

Jesse U. Berger Ed.D

Objective

To obtain a position within a school district that will utilize my abilities, skills, performance-based driven outcomes, instructional focus, and organizational management to transition district/schools' progress towards student success.

Executive Summary:

My educational philosophy builds upon my beliefs that an educational institution should establish and maintain a safe, nurturing, and stimulating environment that fosters student learning. Professional learning communities should exist and support continuous professional growth and accountability. The development of risk-taking and innovation should be encouraged among staff, and systematic processes should be utilized to develop exemplary practices to support the learning needs of students. Detailed knowledge and core skills include the following:

- A commitment to ensure organizational effectiveness;
- Development of wrap-around support services to improve student outcomes;
- Facilitation of mental health services within the school setting;
- Facilitation of district partnerships to support schools;
- Establishment of vision, mission, and belief statements;
- Establishment of PBIS practices within a school setting;
- Facilitation of professional learning to enhance school culture and teacher effectiveness;
- Grant acquisition and management;
- Strategic planning with measurable goals;
- Implementation of standards-based classrooms practices that elicit student engagement; • Utilization of conflict mediation and resolution strategies in the workplace;
- Utilization of best practices to increase parental involvement.

Education

Northcentral University, Prescott, Arizona
Ed.D. Instructional and Curriculum Leadership

Piedmont College, Demorest, Georgia
Ed.S. Curriculum and Instruction

Troy State University, Phenix City, Alabama
MS Educational Administration Supervision

Clark Atlanta University, Atlanta, Georgia
BA History Education

University of Texas at Austin, Texas
Oral History Certificate

Governor's Office of Student Achievement, Atlanta, Georgia
Principal Coach Credential

Harvard University, Boston, Massachusetts
Turnaround Leadership Institute
Certificate Credential

TKES (Teacher Keys Effectiveness System) Credentialing

On August 8, 2012, in association with Clayton County School District, Georgia Department of Education Teacher Keys Effectiveness System credentialing was completed.

PROFESSIONAL EXPERIENCE

Over 26 years of education, leadership, and management experience, including nine years as principal. Key areas of responsibility: executive leadership, financial management, human capital strategy, facility master planning, accountability and assessment, staff and student performance, and policy and governance.

Doraville United Elementary School (Chamblee, GA 2020-present), Principal
Dresden Elementary School (Chamblee, GA 2017-2020), Principal

Current Snapshot Demographic Information:

School Size 989, 98% Hispanic, 100%
Economically Disadvantaged

- Secured over \$50,000 in donated funds through Dresden Foundation and Community Business Partners
- Partnered with Emory University Healthcare System - School-Based Healthcare Clinic (SBHC) within the school, the first of its kind in the DeKalb County School District
- Received Kaboom Grant (Secured funds for school playground)
- Increased school CCRPI Rating from 62 to 74 (F status to C status)
- Increased school's CCRPI Rating from 57 to 62
- Gold Star Science increased CCRPI
- Gold Star Social Studies Increased CCRPI
- Increased 16 points in CCPRI Math
- Received high ratings on Gallup and Climate Survey Results
- Received the DeKalb County School District "Distinguished Family-Friendly Award"
- Superintendent Advisory Council
- Served as mentor Principal
- Provided Professional Learning for Region 1 and other DeKalb County School District Academic Coaches – Effective Leadership Development and Academic Coaching
- Appointed by the school superintendent to open a brand new school
- Established a Summer Bridge Academy program to introduce students to new skills needed for the upcoming grade

Charles L. Gideons Elementary Atlanta, GA (2014- 2017)*Turnaround Principal*

Current Snapshot Demographic Information: School Size – 370, 99.9% African American, 100% Economically Disadvantaged, 32% Mobility Rate, 12% Special Education, and 15% Gifted

Provided the vision and leadership to promote and sustain high academic achievement for all students
Increased school CCRPI by 15 points

- Strategically managed a Title 1 budget of \$375,000
- Budgeted resources based on students deficits in all core academic areas
- Established and maintained positive relationships with the community and other stakeholders
- Implemented a systematic approach to ensure retention and development of effective teachers
- Supervised state and local standardized testing to ensure compliance with established processes and policies
- Provided assistance to teachers in promoting the integration and daily implementation of technology in the classroom
- Remained current with research related to educational issues, trends, and practices
- Modeled and set expectations for high levels of student and staff performance
- Developed the master schedule that allotted 120 minutes for ELA, 70 Math and 90 minutes for Science/Social Studies daily
- Observed the daily process of instructional delivery in the classrooms. Provided on-going instructional leadership, coaching, and resources for the implementation of researched-based best practices into the teaching and learning environment
- Conducted classroom observations to monitor and strengthen the instructional program
- Served as Design Team Leader and Data Team Leader to oversee the implementation of the instructional Best Practices
- Utilized State Longitudinal Data System to plan, measure, monitor, and communicate to teachers about improvement
- Decreased the number of discipline infractions over two years by implementing a school culture committee
- Initiated peer observation professional development model to increase implementation of standardsbased instruction
- Created and enforced procedures to develop short and long term goals through effective allocation of resources
- Facilitated data talks weekly to help teachers plan for instruction and gauge student mastery of standards
- Initiated STEM certification process
- Secured Grant o Project Lead The Way (\$7,500)

Callaway Elementary, Jonesboro, GA (2012 – 2014)

Principal

- Collaboratively implemented student discipline program resulting in a 40% reduction of student discipline referrals, supported fully functional SST programs
- Increased student attendance each year by 5% through development and implementation of innovative strategies
- Secured Multiple Grants
 - Lowes Toolbox For Education (\$5,000)
 - Dollar General Youth Literacy Grant (\$2,000)
- Maximized CCRPI College and Career Readiness Achievement Points
 - Career Day
 - College Tour
 - Earth Day Beautification Project
- Initiated STEM certification process
Coordinated with colleagues within the K-12 cluster across the district to monitor, evaluate, and adjust the implementation of common core curriculum, develop and manage fiscal budgets (Title I and General) totaling \$222,787; ensuring that all Federal, State and District guidelines and regulations were followed
- Aligned the school's curriculum with the Curriculum Essentials Framework
- Established and maintained a highly positive school climate amongst all stakeholders, including a faculty of education professionals, 970 students, parents, and community members
- Mentored beginning teachers and interns to increase retention rates by 40%
- Developed a successful after-school tutorial program increasing school recovery by 38%
- Gained community support with an increase of partners in education from 37 to 91 participants and mentors from 24 mentors to 63
- Ensured the opportunity for all students to learn essential skills and concepts and to develop essential competencies
- Professional Development Certificate, Mandated Child Abuse Reporting Credential by the State of Georgia
- Increased exceeds range of the Social Studies CRCT by 11%
- Increased exceeds range of the Science CRCT by 7%
- Increased exceeds range of the ELA CRCT by 6%
- Increased exceeds range of the Math CRCT by 5%
- Increased exceeds range of the Reading CRCT by 4%

Lake Ridge Elementary, Riverdale, GA (2004 - 2012) Assistant

Principal

- Served as school-wide testing coordinator ensuring 100% compliance with federal, state, and district guidelines
- Developed and implemented a structured planning process incorporating participation for continuous school improvement
- Maintained a positive, orderly, and academically focused learning condition in the instructional environment
- Fostered proficient instruction that aligns content with student's learning needs and encompasses a variety of appropriate teaching strategies and learning experiences

- Conducted supervision and evaluation activities and processes that actuate teaching for learning and comply with law, policy, regulation, and negotiated contracts
- Provided proficient educational leadership
- Developed and preserved a school climate that promotes positive working and learning conditions
- Established and maintained school /community cooperation with and confidence in educational enterprises
- Managed school operations and programs efficiently and effectively
- Performed other duties related to the position as assigned
- Developed a school-wide budget
- Served as a recruiter for the Clayton County Board of Education

Stewart Middle School, Douglasville, GA (Summer 2004)

Summer School Principal

- Student Management: 6th, 7th & 8th graders
- Assisted in the general program evaluation of the school
Assisted in the coordination of department and faculty meetings
Assisted in the planning, coordination, implementation, and evaluation of in-service programs and pilot programs

Chestnut Log Middle School, Douglasville, GA (2002- 2004)

Assistant Principal

- Student Management: 6th, 7th & 8th grades
- School-Wide Discipline Coordinator
- Student Support Team Chairperson
- Substitutes
- ESOL Coordinator
- Attendance
- Facilities Management
- Testing Coordinator
- Teacher Observations
- Recruiter for the Douglas County Board of Education

Creekside High School, Fairburn, GA (1996-2002)

Social Studies Teacher

- S.A.C.S. Committee Chair
- Community Involvement Segment Member
- Step I and II Evaluation Plan Committee
- School-Based Management Team
- Debate Team Coach
- Multicultural Committee Advisor
- Student performance mini-grants
- Fulton County Text Book Adoption Committee
- Pay for Performance Committee
- National Honor Society Advisor
- Textbook Inventory

- Student Locker Distribution
- Recruiter for the Fulton County Board of Education
- 92% passing rate of the GHSGT

Clayton State College & University, Morrow, GA (1997-1998) Continuing Education Division Administrator

- Hired and Supervised Teachers
- Ordered textbooks and developed objectives for the classes
- Coordinated room assignments

Gwynn Park High School, Brandywine, MD (1995-1996)

Social Studies Teacher

- Developed a mentoring program for At-Risk Students
- Established a School discipline plan contract for students
- Served as Advisor for the Student Government Association
- Coached Track and Tennis
- Oasis Tutorial After-School Coordinator
- Recruiter for the Prince George's County Board of Education

Martin L. King Middle School, San Francisco, CA (June-August 1995)

Social Studies/English Teacher

- Taught remediation classes
- Developed Learning strategies for students

Thurgood Marshall Academic High School, San Francisco, CA (1994-1995)

Social Studies Teacher and Department Chair

- Chaired Social Studies Department
- Helped develop a mission statement for a new school
- Devised a curriculum for a new pilot course (High School Sociology, grades 7-12)
- Yearbook Advisor
- School Newspaper Advisor
- Recruiter for the San Francisco Unified School District

Clark Atlanta University, Atlanta, GA (1992-1993)

Teacher/Upward Bound Program

- Helped students with college application essays
- Assisted students with financial aid applications

PROFESSIONAL LEARNING CLASSES TAUGHT:

Social Studies Content, Process and Strategies (certification course for TAP teachers)

- Teachers learned to examine content, pedagogy, skills, and materials used to teach social studies to elementary students

Promoting Engagement through the Social Studies Fair (professional learning course for teachers)

- Teachers learned innovative and practical strategies for improving instruction and achievement in social studies.

Effective Strategies for Teachers (professional learning course for teachers)

- Teachers learned to build conceptual understanding to engage learners in activities, give opportunities to explore ways the content fits with prior learning, explain the new concepts thoroughly, apply what was taught with opportunities for practice, and reflect on the learning experience.

COURSES TAUGHT at the UNIVERSITY:

- **Clark Atlanta University - Spring 2005 CECE 452/01 Integrated Social Studies into Language Arts** – Teaching the integration of Social Studies into the Language Arts in the elementary school. This course examined, in-depth, the methods used in teaching the integration of Social Studies into the Language Arts in the elementary school, various theories from the foundation for methods that are commonly practiced, explore common research and its use as a basis for the "best practice" in diagnosis and instruction. Through detailed study, research, class discussion, and examination of each area of the social studies and language arts, students will have a better understanding of the interrelation of both disciplines.
- **Clark Atlanta University – Spring 2006 EDU 103 Elementary and Secondary Methods Introduction-** This course was designed to help students who are thinking of entering the teacher education program. The course was comprised of strategies and skills needed to teach social studies in today's public schools. The course consisted of actual classroom observations and CRCT/GHSGT/Scope and Sequence/ - accountability action plans.
- **Howard University- Foundations & Processes of Reading Acquisition EDUC 250** Course aligned with School of Education's conceptual framework to develop reflective educators, competent researchers, educational leaders, and change agents to serve in urban educational and human service environments. This course provides students with background knowledge of the foundations of reading, reading instruction, instructional materials, and literacy development.

ADDITIONAL PROFESSIONAL EXPERIENCE

Howard University Ready to Teach Program, Washington, DC (2008– 2013) Human Resources Manager/Recruitment Specialist

- Designed and implemented a plan to tap into college and University pool of qualified teacher candidates
- Identified, cultivated, and influenced relationships with colleges and university career services
- Communicated effectively to deliver a compelling vision to attract highly-qualified candidates.
- Played a key role in ensuring the successful launch of Ready to Teach (alternative certification) Program with school districts in Houston Independent School District, Atlanta Public Schools, Chicago Public Schools, and District of Columbia Public Schools. Structured and implemented programs and policies in the areas of training, compensation structures, benefits packages, incentives, and newemployee orientation.
- Fostered a teamwork/open-door environment conducive to positive dialogue across the organization
- Personalized efforts were cited as the driving force behind employee retention rate of 89% within the alternative certification program, where high turnover is the norm.

- Negotiated approximately 160 salary offers and dozens of sign-on bonuses/relocation packages annually at both the exempt and nonexempt level.
- Introduced company's first formal performance review program, creating a flexible and well-received tool that was later adopted company-wide.
- Served on a task force in Clayton County Public Schools to recruit 100 Special Education Teachers.
- Conceived, developed, and implemented a series of innovation Human Resources Programs and leadership initiatives, including comprehensive supervisory training, performance-based initiatives compensation programs, and succession planning to recruit math, science, and special education teachers.
- Conducted extensive recruiting as sole recruiter accountable for filling vacancies within the following school districts: San Francisco Unified School District, Douglas County Schools, Fulton County, Prince George's County, and Atlanta Public Schools.

Educational Testing Service (ETS), and the Georgia Department of Education,

GACE Curriculum and Assessment Consultant, *Atlanta Georgia 2013*

- Demonstrated knowledge of how to implement key concepts, principles, and applications of student learning
- Demonstrated various theories related to curriculum and instruction
- Applied knowledge and strategies for implementing teacher quality towards student achievement

Clark Atlanta University GACE Preparation

Served as lead facilitator/instructor to:

- Improved test-taking skills
- Increased reading speed
- Enhanced reading comprehension
- Reduced test-taking anxiety
- Increased knowledge of content area

District Improvement Plan Team Member, Jonesboro, GA (2012- 2014)

- Served as a policy writer/editor for the Clayton County Public Schools District Title III Improvement Plan (DIP)
- Provided action steps for increasing academic achievement for English learners (ELs)

PRESENTATIONS/PUBLICATIONS/PROJECTS:

“School Turnaround Leadership & Effectively Engaging Families and Communities: Leading Through The Pandemic” Selected by Georgia State University Principals Center as a presenter. To provide practicing and aspiring school leaders with learning and networking opportunities to develop their capacity to create schools that work for all children. Atlanta, Georgia

"Collaboration on Best Practices for School Improvement - Research Driven"- The School of Education at Clark Atlanta University will jointly develop a partnership to improve the academic performance in a low performing elementary school. The three departments Curriculum & Instruction, Educational Leadership, and School Counseling - will design a program based on best practices to improve performance. Other aspects will include professional development, mentoring, family literacy, and parent involvement. The appropriate audience would be principals, teachers, central office, curriculum specialists, and parents. This presentation

will address evidence-based research to support practices that work. The goal is to demonstrate a working relationship between a university and an urban school with numerous academic and community challenges. A PowerPoint presentation will show key elements with handouts for the audience.

"Elementary Social Studies Standards-Based Classrooms Innovations – Educating teachers with necessary Standard Based skills to maximize student's needs." Presentation at the Annual Georgia Council Social Studies Conference, Athens, Georgia

"Rules of Engagement Towards Active Learning: Assisting Students in Distress" – Instructing educators on how to emphasize emotional, academic, and social behaviors that enhance and impede quality education in classrooms and schools. NABSE Conference, Detroit, Michigan

PUBLICATIONS:

200 Alabama Bicentennial: *Celebrating 200 Years of Alabama American History and Culture, 2019*

Recognizing the rich history and culture of Americans in the state, including the celebration of people, places and events that have played an integral, but often overlooked, role in helping shape Alabama's history and culture.

PROJECTS/RESEARCH:

Served as a facilitator/ Project Manager conducting research on teacher attrition. This case study provides an in-depth analysis of the attrition problem among K-12 teachers at in rural Georgia. Recent research reveals that 45.7% of Georgia teachers leave the profession within ten years. Unique environmental factors such as lower wages than those paid in urban environments, make it difficult to retain talented, seasoned teachers. The purpose of this case study is to determine the range and frequency of environmental factors that cause high attrition among K-12 teachers in rural Georgia and recommend ways to mitigate those factors

HONORS/ORGANIZATIONS

- National Educational Association (NEA)
- American Federation of Teachers
- Phi Delta Kappa
- Summer of Service Toastmasters
- Teacher of the Year 1997
- Crystal Apple Teacher 1998
- National Historical Society
- Clark Atlanta University Alumni Association
- Alpha Phi Alpha Fraternity Inc.
- Who's Who Among America's Teachers

References and Transcripts Available upon Request