TOTAL SCORE</b>			

Interview Committee:

Supervisor, Leadership Development Programs:

Principal Supervisor:



## PREPARING FOR THE PRINCIPALSHIP LEADERSHIP 1



### Candidate Problem of Practice Rubric Assessment Form

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	85-100% (Ample Evidence)	70-84% (Adequate)	Less than 69%(Limited Evidence)
The problem of practice examines Instructional Leadership: Understand and apply school-wide and district-wide literacy and numeracy systems	Notable ability to describe or provide evidence of knowledge and skills that relate to Instructional Leadership	Adequate ability to describe or provide evidence of knowledge and skills that relate to Instructional Leadership	Basic ability to describe or provide evidence of knowledge and skills that relate to Instructional Leadership
The problem of practice examines Instructional Leadership: Student Learning Demonstrate the ability to create a culture that fosters a community of learners through support services, discipline plans, and via schedules, activities, and special education/ELL programs and services	Exceptional ability to articulate or show evidence of knowledge and skills that relate to Monitoring Student Learning	Sufficient ability to articulate or show evidence of knowledge and skills that relate to Monitoring Student Learning	Basic ability to articulate or show evidence of knowledge and skills that relate to Monitoring Student Learning
The problem of practice examines Instructional Leadership: K-12 Leadership Demonstrate understanding of the articulation and alignment of curriculum from Pre-K through 12 <sup>th</sup> grade at all organizational levels. Display the ability to work with teachers, staff, and parents to enhance the educational environment. Demonstrate understanding of developmental needs of children of all ages and abilities.	Notable ability to explain or provide evidence of knowledge and skills that relate to Pre-K-12 Leadership	Adequate ability to explain or provide evidence of knowledge and skills that relate to Pre-K-12 Leadership	Basic ability to explain or provide evidence of knowledge and skills that relate to Pre-K-12 Leadership
<b>Sub-total</b>			
<b>TOTAL SCORE</b>			

Interview Committee:

Supervisor, Leadership Development Programs:

Principal Supervisor:



Workshop Evaluation Form

NEMNET Minority Recruitment strives to provide schools and organizations with information and resources that assist them in maximizing their recruitment efforts. We are very interested in receiving feedback about your experience with us. Your comments and suggestions allow us to continually improve our programs and services. All evaluations are confidential.

Name: [Optional]: \_\_\_\_\_ Email: \_\_\_\_\_

School / Organization: \_\_\_\_\_

	Dissatisfied			Extremely Satisfied	
Event Registration:	1	2	3	4	5
Quality of Presentation:	1	2	3	4	5
Quality of Information & Resources:	1	2	3	4	5
Knowledge of Presenter:	1	2	3	4	5
Overall Experience:	1	2	3	4	5

Would you recommend this workshop to a colleague? Y N

Would you like to receive information on NEMNET programs and services? Y N

If yes, please provide us with your email address: \_\_\_\_\_

List the other Diversity Faculty Recruitment Workshops that you have attended in the last 3 years:

\_\_\_\_\_  
\_\_\_\_\_

Best part of the NEMNET Minority Faculty Recruitment Workshop was:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Testimonial | Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

[illegible]

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## **WELCOME!!! Thank you for considering Pioneer Valley Performing Arts Charter Public School in the next chapter of your career!**

PVPA is a diverse regional charter school that serves 400 students from over 60 towns and cities throughout Western Massachusetts. Our mission is to offer students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum. PVPA aims to provide students with a supportive and challenging environment that is responsive to multiple learning styles, emphasizes learning through the arts, and integrates creative and critical thinking throughout the curriculum.

The school has earned a reputation for its dedicated faculty and administrators, academic and artistic excellence, and motivated student body. At PVPACPS committed educators with a wide range of experiences and expertise collaborate to create diverse programming, attentive teaching, and innovative forms of assessment. Each academic and performing arts faculty member holds impressive potential for successfully implementing the mission of the school.

If you find teaching, arts integration, and helping to create lifelong learners exciting, please see our current career opportunities.

PVPA is committed to becoming an anti-racist school and organization, continuously working towards inclusive practices in the hiring and retention of qualified staff, culturally responsive instruction and practices for students, and meaningful partnerships with families and the wider community. We are an equal-opportunity employer and encourage qualified candidates of all backgrounds to apply. The successful candidate will share our commitment to equity, social justice, and anti-racism.

### **Networks where our job postings appear:**

[PVPA Career Center](#)

Zip Recruiter

Indeed

LinkedIn

SchoolSpring

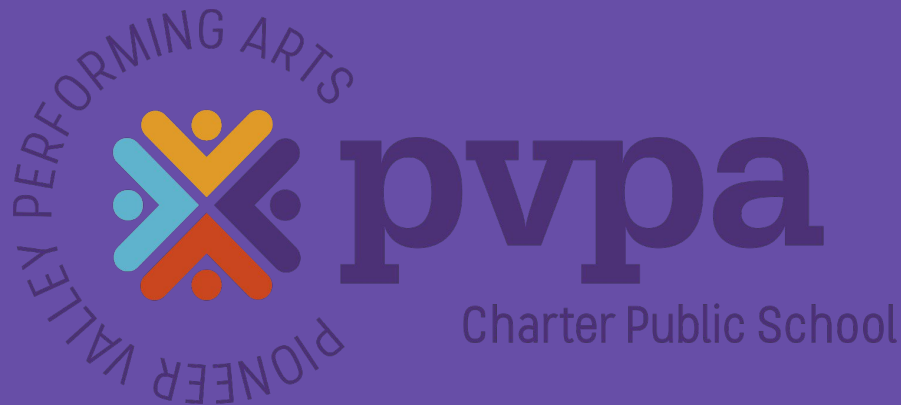
MCPSA Website

[HandShake](#) - A college-to-career network used by 75 colleges and universities, mainly in the North and East including 12 HBCUs.

### **Advertising:**

[Af-Am Point of View](#) - A free newsmagazine by and for the African-American community published in Springfield - We placed ads in the June and July editions in 2023 and will be doing the same in 2024

[El Pueblo Latino](#) - This year we will place an ad in Spanish about openings for the 2024-2025 school year



# PVPA: Looking Forward

**Access, equity, and a sense of belonging for ALL students**



# Mission and Values of PVPA

PVPA provides its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.

**Equal emphasis on excellence in academics and performance art is a vehicle that will produce confident adults, with a clear direction for their individual creativity, and an ability to successfully meet all challenges as lifelong learners.**



# PVPA Then and Now

- PVPA is in its 28th year and we have evolved astronomically from our genesis.
- Our location is different. The makeup of our student body is different. The way our school runs from day to day is different. Our school calendar is different.
- The educational and regulatory environment that PVPA was conceived under has also evolved astronomically.
- The measures of accountability for a charter school in 1996 were miniscule in relation to the regulatory and accountability measure of today.
- It is PVPA's goal to navigate these changes to ensure our institutional survival for decades to come.

# Paideia Then, PVPA Now

## THEN

This event was first developed when PVPA had fewer faculty with a majority who already had a proclivity for the performing arts.

The logistical and academic justification could be easily articulated because PVPA was an extremely small community.

Most importantly, students were all high school aged (14-18) making such an event viable for their developmental state.

## NOW

### **ALL Events/activities/curriculum:**

- must be available to all students 7-12
- must provide a general equality of experience for all students, for academic faculty and arts faculty
- must not overburden faculty planning time with its student offerings design
- must have accountability for their artistic and academic rigor.
- must be sustainable regardless of administrative personnel available

# Arts Integration: The mission realized...

Arts Integration is a framework for curriculum development and content delivery that incorporates the learning of art forms into standard academic curriculum content.

Arts integration creates equitable content delivery of both academic and arts topics and skills.

Arts integration institutes assessment methods that track and measure student growth, conceptual understanding and/or technical execution of the aligned content standards.

All PVPA teaching faculty will revise and develop a unit that aligns with an academic or arts subject, and administer the content to students through the lens of true arts integration.

Every student at PVPA will experience true arts integration in many of their academic and arts classes throughout the year.

PVPA administration will invest in this “Paideia Philosophy” by financially supporting more guest artist, masterclasses/workshops, field trips, and immersive experiences that speak to the arts integration vision that was articulated by our founders.



# Advisory at PVPA

Positive community

Support

Trusted peers and adult

Productive school  
culture

# Advisory

Positive community

Support

Trusted peers and adult

Productive school culture

## Advisory programs:

- ensure that no student gets missed
- provides every student with opportunity to build stronger relationships
- provides every student with a unique teacher support
- provides space to participate in Restorative Practices
- allows for more targeted SEL conversations/interventions
- creates a place to review PVPA norms

# Grading at PVPA that is:

## **Accurate**

- grades should describe the students understanding of the course material/outcomes

## **Bias- Resistant**

- our grading system must give ALL students the chance to succeed regardless of their resources, environment, race, ethnicity, background, learning needs

## **Motivational**

- grading practices that give valuable feedback so students can build academic skills



# Grades and Reports at PVPA

- Narratives
- Reporting on Standards
- Habits of Work and Learning (HoWLS)
- Unique and Specific
- Add clarity for students and families
- Create transparency about grades
- Track progress

## Research shows that the 0-4 scale provides more accuracy and equity than the 0-100 scale.

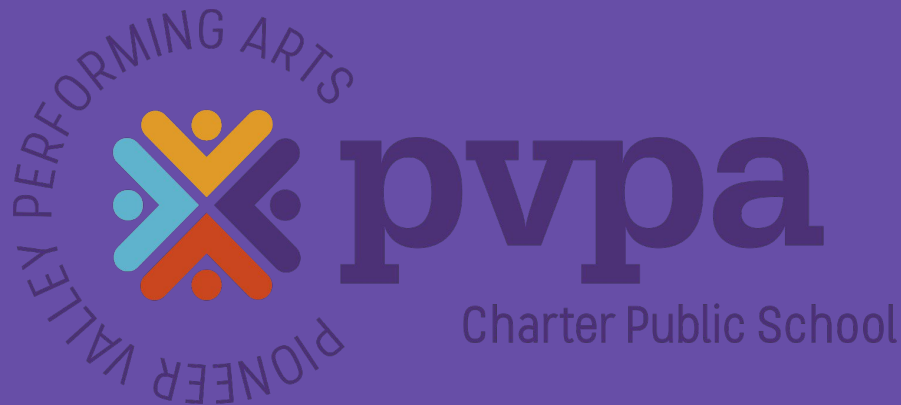
0-4 scale to report on standards/assignments	A-F to give as the grade for the overall assignment and grade for the course
4	A
3	B
2	C
1	D
0	F

# What our gradebook might look like:

Assignments	Due Date	Status	HoWL: Preparation	HoWL: Participation	HoWL: Personal Responsibility	LT1. Explain, Analyze, Evaluate	LT2. Understand & Identify	LT3. Prove & Cite	LT4. Writing Process	LT5. Grammar, Conventions, Vocab	LT6. Speaking & Listening	LT 7. Research	LT 8. Written Narrative	LT 9. Workshopping
Research notes (persuasive speech)	03/18/2024	A							4			4		
Ethos/Pathos/Logos HW	02/27/2024	Col												
Writing Conference (Piano Lesson Essay)	02/14/2024	M												
Piano Lesson Final Paper	02/12/2024	B				2		3	4	3				
Peer edit Piano Lesson	02/06/2024	✓												
Brainstorming (Piano Lesson Paper)	01/08/2024	B							3					
Outline (Piano Lesson Paper)	01/08/2024	A							4					
First Draft (Piano Lesson Paper)	01/08/2024	A							4					
History Presentation (Presenting)	01/03/2024	B									3			
History Presentation (Listening)	01/03/2024	B									3			
Quiz 2: Piano Lesson	12/18/2023	B+				3				4				
Vocab Piano Lesson	12/11/2023	B								3				
Quiz 1: Piano Lesson	12/11/2023	A								4				

# Questions





# PVPA: Mirando hacia el futuro

**Acceso, equidad y un sentido de pertenencia para TODOS los estudiante**

# Misión y Valores de PVPA

PVPA les provee a sus estudiantes una exposición intensiva a las artes escénicas dentro del contexto de un excelente currículo de preparación universitaria.



**Igual énfasis en excelencia académica y arte escénica es un vehículo que producirá adultos seguros de sí mismos, con una dirección clara para su creatividad individual y una habilidad para cumplir exitosamente todos los retos como aprendices para toda la vida.**



# PVPA Antes y Ahora

- PVPA está en su 28avo año y hemos evolucionado astronómicamente de nuestro génesis.
- Nuestra ubicación es diferente. La composición de nuestro cuerpo estudiantil es diferente. La manera como se maneja la escuela día a día es diferente. Nuestro calendario estudiantil es diferente.
- El ambiente educacional y reglamentario bajo el cual se concibió PVPA también ha evolucionado astronómicamente.
- Las medidas de rendición de cuentas para una escuela chárter en 1996 eran mínimas en relación a las medidas reglamentarias y de rendición de cuentas de hoy.
- La meta de PVPA es navegar estos cambios para asegurar la sobrevivencia para las próximas décadas.



# Paideia antes, PVPA ahora

## ANTES

Paidea se desarrolló por primera vez cuando PVPA tenía menos docentes, la mayoría la cual ya se inclinaba hacia las artes escénicas.

La logística de programación de Paidea y justificar un receso de lo académico se podía articular fácilmente porque PVPA era una comunidad extremadamente pequeña.

Más importante, todos los estudiantes tenían edad de escuela secundaria (14-18) haciendo que un evento como ese fuera apropiado para el desarrollo.

## AHORA

### **TODOS los eventos/actividades/currículo:**

- tienen que estar disponibles para todos los estudiantes entre 7-12
- tienen que proveer una equidad general de experiencia para todos los estudiantes al igual que para los docentes académicos y los de arte
- no pueden sobrecargar el tiempo de planificación del docente con la oferta de diseño de su estudiante
- tienen que ser responsables en cuanto a su rigor académico y artístico
- tienen que ser sostenibles independientemente del personal administrativo disponible

# Integración de las artes: La misión realizada...

La integración de las artes es un marco para el desarrollo del currículo y entrega de contenido que incorpora el aprendizaje de formas de arte en contenido de currículo académico estándar.

La integración de las artes crea la entrega equitativa de contenido de temas y habilidades tanto académico como artístico.

La integración de las artes utiliza métodos de evaluación que miden y siguen el crecimiento del estudiante, la comprensión conceptual y/o la ejecución técnica de los estándares de contenido alineado.

Todos los docentes en PVPA revisarán y desarrollarán una unidad que se alinee con una materia académica o artística y les presentará el contenido a los estudiantes a través del lente de una verdadera integración de las artes.

Todos los estudiantes en PVPA experimentarán verdadera integración de las artes en muchas de sus clases académicas y de arte durante el año.

La administración de PVPA invertirá en esta “Filosofía de Paideia” apoyando financieramente a más artistas invitados, clases maestras/talleres, excursiones y experiencias inmersivas relacionadas con la visión de la integración de las artes que fue articulada por nuestros fundadores.

# Consejería en PVPA

Comunidad positiva

Apoyo

Adultos y compañeros  
confiables

Cultura escolar  
productiva

# Consejería

Comunidad positiva

Apoyo

Adultos y compañeros  
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Cultura escolar productiva

## Programas de consejería:

- asegurar que ningún estudiante se pase por alto
- les provee a todos los estudiantes la oportunidad de construir relaciones más fuertes
- provee a todos los estudiantes con un apoyo único del maestro
- provee espacio para participar en Prácticas Restauradoras
- permite más conversaciones/intervenciones SEL focalizadas
- crea un espacio para repasar las normas de PVPA

# Calificación en PVPA que es:

## **Precisa**

- las calificaciones deben describir la comprensión del estudiante del material/resultados del curso

## **Resistente al sesgo**

- nuestro sistema de calificación le debe dar a TODOS los estudiantes la oportunidad de tener éxito independientemente de sus recursos, ambiente, raza, etnia, origen, necesidades de aprendizaje

## **Motivacional**

- prácticas de calificación que brindan retroalimentación valiosa para que los estudiantes desarrollen habilidades académicas

# Calificación e informes en PVPA

- Narrativos
- Informes sobre estándares
- Hábitos de Trabajo y Aprendizaje (HoWL)
- Única y específica
- Añade aclaración para los estudiantes y las familias
- Crea transparencia sobre las calificaciones
- Sigue el progreso

## La investigación demuestra que la escala de 0-4 provee más precisión y equidad que la escala de 0-100.

Escala 0-4 para reportar sobre estándares/tareas	A-F para dar como la calificación para la tarea en general y la calificación para el curso
4	A
3	B
2	C
1	D
0	F

# Un vistazo de nuestro cuaderno de calificaciones:

Assignments	Due Date	Status	HoWL: Preparation	HoWL: Participation	HoWL: Personal Responsibility	LT1. Explain, Analyze, Evaluate	LT2. Understand & Identify	LT3. Prove & Cite	LT4. Writing Process	LT5. Grammar, Conventions, Vocab	LT6. Speaking & Listening	LT 7. Research	LT 8. Written Narrative	LT 9. Workshopping
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# Preguntas

