

New Haven Public Schools / Superintendent Online Application

Birks, Carol - AppNo: 15092

Date Last Submitted for Job ID 968:
9/8/2017

Admin Experience Continued

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
Hartford Public Schools/ Assistant Superintendent	Hartford, , CT	06/13 07/17	Jonathan Swan [REDACTED]
<p>Significant accomplishments in this position:</p> <ul style="list-style-type: none"> Leads Network of 14 schools,6,000 student,750 employees,\$76,808 million budget Developed Executive Leadership Learning Academy(ELLA)to support the growth of school leaders and central office Network Three schools demonstrated 5%-10% growth of students at or above the 50% on MAP Reading Four schools increased by 50 points or more on the SAT English/Reading/Writing Four schools increased by 50 points or more on SAT Math Eight high schools demonstrated graduation rates above the district average rate of 70.7% Six high school demonstrated graduation rates above the district average rates above the state average rate of 87.4% Increase the number of Advanced Placement course offerings throughout the district Develop Talent Management Tracker and Retention Toolkit to empower principals as Human Capital Managers Leading \$100 million school co-location project Developing International High School Model Secured approximately \$300,000 in state and private funding Designing Center of Innovation for English Learners (EL) Serves as superintendents' designee to provide overall administrative oversight of a district of 21,000 students Design and facilitate professional learning for Senior Leadership Team <p>Reason For Leaving: I was promoted to the role of chief of staff.</p> <p>Last Annual Salary: 155,500.00 Last Annual Gross: 158,500.00 Enrollment: 21,500 District Type: K - 12</p>			
CT Center for School Change/Urban School Leadership Coach	Hartford, CT	03/12 06/13	Dr. Richard Lemons [REDACTED]
<p>Significant accomplishments in this position:</p> <ul style="list-style-type: none"> Built the professional leadership capacity of school leaders by providing executive coaching for novice principals for New Haven Public Schools and Norwalk Public Schools Developed an executive leadership coaching model and created a community of practice for instructional leadership coaches Supervised executive leadership coaches within partner districts Designed a leadership development pipeline program for aspiring schools leaders for Meriden Public Schools Co-lead and supervised facilitators and coordinated state wide Parent Support Education Excellence(Parent SEE) leadership development training program <p>Reason For Leaving: I wanted to serve as a practitioner in a public education setting. I was recruited by the district.</p> <p>Last Annual Salary: 139,900.00 Last Annual Gross: 139,9000 Enrollment: N/A District Type: K - 12</p>			

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Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
Global Partnership Schools/Vice President of Operations	New York, NY	07/10 6/12	Dr. Toni Dunbar [REDACTED]
<p>Significant accomplishments in this position:</p> <p>Developed coordinated leadership assessment and conceptual framework that targeted classroom instruction, student acquisition of standards based content knowledge, professional development and data driven decision making for central office and school site administrators and teachers</p> <p>Developed and implemented researched based strategies to align and maintain K-12 instructional programs that address, state, local, federal and Global Partnership School Essential Standards to ensure academic improvement</p> <p>Provided leadership in designing a matrix of services for three school districts Coordinated and integrate services of support to teachers and leaders in partner districts</p> <p>Provided research based resources and professional learning in effective support for school improvement and monitoring for instructional practice</p> <p>Reason For Leaving: I completed my doctoral course work in NY and wanted to return to CT.</p> <p>Last Annual Salary: 135,000.00 Last Annual Gross: 135,000.00 Enrollment: N/A District Type: K - 12</p>			
Bridgeport Public Schools/Principal	Bridgeport, CT	2007 2010	Dr. John J. Ramos, Sr. [REDACTED]
<p>Significant accomplishments in this position:</p> <p>Increased student test scores by 8% in reading and writing, 2008 and 2009.</p> <p>Created Learning and Teaching Institute to support novice teachers with improving their practice</p> <p>Increase the number of community and business partnerships by 80%</p> <p>Served as Project Director of \$1 million dollar Smaller Learning Communities Grant</p> <p>Secured more than \$250,000.00 in private donations to support the instructional program and school improvement plan</p> <p>Developed SOAR Academy, an intervention program designed to address the number of grade nine students who demonstrated gaps in their performance in the first quarter of the academic year</p> <p>Developed Principal's Roundtable, a student ambassador program that served as an advisory council to the principal</p> <p>Reason For Leaving: I had an opportunity to advance my career and while pursuing doctoral study.</p> <p>Last Annual Salary: \$135,000.00 Last Annual Gross: \$135,000.00 Enrollment: 1675 District Type: K - 12</p>			
Bridgeport Public Schools/Assistant Principal	Bridgeport, CT	2004 2007	Hector Sanchez [REDACTED]
<p>Significant accomplishments in this position:</p> <p>Supervised ,coached ,and evaluated school counselors, English teachers, social studies and business teachers</p> <p>Served as Project Director for \$300,000.00 Comprehensive School Reform Grant</p> <p>Designed and led peer coaching model and school wide reform action teams</p> <p>Created and secured funding for the district's middle college program</p> <p>Reason For Leaving: I was promoted to the principalship.</p> <p>Last Annual Salary: \$117,000.00 Last Annual Gross: \$117,000.00 Enrollment: 1750 District Type: K - 12</p>			

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Hamden Public Schools/Assistant Principal	Hamden, CT	2003 2004	Vincent Iezzi [REDACTED]
<p>Significant accomplishments in this position: Created alternative high school program Developed the master schedule Supervised support staff and clerical staff</p> <p>Reason For Leaving: I was recruited by Bridgeport Public Schools to serve as an administrator at my alma mater. Last Annual Salary: 89,000.00 Last Annual Gross: \$88,000.00 Enrollment: 2200 District Type: K - 12</p>			

CT Department of Higher Education/ Program Manager	Hartford, CT	1993 2003	Arthur Poole [REDACTED]
<p>Significant accomplishments in this position: Created middle and high school safety net, credit recovery, and enrichment programs Established partnerships with community stakeholders to support 13 schools in Bridgeport Administered the district's first eighth grade PSAT administration Coordinated district wide professional learning for school counselors and math teachers utilizing the College Board's Equity 2020 model and the Yale Consultation Center's MAAX curriculum Designed and executed all aspects of federally funded school reform initiative</p> <p>Reason For Leaving: This position was grant funded. The grant was approaching the terminal year. Last Annual Salary: 42,000.00 Last Annual Gross: 42,000.00 Enrollment: District Type: K - 12</p>			

Professional Experience

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
Columbia University Teachers College / Internship Coach	NY, NY	1/2012 5/7/13	Dr. Brian K. Perkins
<p>Significant Accomplishments at this position: Served as internship coach for the Summer Principal's Academy(SPA) Coached graduate students in leadership development and school improvement planning. Incorporated the principles of adult learning and executive coaching to support graduate students in developing their leadership styles, strengths based leadership and capacity building</p> <p>Reason For Leaving: I completed doctoral program and returned to CT. Last Annual Salary: \$1000 stipend Last Annual Gross: \$1000.00</p>			

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Prof Experience Continued

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
Supes Academy/ Executive Coach	Chicago, IL	2014 2015	Thomas Varnas/ [REDACTED]
<p>Significant Accomplishments at this position:</p> <p>Provided executive coaching to school five school leaders for Chicago Public Schools Coached school leaders in the goal setting process and progress monitoring of continuous improvement work plans Incorporated facilitative and directive coaching to build the leadership capacity of school leaders Established individual leadership plans with school leaders</p> <p>Reason For Leaving: The company went out of business. Last Annual Salary: \$4500.00 Last Annual Gross: \$4500.00</p>			
University of Bridgeport/ Adjunct Professor	Bridgeport, CT	2003 2004	Dr. James Ritchie [REDACTED]
<p>Significant Accomplishments at this position:</p> <p>Taught the pedagogical methods of reading and writing to Taiwanese teachers for two summers Presented lectures and exams to prepare Taiwanese teachers in current best practices in American public education Created syllabus, curriculum plan and projects designed to promote the principles of adult learning and development.</p> <p>Reason For Leaving: I began an administrative position. Last Annual Salary: \$2500.00 Last Annual Gross: \$2500.00</p>			
Bridgeport Public Schools/ Language Arts teacher	Bridgeport, CT	1996 1999	James Santos
<p>Significant Accomplishments at this position:</p> <p>Created opportunities for students to compete and excel in district wide reading, writing and oratory contest Utilized literature to enhance vocabulary, reading comprehension and writing of students Analyzed data to monitor and adjust the instructional level of students. Conducted extensive demonstration collaborative with Luis Munoz Marin School, Connecticut Department of Higher Education, business and university partners Planned college tours and business trips for middle school students</p> <p>Reason For Leaving: I had an opportunity to promote student achievement in a more expansive way. Last Annual Salary: \$33,000.00 Last Annual Gross: \$33,000.00</p>			

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Education

High School Attended: Warren Harding High School, Bridgeport, CT

Colleges, Universities and Technical Schools Attended:

Name and location	Major	Degree	Date Conferred
VA -Hampton University	Political Science	BA	05/1990
CT - University of Bridgeport	Education	MS	08/1994
CT - University of Bridgeport	Education Administration	MS	05/2004
CT - University of Connecticut	Executive Leadership		07/2007
NY - Teachers College, Columbia University	Educational Leadership	MS/Ed.D..	05/2011/ 05/2013

List honors, awards or distinctions:

Dr. Dorothy I. Height Community Service Award, Fairfield Alumnae Chapter, Delta Sigma Theta Sorority Inc., 2015
CT Distinguished 100 Women of Color Award, 2015
Distinguished Educator Award, National Council of Negro Women, Inc. Connection Sections, 2010
Distinguished Alumna Award, University of Bridgeport, 2009
Connecticut Association of Schools William Cieslukowski Outstanding First Year Principal Award, 2008
Bridgeport Guardians Leadership Award, 2008
Professional Award, Negro Business and Professional Women's Club, 2007
Bridgeport's Black Pride Woman of Substance Award, 2006
Woman of the Year Juneteenth Parade, 2006
Ralphola Taylor Community Center YMCA Community Service Award, 2003

Please list your professional memberships - please indicate leadership roles you may have had with any of them.

American Association of School Administrators
Columbia Coaching Learning Association
National Association of Female Executives
Phi Delta Kappan International

Please list your community and civic memberships and participation.

Central Connecticut State University Department of Educational Leadership, Policy and Instructional Technology, Advisory Board Member
Fairfield County Chapter, The Links, Inc.
New Haven Alumnae Chapter of Delta Sigma Theta Sorority Inc.

Please list any publications you may have, including your doctoral and/or master's dissertations, if appropriate.

Birks, C. (2013). Designing an Early College High School for African American Males.
Birks, C. & Richardson, J. Eight ways to make your mark. Principal Leadership: National Association of Secondary School Principals.
Contributor: Birks, C. (2011). What works in partnerships: Making the Mathematics Curriculum Count: National Association of Secondary School Principals.
Contributor: Birks, C. (2011) New principal's toolkit, National Association of Secondary School Principals.

Please list major presentations made to national, state or regional audiences.

I Use to Think That, But Now I Know, Columbia University Teachers College, 2017
Systemic Planning for Sustained Family and Community Engagement, Columbia University Teachers College, 2014
Providing Effective Feedback to Teachers, Schools for Tomorrow Leadership Institute, Pantanal, Brazil, 2013

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Please list major presentations made to national, state or regional audiences. (continued)

Please list significant workshops or conferences which you would like to highlight.

Learning to Improve, Carnegie Foundation Education Summit
Columbia University International Coaching Conference
Datawise, Harvard University
Urban Schools Human Capital Academy
Columbia University Teachers College Coaching Certification Program
National Association of Elementary School Principals National Principal Mentor Certification
New York City Leadership Academy Coaching Training

Certifications

Do you hold the appropriate certificate for this position? Yes

Type	State	Certificate Number	Expiration Date	Active?
Superintendent of Schools	CT	093	2018	Yes
Intermediate Administration and Supervision	CT	092	2022	Yes
Professional Educator	CT	K-6, 4-8	2022	Yes

Please list all of the endorsements and/or verifications documented on your teaching/administrative certificate(s):

K-6, 4-8,

Open Ended Questions

For New Haven Public Schools / Superintendent:

1. Please share why you are interested in this position and your unique qualifications for it.

It is with great interest, I am applying for the Superintendent's position for New Haven Public Schools. Who would have thought that a young African American girl who grew up the youngest of four in blighted conditions in the East End of Bridgeport, CT to a mother, a domestic worker and father, a mechanic both with very little formal education would be eligible to pursue such an influential position as superintendent of New Haven Public Schools? My why and passion to my purpose and commitment to serve urban students and those who are from underrepresented groups is very deep and personal. My life is a testament to that by reading books, paying attention to the guidance and counsel of my teachers, attending science camp, actively participating in church, and all those things that I deemed "horrible" have led me to embrace the power of my past. Those "horrible things" also have contributed to my ability to be a transformational servant leader who is fully connected to students, families, educators, corporate, university and civic leaders of the communities in which I serve.

I can think back to when I was a sophomore in college and I came across a provocative quote written by Mary McLeod Bethune. In this quotation, she stated, " We have a powerful potential in our youth, and we have the courage to change old ideas and practices so that we may direct their power toward good ends." This particular quote resonated with me and as a result, it has fueled my passion and commitment to promoting equitable educational opportunities for all students. Throughout my career, as I began as a seventh grade language arts teacher at Luis Munoz Marin School in Bridgeport fast forwarded to my current role as Chief of Staff of Hartford Public Schools, I have consistently embraced the spirit and essence of Mary McLeod Bethune that would include challenging the system, building on the strengths of all external and internal champions that are strategic partners in promoting the district's continuous improvement, and inspiring students, families and the entire community to believe that all students are entitled and should be afforded rigorous, challenging, and meaningful learning experiences. This is truly at the core of my moral imperative, and I would bring this same zeal and unwavering passion to New Haven Public Schools.

I believe and share the core values and beliefs of New Haven Public Schools, its foundational commitments to educational innovation and equity to increase student academic outcomes, and focus on capacity building for school leaders, central office leaders, teachers, school and district staff. I am certain that my theoretical and practical knowledge and skills have provided me with invaluable local, national, and international experiences to make a significant impact on the organizational structures, systems, instructional program, and

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Question Continued

human capital development of New Haven Public Schools. Given my body of work captured in the attached curriculum vitae that focuses on increasing student academic outcomes, leveraging community partnerships, and building the capacity of school leaders and teachers to promote continuous improvement, it is evident that my qualifications meet the expectations that you are seeking.

I am currently, the Chief of Staff for Hartford Public Schools, in this role, some of my primary responsibilities include the following: Assist the superintendent with the day to day management and operations of the school district. Create systems, structures, and practices to redesign and reimagine to meet the District's priorities which encompass teaching and learning, family and community engagement, organizational effectiveness, and systemic accountability, provide direct administrative oversight of talent management, labor relations, family engagement, finance, and communications, collaborate with all stakeholders to support district improvement, strategic planning and all instructional and non instructional improvement initiatives.

Most recently, I served as Assistant Superintendent for Instructional Leadership with Hartford Public Schools. In this role, I had direct supervision of a Network of 14 schools. Some of my accomplishments in this position primary include the following:

Developed the Executive Leadership Learning Academy, a researched based problem solving inquiry approach to school and district leadership development;

Implemented an aggressive effort to increase the number of Advanced Placement and early college awareness courses;

Led a \$100 million school co-location project and supported school redesign and construction projects;

Secured approximately \$350,000 in state and private funds to design a Center of Innovation for English Learners and designing an International High School Academy for English Learners; and

Supervised, coached, and evaluated school leaders in all aspects of school improvement.

Eight high schools demonstrated graduation rates above the district average rate of 70.7%

Six high schools demonstrated graduation rates above the state average of 87.4%

In addition, I played a strategic role in developing the conceptual framework and community of practice for leaders and coaches as part of our Acceleration Agenda, the goal of which is to increase the pace of academic progress in our lowest performing schools. The project also provides wrap-around services for the students and families within the eight participating schools. I have also successfully led two schools through the New England Association of School and Colleges (NEASC) accreditation process; and have had one school within my Network identified as a Magnet School of Excellence, and another as a Magnet School of Distinction by Magnet Schools of America.

It is also important to note that two of the high schools within my Network received Silver and Bronze Medal status as identified by US News and World Reports.

Prior to my tenure with Hartford Public Schools, I served as an executive leadership coach, vice president of operations for an education management company, principal, assistant principal, program manager for a school reform initiative, teacher, administrative fellow to a college president, and assumed the role of adjunct professor and executive coach at the graduate level. I have a demonstrated record of leveraging the capacity of the community to support school improvement efforts that ensure equitable educational access and success for all students. Additionally, I have received formalized executive training in executive coaching from Columbia University's Coaching Certification Program that has equipped me with the requisite skills in the science of organizational change, and adult learning and development. These skill sets have served me well in my commitment to school leaders and central office staff to capitalize on their strengths to execute the district's improvement efforts.

As I conclude, Thomas J. Peters' quote summarizes and encapsulates my why. Thomas J. Peters stated, "I imagine a school system that recognizes learning is natural, that a love of learning is normal, and that real learning is passionate learning. A school curriculum that values questions above answers, creativity above fact regurgitation, individuality above conformity, and excellence above standardized performance. And we must reject all notions of 'reform' that serve up more of the same: more testing, more 'standards', more uniformity,

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more conformity, more bureaucracy". I maintain that if selected as superintendent of New Haven Public Schools, I would work to foster the conditions that everyone within the district including Board members and external partners would coalesce around a collective why that fosters a culture of continuous learning for, students, families, teachers, leaders, Board Members and all members of the Learning Community. Given my study of New Haven Public Schools, there is great opportunity to engage all stakeholders in meaningful and deep learning and to leverage everyone's gifts and talents to identify the pockets of excellence, address the areas of improvement and together multiply the collective impact to make transparent decisions, prioritize operational effectiveness; learning and teaching; family & community engagement; and systemic accountability to continue to take New Haven on a path of continuous improvement.

For New Haven Public Schools / Superintendent:

2. Please list the five accomplishments in your professional career of which you take the greatest satisfaction and why you do so.

Throughout my career, my most notable accomplishments have been those that have allowed me to create conditions of excellence and cultural change for success for students, families, school leaders, and external stakeholders within the districts and organizations in which I have previously and currently serve. My relentless commitment to advocate for high academic achievement and equitable educational access and attainment for all students with a special emphasis on students of color, special populations, and impoverished students has been the cornerstone of my career.

Detailed below are accomplishments that highlight these achievements as a student, school and district leader, and as an executive:

Assistant Superintendent- In my most recent role as Assistant Superintendent for Instructional Leadership, I developed a research-based, problem-solving inquiry approach to school leadership development. The program engaged participants in an array of instructional and management strategies that are aligned with the principles of adult learning theory and development. The learning from the Executive Leadership Learning Academy provides school leaders with the theoretical underpinnings paired with leadership coaching to support their implementation of effective leadership practices to improve student outcomes.

Doctoral Dissertation- I researched and designed an educational model that addresses the specific needs of young men of color. The doctoral experience afforded me the opportunity to gain insights from scholars and practitioners throughout the country whose work dramatically changed outcomes for urban students and boys of color. The Early College Model focuses on strategies for actively engaging students in rigorous curricula that is culturally relevant and authentic to best practices in single sex education and quality instruction. This research provided me with a deeper understanding of the conditions and supports that result in success for not only young men of color but it serves as a foundation for my current work as a district leader to ensure that the schooling experience for boys of color and urban students promotes the cognitive and affective developmental growth of students.

First Year Principal- As a first year principal, I was awarded the William Cieslukowski Outstanding First Year Principal Award from the Connecticut Association of Schools. This honor acknowledged my leadership in galvanizing internal and external stakeholders, including teachers, universities, businesses, community based agencies, and religious organizations to impact student achievement, which resulted in an improvement of student test scores in reading and writing and a reduction in student discipline rates. In addition, I secured more than \$350,000 in federal and private grants to support the school's instructional program, foster students' socio-emotional learning, and to promote adult inquiry, thought and practice in data driven decision making.

Vice President of Operations- As Vice President of Operations for an educational management organization, I impacted school and district improvement efforts by developing and coordinating a leadership assessment and conceptual framework that focused on effective instructional strategies, professional development, and data driven decision-making. I also supported principals in expanding community engagement practices and developing wrap around support services. The experience with the EMO also afforded me the unique experience to learn leadership practices from two nationally recognized Superintendents of the Year.

Program Manager- While serving as Program Manager for the Connecticut Department for Higher Education, we developed middle and high-school safety net, credit recovery, and enrichment programs. We also arranged professional learning for school counselors, math, and English teachers. This project served as the impetus to change the district's graduation requirements so that students would be required to take Algebra I no later than grade nine and increase access to advanced mathematics courses, advanced placement courses, and early college experience courses. These efforts had a direct result in changing mindsets and set the foundation for reforming the district to have higher expectations for learning.

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Question Continued

Language Skills

Do you know any language other than English? No

Professional References

	Reference 1	Reference 2
Name:	Dr. Beth Narvaez	Brian K. Perkins, Ed.D.
School/Org:	Hartford Public Schools	Columbia University Teachers College
Current Position:	Superintendent	Director of Urban Education Leaders
Home Phone:		
Cell Phone:		
Work Phone:		
Mailing Address:	Hartford Public Schools 960 Main St. Hartford, CT 06103	Teachers College Columbia University 525 W. 120 St. New York, NY 10027
Email:		
Relationship to Candidate:	Supervisor	Dissertation Sponsor
Years Known:	2	13
	Reference 3	Reference 4
Name:	Anne Power, Ed.D.	Gislain Ngounou, Ed.LD
School/Org:	Columbia University Teachers College	PDK International
Current Position:	Executive Coach	Chief Program Officer
Home Phone:		
Cell Phone:		
Work Phone:		
Mailing Address:	Columbia University Teachers College Coaching Certification Program 525 W. 120th St. New York, NY 10027	PDK International 1525 Wilson Blvd., Suite 705 Arlington, VA 22209
Email:		
Relationship to Candidate:	Former Professor	Former Chief of Staff
Years Known:	6	3 years

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Professional References cont.

	Reference 5	Reference 6
Name:	Nadia Ward.Ph.D.	Senator Douglas McCrory, Second District
School/Org:	Yale University Consultation Center	State Senate
Current Position:	Director of Urban Planning and Policy	State Senator
Home Phone:		
Cell Phone:	██████████	██████████
Work Phone:	██████████	██████████
Mailing Address:	Yale Consultation Center Department of Psychiatry The Consultation Center 389 Whitney Avenue New Haven, Connecticut 06511	State of Connecticut Senate Legislative Office Building, Room 1000 Hartford, CT 061016
Email:	██████████	██████████
Relationship to Candidate:	Former Partner	Community Partner
Years Known:	17	13
	Reference 7	
Name:	Donna Sodipo	
School/Org:	Connecticut Public Broadcasting Network (CPBN)	
Current Position:	Senior Vice President of Education	
Home Phone:		
Cell Phone:	██████████	
Work Phone:	██████████	
Mailing Address:	Connecticut Public Broadcasting Network 1049 Asylum Ave. Hartford, CT 06105	
Email:	██████████	
Relationship to Candidate:	Community Partner	
Years Known:	17	

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General Information

List any additional information which will support your candidacy.

I have more than twenty years experience at all levels of education, K-18. I have implemented middle and high school improvement efforts that address the disparities in education and promote school reform that has yielded statewide and national recognition. I have served as a teacher, program manager for a school reform initiative, assistant principal, principal, adjunct professor and fellow to a college president. I also served as part of the leadership team of an educational management company focused on school reform. I worked with districts around the country providing professional learning, executive coaching, leadership development, and technical support for school improvement. Currently, I am Assistant Superintendent for Instructional Leadership with Hartford Public Schools located in Hartford, CT. In this role, my primary goal is build the capacity of a Networked Improvement Community of school and district leaders to accelerate the district on a path of continuous improvement.

The theoretical and practical experience that I have include an in-depth understanding of systems thinking, adult learning, and the science of organizational improvement. Throughout my educational career, I have fostered innovation, trust, and communication amongst stakeholders. I have incorporated coherence theory into my practice in order to create a learning organization that promotes a collaborative culture focused on instructional improvement; strengths based capacity building within and across schools, and the larger system to solve technical and adaptive challenges.

In sum, given the breadth of my experiences and my proven record of accomplishments in maintaining high academic standards and increasing academic outcomes, I believe I am an outstanding candidate for the Superintendent of New Haven Public Schools. I have also engaged in extensive community capacity building which is vitally important to creating rigorous and authentic learning experiences that foster the cognitive as well as the affective developmental growth of all students.

Are you presently under contract? No

When does contract expire?

Have you ever failed to have your contract renewed, be rehired, been asked to resign a position, or resigned to avoid termination? No

If yes, explain.

Have you ever had a credential or certificate revoked, suspended or annulled in any state, territory or foreign country? No

If yes, explain.

Where did you hear of our vacancy?

Referrals

How did you hear about employment with us?

Ed Week		
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Legal Information

1. Are you eligible to work in the United States? Yes
2. Have you ever been convicted of a felony or misdemeanor involving a sex offense or a controlled substance? No
If yes, explain, giving dates:
3. Have you ever had any indicated finding of child abuse filed in your name? No
If yes, explain, giving dates:
4. Have you ever been convicted of any crime? No
If yes, explain, giving dates:

Confirmation

I authorize the organization(s) to which I am applying and Hazard, Young, Attea & Associates, Ltd. to contact my references or any other references deemed necessary to ascertain the merits of my candidacy for this position. I authorize references to discuss my application and/or release information concerning me, and agree to hold them, the District, and the consultants harmless for providing and/or utilizing any information requested and/or provided.

I also request that my application and interest in the administrative position remain as confidential as possible under the applicable laws of the state. I understand that my candidacy may become a matter of public record when I am presented to the Board. I further understand that elements of my resume may be available to the public and the news media at such time. However, I request that reasonable effort be taken to maintain the confidentiality of this application and other documents and information which accompany my application for the position for which I am applying. (Note: In some states, such as Florida, there can be no confidential written correspondence. Please call HYA if interested in one of these positions.)

If you answer "yes" to any of the above questions, you must submit official copies of court records including disposition of the case(s).

I hereby affirm that there are no misrepresentations, omissions or falsifications in the foregoing statements and answers, and that the entries made by me are true, complete and correct to the best of my knowledge and belief. I acknowledge that any misrepresentations, omissions or falsifications might be grounds for dismissal if employed for this position.

Carol D. Birks
(agreed online)



Where the future is present.

Dear Director of Human Resources:

I am honored to write this letter to support the candidacy of Dr. Carol Birks for superintendent in your school district. I first met Dr. Birks in August 2014 when I assumed the role as superintendent for the Hartford Public Schools. Dr. Birks serves as a member of my Senior Leadership Team and has been instrumental in helping to set the strategic vision and plan for continuous improvement throughout our district.

Dr. Birks came to the district with a wealth of knowledge and experience in educational leadership, continuous improvement, and school reform. She immediately impressed me with her expertise and dedication to the Hartford Public Schools' community, staff, and students. Dr. Birks is an intelligent and skilled thought leader, who dedicates one hundred percent of her time to improving learning and teaching. Under her leadership she created a research-based Executive Leadership Learning Academy (ELLA) developed to support the individual and collective needs of the administrators in the ten schools within her Network and the Central Office Team that supports them. ELLA sessions emphasize constructivism, strengths-based leadership, adaptive leadership, the principles of adult learning, and transformational learning theory. The primary driver that guides her work in school improvement is to focus on the instructional core and some key high leverage strategies to promote large scale school improvement. As an Assistant Superintendent, she has numerous duties and authorities including implementing policies, designing schools, and engaging with diverse stakeholders, and serving as my designee in my absence.

Dr. Birks works closely with her colleagues and they often look to her for guidance regarding leading high functioning teams, leading for equity and access, and cultivating instructional leadership. She has played an integral role implementing her experiences with her Network to guide the work of the district. She also serves as the liaison to the Office of Talent Management and provides leadership in developing programs to support all Hartford Public Schools' principals in becoming human capital managers. As a result of her work, the Hartford Public Schools' Office of Talent Management is moving from a transactional Human Resource Department to a department that builds capacity for school leaders and teachers.

Throughout her tenure, there has been some progress in improving academic outcomes reducing chronic absence rates, and discipline rates. She has also worked tirelessly to improve graduation rates across the district. Currently Dr. Birks has been tapped to lead a \$100 million dollar school co-location project and has secured approximately \$300,000 to create a Center of Innovation at one of our elementary schools for English Learners.

Dr. Birks is an ethical and forward-thinking leader whose fundamental belief is that every student can thrive and every school can be high performing. One of her strengths includes recognizing individuals' strengths and developing individualized leadership plans to build their capacity. She is a collaborative risk taker who has high expectations for herself and others.

"The Hartford Public Schools is the State Capital's Portfolio District of Excellence"



Where the future is present.

Dr. Birks is highly skilled at moving a group of stakeholders toward a common vision to move critical initiatives forward. If you have any questions regarding this reference, please do not hesitate to contact me at [REDACTED]

Sincerely,

A handwritten signature in blue ink, appearing to read "Beth Schiavino-Narvaez". The signature is fluid and cursive, with a long horizontal stroke at the end.

Beth Schiavino-Narvaez, Ed.D.
Superintendent

Teachers College Columbia University

November 12, 2016

Dear Director of Human Resources:

I am honored to write this letter to support the candidacy for Dr. Carol D. Birks for superintendent for your school district. I met Carol approximately 13 years when I was Chairman of the Department of Education at Southern Connecticut State University. When I first met Carol, I was immediately impressed by her dedication to the well being of Bridgeport's students and her awareness of the many conflicting forces that impact their lives. Carol has devoted the past 18 years promoting student achievement and lifeline learning for all students. Through her own triumphs and adversities, she has developed an unwavering passion to combat the inequities in educational attainment. Therefore, I agreed to become her mentor and served as her dissertation sponsor while she pursued doctoral study at Columbia University Teachers College.

While serving as my doctoral student, she has several credits to her merit: I tapped her to serve as an executive leadership coach for graduate students for the Columbia University Teachers College Summer Principal's Academy (SPA) and she also worked with me on a project that provided coaching, professional learning and leadership development for principals who lead schools in the Favelas, the lowest performing schools in Rio De Janeiro, Brazil. She also assisted me in successfully coordinating the Aspiring Superintendents' Work Conference and Superintendents' Work Conference, two nationally recognized programs hosted by Teachers College that support the leadership growth and development of superintendents and district leaders.

In her approach to school improvement, Carol demonstrates a great deal of relevant knowledge and competencies, and creativity in developing a theory of action aligned to a continuous improvement process that would yield positive student outcomes. I have observed effective communications in her writing skills and thoroughness in her organization of developing a systemic approach to school change and continuous improvement. In her work, she exhibits a firm grasp of problems and issues associated with the underdevelopment of low-income students and students of color and in the provision of supplemental academic services. The high level of goal attainment achieved by her and her team in a short span of time in her role as assistant superintendent with Hartford Public Schools is also testimony to her administrative competencies.

Carol is an effective, results driven catalytic transformational leaders who is collaborative and willing to take bold risks to ensure that students are provided with a quality schooling experience. Carol also believes in a strengths based approach to leadership and incorporates the principles of distributive leadership, systems thinking and a shared vision in her leadership style. Further she knows that to succeed, schools must have a relevant, rigorous curriculum, sound instructional methodologies, meaningful assessment practices, and professional learning aligned to school/district priorities and overall school improvement efforts. Therefore, upon completion of her doctoral study I have asked her to facilitate professional learning at Columbia University for school and district leaders from around the country and to provide Executive Coaching to doctoral students. She also serves as one of the research assistants for a project highlighting the urban superintendency.

I can go on at length about Carol's outstanding leadership qualities. She would definitely bring able problem-solving skills, command of the political acumen, fiscal responsibility, student advocacy, and a proven record of improving student outcomes to your school district. I highly recommend her without any reservations.

Should you have any questions about Dr. Carol D Birks please don't hesitate to contact me at [REDACTED] or [REDACTED]

Sincerely,

A handwritten signature in black ink, appearing to read "B. Perkins", with a long horizontal flourish extending to the right.

Brian K. Perkins, Ed.D.
Director-Urban Education Leaders Program

Dr. Anne Power

Executive Coach / Consultant

Anne Power, Ed.D.
1222 Loudon Street
Cincinnati, OH 45202

July 25, 2017

Dear Director of Human Resources:

Please accept this reference as an endorsement of Dr. Carol D. Birks' interest in assuming the Superintendency of your School District.

Carol was previously my doctoral student at Columbia University Teachers College in the educational leadership program. I was her teacher, mentor and coach. I teach in Urban Education Leadership Program (UELPP), as well as am a founder and core faculty in the Columbia Coaching Certification Program, an executive leadership program in the Columbia Business School and Teachers College. Carol completed the UELPP Coaching Certification program during the summer of 2011 in which I served as her primary advisor.

I cannot say enough about how impressed I am with Carol. Throughout her program of study, she was an exceptional student, displayed an active engagement in academic discourse, fulfilled her course requirements with unremitting effort, and demonstrated exceptional skill working in the role of an executive leadership coach. As an experienced educator, her views are both sought after and respected by her peers and faculty alike. Personally, as a retired urban school board member, I can say that Carol is the kind of leader and coach of leaders every school district deserves!

It is my understanding that Carol has expressed an interest in pursuing the Superintendency of your school district. As an internationally recognized executive coach, it is in my opinion, that she would be ideally suited in this role. As Carol is an excellent deep level listener, knows when and how to ask powerful questions, is compassionate, self-aware, practical, and goal directed. Carol also has a remarkable gift to synthesize issues to help people construct their own meaning to solve problems by using their strengths and addressing growth areas. Carol has an in-depth understanding of adult learning and adult development and is able to use her experience in a "coaching" manner not driving the coaching process, rather guiding the client to examine assumptions, develop options, take action and reach goals. These are all essential qualities for an

effective leader to galvanize stakeholders to take school districts on a path of continuous improvement.

Carol has an impressive track record of accomplishment at various levels of education, has strong moral purpose, a clear vision, theoretical and practical knowledge for promoting leadership development and effectiveness and learning and teaching grades K-18. I think that these qualities are germane and will serve her well in moving a district forward. In her current work she also works with school leaders and a Portfolio Network in using quantitative and qualitative data to improve student achievement at scale.

Most importantly, she is a reflective practitioner. She is always eager to gain new insights to assist with honing her practice. She is lovely to work with, is authentic, fun, and insightful.

Carol is ready to go on to the next rung in the ladder; to share her knowledge, skill sets, strong leadership, and coaching competencies with the your school district. I, without reservation, am certain that she will be an invaluable asset to your organization. Please do not hesitate to contact me at [REDACTED] or [REDACTED]

Best Wishes,

Anne Power, Ed.D.

Anne Power, Ed. D.



November 21, 2016

Letter of Recommendation
(On behalf of Dr. Carol D. Birks)

Dear Members of the Board of Education:

It is my honor to submit this letter of recommendation on behalf of Dr. Carol D. Birks for a Superintendent's position with your school district. I had the honor of working collaboratively with Dr. Birks over a period of 2 years. I then served as the Chief of Staff for Hartford Public Schools.

Dr. Birks is an insightful and dedicated leader who has a strong command of systems thinking, adult learning and development, and learning and teaching. In her role as assistant superintendent, she has created several innovative reforms to support school improvement efforts of her Network of schools and the district at large. Some of the merits to Dr. Birks' credit are the following:

- Co-designed an Executive Leadership Learning Academy (ELLA) for school and central office leaders. The primary focus of this leadership development program is based on the following competencies: Leading for Teaching and Learning, Building High Functioning Teams and Leading for Equity and Access.
- Co-created the conceptual framework and community of practice for eight of our lowest performing schools dubbed our Acceleration Agenda Schools. As a result of her leadership on this project, there is evidence of academic growth on mathematics assessments, a decrease in student disciplinary infractions, and an increase in student attendance rates.
- Served as Lead Assistant Superintendent for the Hartford Public Schools with the Urban Schools Human Capital Academy, an organization designed specifically to support urban reform districts in the move from transactional Human Resources Departments, to building capacity as strategic partners with educational leaders. As a result of her leadership on this project, several systemic practices have been embedded throughout the district including: a Talent Retention Toolkit, the involvement of the Office of Talent Management in Instructional Rounds, School Quality Meetings and other professional learning to build their leadership capacity.

Research has proven that all these practices are directly correlated to student achievement.

I am impressed with Dr. Birks' strengths based approach to developing leaders across the district by intricately weaving new learning into old paradigms, which pushes them to engage in deep self-reflection—eventually resulting in paradigm shifts of thinking and the synthesizing of new knowledge.



After having the opportunity to work with Dr. Birks on several projects, I can confidently attest to her level of expertise in educational practices that result in student achievement, leadership development, and continuous improvement. She has a relentless commitment to promoting equity and access for all students.

Innovation is the cornerstone of Dr. Birks' approach to leadership and district and school improvement. Being able to approach technical challenges from a perspective of "and" as opposed to "either/or" allows Dr. Birks to recognize the benefits of opposing solutions and creatively construct a superior alternative that incorporates the best of prior possibilities. In essence, Dr. Birks is the personification of a transformational and adaptive leader.

I without reservation, assert that Dr. Birks is ready for the next rung in the ladder, to become a superintendent in your district. I welcome the opportunity to further discuss her qualifications, expertise, character, and skills if you so desire.

Please do not hesitate to contact me at [REDACTED] or [REDACTED]

A handwritten signature in blue ink, appearing to read 'Gislaine Ngounou', with a long horizontal flourish extending to the right.

Gislaine Ngounou, Ed.L.D.
(Former Chief of Staff, Hartford Public Schools)
Chief Program Officer
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Yale University

SCHOOL OF MEDICINE
*Department of Psychiatry
The Consultation Center
389 Whitney Avenue
New Haven, Connecticut 06511*

*Telephone 203 789-7645
Fax 203 562-6355*

July 11, 2017

New Haven Public Schools
54 Meadows
New Haven, CT

Dear Members of the New Haven Board of Education:

It gives me great pleasure to write this letter of reference to support Dr. Carol D. Birks' candidacy for the superintendant of New Haven Public Schools. I worked closely with Dr. Birks, for four years when she served as a program manager for the CT Department of Higher Education's Gaining Early Awareness and Readiness for Undergraduate Programs school reform initiative and years later as the Principal of Warren Harding High School.

While serving as program manager for GEAR UP, Dr. Birks was responsible for a myriad of details. She coordinated professional learning for teachers and school counselors for 13 schools within Bridgeport Public Schools, designed middle and high school safety net programs including credit recovery and summer enrichment programs. Additionally, as a direct result of Dr. Birks' efforts, the GEAR UP Project served as an impetus for more rigorous graduation requirements including focusing on gatekeeper courses such as Algebra I, Geometry and advanced placement courses earlier in their academic careers as an attempt to prepare students for college, career, and life beyond high school.

Under Dr. Birks' leadership, Bridgeport Public Schools administered its first eighth grade PSAT administration and utilized those data to identify students to take more advanced courses. Additionally, there was evidence that Dr. Birks had in depth knowledge of the importance of fostering the whole child, and worked closely with school counselors to adopt a growth mindset that included embracing the beliefs, structures, and practices that were essential to promote the cognitive and affective developmental growth of all students. As a result of the strong partnership with the Consultation Center at Yale, the Maximizing Adolescent Academic Excellence (MAAX) Program was launched throughout the entire district as a way to promote positive identity, commitment to learning, and college and career readiness.

Dr. Birks is a reflective, passionate, visionary, and transformational leader. She has a clear understanding of what is best for students and what is necessary to build the capacity of the adults who are entrusted in their care. She was instrumental in shaping

Bridgeport's Public Schools' commitment to academic excellence and quality schooling experiences for all students to be equipped with the requisite skills and knowledge to obtain a post secondary education. I am confident that Dr. Birks will utilize the skills that she utilized to galvanize all stakeholders including community and business partners to support the school district's improvement plan.

I am confident that given, her strong academic and practical experiences that she will serve New Haven admirably. She will build on the collective strengths of all stakeholders to take New Haven on a path of continuous improvement. Please do not hesitate to contact me at [REDACTED] or [REDACTED]

Sincerely,

A handwritten signature in cursive script that reads "Nadia L. Ward".

Nadia L. Ward, Ph.D.
Associate Professor of Psychiatry (Psychology)
Department of Psychiatry
Division of Prevention & Community Research

Deputy Director of Public Affairs
The Consultation Center

Director, Urban Education, Prevention & Policy Research
The Consultation Center
Licensed Psychologist

SENATOR DOUGLAS McCRORY

Second District

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Member

Finance, Revenue & Bonding Committee

Judiciary Committee

July 2017

New Haven Board of Education
54 Meadow Street #3
New Haven, CT 06519

Dear Members:

I am honored to write this letter of recommendation for Dr. Carol D. Birks to be the next superintendent for New Haven Public Schools. I have known Dr. Carol D. Birks approximately 13 years when we first began our careers as assistant principals in two of the largest urban districts in Connecticut. Given her track record of success in Bridgeport and Hartford, I consider her one of the most talented educators in the state of Connecticut.

I most recently worked closely with Dr. Birks, in my previous office as State Representative and now in my current role as State Senator, in supporting the schools located in North Hartford. We meet quarterly to strategize how we best galvanize families and the community to support the improvement efforts of these schools. Dr. Birks demonstrates elements of effective district leadership. She is centered on learning, teaching and capacity building of adults within and outside of the school district. She anchors her leadership practice around three areas: Servant leadership, adaptive leadership and transformational leadership.

Dr. Birks is a creative problem solver, team builder, coach, and collaborator. In her coordination of the Weaver Project, there is evidence to support her willingness to foster a sense of collaboration and shared governance in the Weaver High School Campus co-location Project.


As assistant superintendent for Hartford Public Schools, she has several credits to her merit that are commendable. They are the following:

- Three schools within her Network increased an average of 50 points or more on SAT English/Reading/Writing,
- Eight schools demonstrated graduation rates above the district average rate of 70.7% and
- Six schools demonstrated graduation rates above the state average rate of 87.4%.

It is important to note that Dr. Birks' commitment to establish collaborative conditions that facilitate continuous improvement are a tribute to her professionalism, which encompasses high standards for herself and others. As such, I believe she will be a great asset to New Haven Public Schools.

If you should have any questions, please feel free to contact me at [REDACTED]

Sincerely,



Douglas McCrory
State Senator – 2nd District



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October 7, 2016

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To Whom It May Concern,

I'm very pleased to provide this letter of endorsement in support of Dr. Carol Birks. In my role as Senior Vice President of Education for the Connecticut Public Broadcasting Network (CPBN), I worked collaboratively with Dr. Birks for the past four years to advance educational opportunities for students in the Hartford, CT region. As the Assistant Superintendent for Instructional Leadership for Hartford Public Schools, she oversees a diverse portfolio including CPBN's Journalism & Media Academy (JMA). I designed JMA's curriculum framework and new state of the art facility to give students unique hands-on learning experiences. Dr. Birks immediately recognized the power and potential of this educational model and put the full force of her support towards advancing its success.

The Journalism & Media Academy's historic partnership with the Harford Public Schools was shepherded and shaped by Dr. Birks' distinguished leadership and ability to nurture relationships. As our district supervisor and partnership liaison, she takes time to meet one-on-one with our school leadership and guides her administration to fully understand JMA's mission and advancements. She is a passionate community partner and a deeply invested advocate for our talented students and the continued development of our school. Her counsel and perspective are highly sought after because she communicates effectively even during challenging negotiations and bridges new partnerships that are integral to sustainable growth.

I first met Dr. Birks nearly 16 years ago when I was invited to speak at Luis Munoz Marin School in Bridgeport, CT, where she served as a highly regarded and dedicated educator. Our relationship developed over the years and it is incredible to work alongside such an inspiring voice for educational reform in Connecticut. She has dedicated her career to helping urban youth succeed. Dr. Birks has her finger on the pulse of educational best practices and is a steadfast champion of student-centered learning models, pushing for accountability and transparency while encouraging innovation and excellence.

I extend my highest recommendation to Dr. Birks and I'm excited to see how her expert leadership will continue to impact and drive change for today's students. Please feel free to contact me for any further information at [REDACTED] (mobile), [REDACTED] (office) or [REDACTED]

Sincerely,

Donna Sodipo
Senior Vice President of Education
Connecticut Public Broadcasting Network

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