

Sandra Kase, Ed.D.

LEADERSHIP EXPERIENCE

2015- Present

- School Improvement Leadership Coach for NYC School Principals in former Renewal/Rise/Continuous Improvement Programs;
- Provide guidance and support for principals to develop systems and structures that improve student outcomes;
- Partner with superintendents to develop systems of support for schools.

2017-2019

- Served as Independent Monitor for the New York State Commissioner of Education and the NYC Department of Education Chancellor
 - Monitored the closing of PS 162, which had not met state standards and facilitated the creation of PS 584;
 - Reported progress of school closing and school development weekly to both the Commissioner and Chancellor;
 - Selected a new principal, assistant principals, teachers and support staff;
 - Supported the development of the school's mission and selected the curricula with the new team;
 - Oversaw the development of the school's budget in compliance with the directives of the Commissioner and Chancellor;
 - Engaged resources to support the school's development from within and outside of the Department of Education;
 - Provided leadership coaching for principal.

2013- 2015

- Leadership Coach for Teaching Matters Network
 - Counseled and supported principals and administrators for school improvement in 11 network schools;
 - Provided support to network leader for systems and structures to benefit all network schools.

2011 – 2013

- Chief Administrative Officer, Bridgeport, CT Public Schools
 - Supervised all schools in Bridgeport Public Schools;
 - Oversaw all aspect of district operations;
 - Developed and implemented a curriculum reform plan for Bridgeport Public Schools, PK-12;
 - Developed new district organization;
 - Developed processes to build capacity of the schools to turnaround student and teacher performance;
 - Developed and implemented new teacher and principal evaluation processes;
 - Supported efforts to balance the current district budget and create a structurally sound five- year budget plan.

2004-2011 Educational Consultant

- Worked on initiatives for both RMC Research Corporation and the New York Comprehensive Center
 - Project Director for the Peer Observation and Evaluation Project
 - Developed program protocols to recruit, hire and train highly qualified retired teachers to observe, support and document tenured teachers who have received multiple unsatisfactory ratings for possible dismissal;
 - Coordinated the development of a mathematics pilot project in NYC Schools
 - Worked with United Federation of Teachers (UFT) Teacher Center to prepare schools to implement Singapore Math strategies for students struggling in mathematics;
 - Planned and coordinated dissemination of current research in mathematics, identified and hired experts in mathematics to provide continuous training and support, and develop curriculum alignment materials with the New York State Standards and the Everyday Mathematics Program and;
 - Coordinated a documentation study of the project's impact on student achievement.
 - Developed protocols and lead teams of professionals to conduct educational evaluations of charter schools
 - Oriented and trained team members to conduct evidence-based site visits to determine their status as viable academic and fiscal organizations;
 - Developed methodologies for collecting and analyzing evidence gathered from multiple sources, including interviews, observations and document reviews, during site visits;
 - Worked with charter school administrators to develop appropriate schedules, obtain necessary documents and comment on written reports;
 - Wrote evidence-based reports based on the criteria of the authorizing entity.
 - Wrote proposals for funding, as appropriate;
 - Served as liaison to the New York State School Improvement Committee
 - Facilitated meetings to discuss and craft the processes for implementing provisions of Chapter 57 of the NYS Education Laws and NCLB requirements;
 - Served as liaison to the New York City School Improvement Network
 - Supported New York State Education Department in their collaboration with the New York City Department of Education in understanding, disseminating and implementing applicable federal and state accountability provisions for New York City public schools.

- Conducted exhaustive instructional and organizational reviews of all schools in Yonkers, New York in anticipation of lawsuit against NYSED for fair funding
 - Conducted site visits of all of the Yonkers public schools;
 - Interviewed administrators, teachers and keep personnel;
 - Conducted a random sample of classrooms observations;

- Wrote evidence-based reports on each school with a focus on the quality of educational opportunities offered, the quality of teaching, the school's resources and the physical condition of the schools.
- Developed and supported instructional programs in city school districts
 - Supported the Superintendent of Peekskill City Schools in all areas of curriculum and instruction;
 - Developed district curriculum maps in core subjects;
 - Led the creation and implementation of standards based report cards;
 - Successfully wrote and was awarded state and federal grants to enhance the district instructional program, such as *Reading First* and *Javits Gifted and Talented Student Education Program* grants.
- Provided counsel and support to districts in the area of school reform;
- Worked with principals and district staff to develop leadership skills and competencies.

2003-2004 Superintendent/ Senior Instructional Manager for Government and Grants, NYCDOE

- Served as liaison to New York State Education Department (NYSED) for school and district accountability designations as well as for compliance with NYSED and USDOE requirements;
- Served to support NYC Department of Education and school districts with turnaround efforts;
- Responsible for instructional planning processes for all schools and regions/districts;
- Served as “gatekeeper” for all compensatory funding to the New York City Department of Education - both allocative and competitive;
- Developed the initial protocols and processes for and administered all phases of NCLB Supplemental Education Services for eligible students and schools;
- Provided support and guidance to schools on state and federal regulations impacting on student achievement and school accountability;
- Created new positions to support schools in the development of grant opportunities and to ensure the appropriate use of fiscal resources for school improvement and turnaround.

2000- 2003 Supervising Superintendent, The Chancellor's District

- Maintained direct responsibility for the turnaround of forty one low performing schools throughout New York City, including elementary, middle and high schools, to improve the academic achievement of all students;
 - Created a district wide curricula to be implemented as a baseline for all schools (Pk-12);

- Recruited and hired highly qualified staff for the district and schools. Increased the percentage of certified/highly qualified teachers from 60% to 97% within three years;
 - Created structures, including staffing models and additional time, for intensive professional development of all school staff both centrally and at each school site;
 - Monitored each school for academic improvement and sound fiscal practices;
 - Monitored each school for compliance with all laws and regulations pertaining to English language learners and students with disabilities;
 - Developed the capacity of all district and school administrators to provide high quality leadership and oversight for their staff and organizations;
- Refined and expanded an innovative organizational structure for supervising and supporting the school;
 - Developed a regional structure, with four regions, for supervising and supporting schools;
 - Created an appropriate staffing model for each region;
 - Developed new positions and redirected existing positions to ensure adequate support for all schools;
- Created the roles for and supervised the activities of four (4) Instructional Superintendents who provided direct supervision for schools in their regions;
- Developed model educational practices and protocols that can be replicated by all districts to improve the performance of their low performing schools and subgroups;
- Created and administered a budget in excess of \$200 million to support the development of the schools as outstanding teaching and learning organizations
 - Developed a unique resource allocation model to support the improvement of all schools;
 - Created a staffing model for district and schools that could effectively implement; all requirements for improving students' academic achievement;
 - Provided classroom libraries for all classes Pk-12;
 - Used resources to improve and maintain building plants to ensure a clean, safe learning environment for all students and staff
- Focused on professional development for teaching and support staff
 - Developed processes and protocols for providing additional time for professional development in each school. Schools were able to have approximately 90 minutes of professional development weekly;
 - Provided needed resources, including consultants, programs and materials to introduce and support staff in implementing research and evidence-based practices;
- Recognized by the Council of the Great City Schools in *Foundations for Success* (September 2002);

- Success documented in the report: *Virtual District, Real Improvement: A retrospective evaluation of the Chancellor's District: 1996-2003* (Institute for Education and Social Policy, New York University) (June, 2004).

1999- 2000 Executive Assistant to the Chancellor For SURR (Schools Under Registration Review) and Priority Schools

- Served as the liaison between the Board of Education and the New York State Education Department to provide oversight, support and regulatory clarification to all SURR schools identified in New York City.

1986- 1999 Principal, The Claremont Community School, CES 42, Bronx, New York

- Provided leadership and support for the creation of a collaborative, shared decision making school in which teachers, parents, students and community came together to promote educational excellence for all students;
- Led total school reform through the development of a strength based program for all students which provided them with many opportunities and uses instructional strategies designed to identify students with gifts and talents from a traditionally underrepresented population;
- Promoted a child-centered approach to teaching and learning which focused on research based practices in literacy development, science and mathematics instruction, gifted education, inclusion of technology and authentic assessment;
- Initiated and implemented new programs to support school wide instruction which included formative and summative assessments to insure the effectiveness and realization of objectives;
- Introduced and trained staff for the development of a schoolwide model for gifted education which provided a challenging curriculum and opportunities for the development of talents for all students based on *Multiple Intelligences* theory, developed by Howard Gardner, Harvard University.
- Created a climate which invited teachers to participate in continuous professional development opportunities promoting teacher leadership and expertise among staff;
- Implemented a schoolwide instructional program which integrated computer technology into all facets of the curriculum including the use of telecommunications, problem based learning and desk top publishing in both laboratory and classroom settings;
- Developed schoolwide methods for performance assessment of students' progress and achievement, including an integrated portfolio (Science, Mathematics, Reading, Writing, and Talent Development);
- Served as a model school to develop and implement the first phase of School Based Budgeting;

- Created a sound fiscal condition for the school which included compliance with all applicable laws and regulations and provided a strong system of internal controls;
- Developed applications for and received grant opportunities that provided the school with the funds, nearly \$2 million, to implement its mission effectively;
- Developed a network of community support for the school through collaborations and partnerships with community agencies and affiliations with colleges and universities, such as the College of New Rochelle, Harvard Project Zero, National Research Center for Gifted and Talented Education, Lehman College (CUNY), American Museum of Natural History, New York Botanical Garden, Central Park Conservancy, Community Planning Board 3, and others.

**1978-1986 Community School District #9, Bronx, New York
Education Administrator, Early Childhood
Coordinator, District Screening Administrator**

- Provided support and leadership for 25 elementary schools in the initiation and implementation of developmental early childhood programs;
- Directed the New York State PreKindergarten Program in three district schools;
- Developed and implemented a prekindergarten program based on inclusion of students with handicapping conditions;
- Facilitated professional development for district early childhood staff;
- Administered the Chapter 53 Screening Program in 34 district elementary and intermediate schools;
- Wrote and received State, Federal and local grants to support early childhood education.

TEACHING EXPERIENCE

**1975-1978 Early Childhood Resource Teacher
Public School 110, Bronx, New York**

- Worked directly with principal to create new prekindergarten classes;
- Provided on-site staff training in implementing a developmental curriculum;
- Modeled for teachers through the delivery of direct instruction to students in the Classrooms;
- Conducted parent workshops on curriculum and social service topics.

**1966-1975 Teacher - Kindergarten through Grade Six
CES 63, Bronx, New York**

- Classroom teacher - Kindergarten -Grade 2
- Non-graded Primary Teacher
- Cluster Teacher - through Grade Six

GRANTS RECEIVED

- Jacob Javits Gifted and Talented Students Education Grant (United States Department of Education) 2006
- Reading First Grant (New York State Education Department)-2004 (NYC) and 2006(Peekskill, NY)
- 21st Century Grant (US Department of Education)
- Community Schools Grant (New York State Education Department)
- Jacob Javits Gifted and Talented Students Education Grant (United States Office of Education) (1993, and 1996)
- Learn and Serve America K-12 (New York State Education Department)
- Arts Partner Grant (New York City Fund for Public Education)
- Choral Music Initiative Grant (New York Foundation for the Arts / Seagrams, Inc.)
- ISS LEP Grant (New York State Education Department)
- McKinney Program for Education of the Homeless (New York State Education Department)
- New York Foundation for the Arts (NYFA)
- Legislative Technology Grants

AWARDS AND PRESENTATIONS

- Recognized as a model school for early childhood programs for New York City early childhood initiative;
- Recognized nationally for excellence in gifted education and one of two schools nationwide included in U.S. Office of Education video;
- Received Reliance Award for Excellence in Education;
- Subject of doctoral dissertations on outstanding leadership ("The Emerging Role of the Principal in Restructuring for Enrichment Education", Slatin, 1995 and "Principal Leadership, Teacher Leadership, and Student Achievement in a Public Elementary School", Lunney, 1996);
- Included in The Parents' Guide To New York City's Best Public Elementary Schools, Hemphill, 1997;
- Presented on a panel with David Berliner, Sigmund Tobias, et al: *Successful Inner City Elementary Schools*. Invited PBS Session at the annual meeting of the American Educational Research Association, Chicago Il. (1997, March);

- Presented at conferences including National Association for Gifted Children (1995,1997,1998), CONFRATUTE (University of Connecticut, 1995), Javits Conference (1993, 1994,1996), United States Office of Education Conference on School Reform (1993), Association for Supervision and Curriculum Development (New York City, 1992), Advocacy for Gifted and Talented Education (1993), OBEMLA / OERI Conference on LEP Gifted Students (1997), Adelphi Institute: Integrating Gifted Education into the Fabric of the School (1998);
- Presented at the Council of the Great City Schools 46th Annual Fall Conference, October 2002: *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement*;
- Received Bronx Borough President's Citation of Merit for distinguished service, February 2003;
- Received the Fordham University School of Education Alumni Achievement Award for outstanding leadership and distinguished service, April 2005;
- Received President's Award from the Bronx County Bar Association for service to the children of Bronx County.

EDUCATION

- Doctoral Degree: Educational Administration, Fordham University, May 2000
- Professional Certificate: *Principal's Institute*, Harvard University, 1987
- Professional Diploma: Educational Administration and Supervision, City College, 1975
- Master of Science Degree in Early Childhood Education, Lehman College, 1970
- Bachelor of Arts Degree in Elementary Education, Hunter College, 1967

NEW YORK STATE CERTIFICATES

- 1976 : School District Administrator
- 1975: School Administrator and Supervisor
- 1967: Teacher, Nursery through Grade 6

NEW YORK CITY LICENSES

- 1985: Principal of Elementary Schools
- 1985: Assistant Principal, Elementary, Intermediate, Junior High Schools
- 1987: Educational Administrator - Senior Curriculum Development and Instructional Specialist
- 1986: Educational Administrator - Pupil Personnel Support Services
- 1966: Teacher, Early Childhood Classes