

## FREDERICO L. ROWE, ED. D

### **Educational Background:**

- The UNIVERSITY OF SOUTH CAROLINA, Columbia, SC  
*Doctor of Education in Curriculum and Instruction, 2022*
- ARGOSY UNIVERSITY, Atlanta, GA  
*Educational Specialist in Educational Leadership, 2011*
- TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY  
*Educational Master's in Educational Leadership, 2007*
- GEORGIA STATE UNIVERSITY, Atlanta, GA  
*Master of Education in Middle Grades Mathematics, 2006*
- ALABAMA A&M UNIVERSITY, Huntsville, AL  
*Bachelor of Science in Elementary Education, 2000*

### **Training:**

- Cornell University- Diversity and Inclusion Program
- Teacher's College: Principal's Academy
- Jim Knight's Instructional Coaching Institute, 2020
- NCTM Training 2018, 2019
- Learning Targets and Learning Progressions, Mrs. Tameka Fuller
- Teaching and Learning in Multicultural Societies, Dr. Lisa Delpit
- Creating a Culture for Rigorous Learning, Part I, Dr. Lissa Pijanowski
- Leading Schools for Language Learner Achievement
- Courageous Conversations Training
- Responsive Classroom
- Turnaround Arts
- Guided Language Acquisition Design (GLAD)
- International Baccalaureate Organization: International Baccalaureate Curriculum Primary Year Program

### **Qualifications:**

- School Auditor- Clayton County Public Schools (Sub Contractor)
- Director of the Equity, Diversity, and Inclusion Office
- Assistant Director of Teaching and Learning
- Principal (9.5 years)
- Assistant Principal (6 years)
- Principals Association President (2 Years)
- Superintendent Cabinet Member (2 Years)
- Curriculum Cabinet Member (2 Years)
- Robbinsdale Principal's Association Executive Board (3 years)
- Turnaround Arts School Leader
- Classroom Teacher
- Testing Coordinator
- School Safety Coordinator
- Attendance Protocol Manager
- CSIP Chairperson
- Model Teacher America's Choice

### **Certifications:**

- Georgia
  - Educational Leadership (P-12)
  - Middle Grades Education (Language Arts, Science, and Social Studies)
  - Early Childhood Education (P-5)
- Minnesota
  - Educational Leadership (P-12)
- Utah
  - Educational Leadership
  - Elementary (P-6)

### **Memberships:**

- National Educators Association
- National Association of Elementary School Principal
- Minnesota Elementary Principal's Association
- Robbinsdale Association of Principals
- Georgia Association of Educators
- Alabama A&M Alumni Association
- Georgia State University Alumni Association
- Teachers College, Columbia

- Yale's Center for Emotional Intelligence: Ruler Social and Emotional Learning Curriculum
- Gallup: Staff Engagement Training
- Gallup: Strengths Finders
- Common Core State Standards
- Georgia State University Principal's Academy
- Managing a Title 1 and General Budget
- Gifted and Talented Education (GATE)
- On-boarding Quality Staff
- Teacher Keys Evaluation System (TKES) 2012
- Georgia Leadership Institute for School Improvement (GLISI) 2008

### **Technology Proficiency**

- Google Suite, Microsoft Office Suite, Adobe Suite
- Infinite Campus
- ESIS- Electronic Student Information System
- Schoolnet/IDMS

### **Professional Development/Facilitator:**

- Deficit Thinking
- Implicit Bias
- Equity Audits
- How to Conduct Investigations
- Race and School Discipline
- SRO Discipline Training
- Adult SEL
- Jordan School District Instructional Coaching Institute Monthly Training
- District Grade 2 Standard-Based Instruction (Minnesota State Standards)
- School-Wide Data Discussion
- Balanced Literacy Framework Overview
- Common Core (Georgia Standards of Excellence)
- Social and Emotional Learning (SEL)
- Formative and Summative Assessments
- *Marzano's High Yield Strategies*- trained teachers and staff on effectively using high-yield strategies to increase student achievement.
- Making Readers/ Writers Workshop Work-facilitated several pieces of training on effectively using Readers and Writer's Workshop in the classroom.
- Cooperative Management Cooperative Discipline (CMCD) trained elementary principals on strategies for teachers when creating a student-centered classroom discipline plan.

## **PROFESSIONAL EXPERIENCE**

### **Clayton County School District, Jonesboro, GA**

2023-present

#### *District Auditor (Subcontractor)*

- Participated in instructional walk-throughs at secondary schools in the district.
- Attended leadership team meetings with key players in the instructional success of the school.
- Facilitated feedback to the leadership team regarding visits
- Created summary reports of visits to schools for school leadership
- Made recommendations for instructional practices
- Created summer report for district leadership regarding school visits
- Interviewed students about their perception of the school and collected their grows and glows for their schools.

### **Jordan School District, West Jordan, UT**

#### *Director of the Equity, Diversity, and Inclusion Office*

2022-2023

- At the request of the superintendent and cabinet, I created the Office of Equity, Diversity, and Inclusion (EDI) in the Jordan School District
- Lead Investigator on discrimination and harassment claims for the school district.
- Continuous training and coaching of school principals and senior leadership on issues of EDI
- Ensure fair and inclusive environments for the 57,000 students in the Jordan School District.
- Co-created the Equity Scorecard for schools that are used in instructional planning
- Created initial investigation process for school leaders
- Professional Learning for district and school administration

*Assistant Director of Teaching and Learning (Official Title- Staff Assistant, Administrator) 2022*

- Monitored daily instruction practices for 42 elementary schools
- Assisted the Director of Teaching and Learning with instructional decisions related to all core content areas
- Monitored implementation of district instructional initiatives
- Coached principals on using data to drive instructional decision making
- Attended district-level PLCs to brainstorm with content area leaders on instructional practices

Northport Elementary School- BROOKLYN CENTER, MN

2016-2022

*President of the Robbinsdale Area Schools Principal Association (2020-2022)*

- Worked closely with senior cabinet to help facilitate and support quality school leadership for principals at the elementary and secondary levels.
- Advocated for principals' rights
- Served as coach to district principals, assisting in areas of leadership development, budgeting, instructional programming, culture, and climate needs
- Facilitated monthly principal PLC meetings to discuss the instructional needs of schools.
- Participated in walk-throughs and provided feedback to principals on various areas of success and room for improvement in their schools.

*Principal*

- Developed and implemented an Instructional Coaching Model
- Managed the instructional program and allocated funds for an urban elementary school of 650+ students and 50+ faculty members.
- Provided leadership for implementing, monitoring, and evaluating research-based instructional practices that provide the greatest evidence of improved student achievement.
- Conducted high-quality professional development to support student learning and improve teacher performance.
- Established collaborative partnerships with community partners to develop and implement a quality assurance process to provide long-term effectiveness of the instructional program across the cluster.
- Implemented Quarterly Data Days to analyze assessment data and results
- Ensured assessment results effectively influenced classroom instruction.
- Supervised assigned personnel, provided assistance, conducted performance appraisals, and recommended appropriate employment actions.
- Managed General, Compensatory, and Title I budgets, assuring monies spent aligned with district goals and initiatives and supporting research-based, data-driven school improvement initiatives.
- Oversaw the creation and implementation of a school improvement plan
- Created and led a team to study the feasibility of GLAD at Northport Elementary School
- Communicated with stakeholders about instructional programming, budget, and student performance
- Met monthly with the union representative
- Conducted a quarterly assessment of leadership team progression toward CSIP goals
- Monitored PLC Data Meetings/Notes

Continental Colony Elementary School - ATLANTA, GA 2013-2016

*Principal*

- Managed the instructional program and allocation of funds for an urban elementary school of 500+ students and 50+ faculty members.
- Provided leadership for implementing, monitoring, and evaluating research-based instructional practices that provide the greatest evidence of improved student achievement.
- Conducted high-quality professional development to support student learning and improve teacher performance.
- Established collaborative partnerships with cluster school leaders to develop and implement a quality assurance process to provide long-term effectiveness of the instructional program across the cluster.
- Analyzed assessment data and results
- Ensured that assessment results effectively influenced classroom instruction
- Supervised assigned personnel, aided in performance appraisals, and recommended appropriate employment actions.
- Managed General and Title I budget, ensuring monies aligned with district goals and

initiatives and supporting research-based, data-driven school improvement initiatives.

- Oversaw the creation and implementation of the school improvement plan
- Created and led a team to study the feasibility of IB at Continental Colony Elementary School
- Communicated with stakeholders about instructional programming, budget, and student performance

Panola Way Elementary School - LITHONIA, GA

2010-2013

*Assistant Principal*

- Assisted with planning and directing activities for an elementary school with 841 students and 80 faculty members.
- Provided leadership for implementing, monitoring, and evaluating research-based instructional practices that provide the greatest evidence of improved student achievement.
- Conducted high-quality professional development to support student learning and improve teacher performance.
- Established collaborative partnerships with cluster school leaders to develop and implement a quality assurance process to provide long-term effectiveness of the instructional program across the cluster.
- Oversaw assessment data and interpreted the results to ensure that assessment results effectively influenced classroom instruction.
- Supervised and supported personnel, conducted performance appraisals, and recommended appropriate employment actions.
- Managed Title I budget, assuring that monies spent aligned with district goals and initiatives and supported research-based, data-driven school improvement initiatives.
- Oversaw the creation and implementation of the school improvement plan

Flat Rock Elementary School - LITHONIA, GA

2007-2010

*Assistant Principal*

- Assisted with planning and directing activities for an elementary school with 1300 students and 80 faculty members.
- Implemented and evaluated the instructional program to improve student performance and ensure mastery of Georgia performance standards.
- Observed employee performance, recorded observations, reviewed lesson plans, and conducted evaluation conferences.
- Designed and coordinated appropriate in-service programs for staff.
- Coordinated acquiring textbooks, equipment, and resource materials for classroom instruction.
- Prepared and supervised the preparation of reports, records, and all required paperwork appropriate to the school's testing coordinator of district and state assessments.
- Wrote and collected evaluation data for the Consolidated School Improvement Plan (CSIP).
- Consulted special education teachers and reviewed students' Individualized Education Plans (IEPs).

### School Improvement Data:

#### **Principal: Northport Elementary School (2016-2021)**

- Increased the percentage of students scoring meet or exceed on state assessments by 8%.
- Increased the percentages of 5<sup>th</sup>-grade students scoring meets or exceeds on state assessments by 20+% points.
- Increased the percentage of 4<sup>th</sup>-grade students scoring meets or exceeds on state assessments by 10% points.
- State assessment data in Literacy indicates the following:
- Created a Data Protocol for analyzing

- Increased the percentage of Asian/Pacific Islander students scoring on track in Grade 4 Literacy by 44.2 percentage points
- Increased the percentage of Hispanic students scoring on track in Grade 4 Literacy by 21.3 percentage points
- Increased the percentage of English Language Learner students scoring on track in Grade 4 Literacy by 16 percentage points
- Increased the percentage of Special Education students scoring on track in Grade 4 Literacy by 18.7 percentage points

#### **Principal: Continental Colony Elementary School**

student data using three data sources in all grade levels.

- Revamp of Numeracy Framework after a 12.2% performance drop in Mathematics.
  - Led a team in revamping the MTSS (multi-tiered student support system) to ensure students receive appropriate academic interventions.
- 2016-2017
- Increased the percentage of students scoring proficient or better on MCA Science by 7.6%.
  - We increased the percentage of students scoring proficient or better on MCA Reading by 3.6%.
  - Increased the percentage of students scoring on track in Literacy Grades 3-5 by four percentage points
  - Increased the percentage of students scoring on track in Grade 4 Literacy by 4.2 points.

#### **(2013-2016)**

- Increased the number of Progress Points on the Georgia Milestones Assessment from 13.4 points to 28.4 points.
- Increased the number of students showing typical to high growth in ELA from 69% to 73%
- Increased the number of students showing typical to high growth in Mathematics from 14% to 63%
- Made progress toward closing the Achievement Gap and Opportunity Gap between the highest-performing and lowest-performing students in the school in 4 content areas, increasing from 2 areas in 2013-2014.
- Implemented Professional Learning Communities (PLC), Designed to increase the effectiveness of instructional planning and influence overall student achievement.
- Increased Writing Scores by *31 percentage points* by focusing on a comprehensive Writing Process for Grades K-5.
- Increased student enrollment from 370 to 500+ through engaging parents and the community.
- Earned a stakeholder feedback rating of 4 on a scale from 1 - 5. The rating is based on how stakeholders feel about the culture and climate of the school—one of the few schools in the district to receive this high rating.
- Increased CRCT Mathematics Achievement points for students in grades 3 - 16 *percentage points*, grade 4 - 8 *percentage points*, and grade 5 - 8 *percentage points* through a parental involvement initiative: Understanding High Expectations and Rigor
- Implemented a Balanced Literacy and Balanced Numeracy Instructional Framework

#### **Assistant Principal Panola Way Elementary School, Lithonia, GA 2010-2013**

*Increased Academic Achievement at Panola Way Elementary School*

- 2011-2012 CRCT Reading Achievement points
  - Increased grade 3 student performance by *15 percentage points*,
  - Increased grade 4 student performance by *11 percentage points*
  - Increased grade 5 student performance by *6 percentage points*The scores were obtained through a parental involvement initiative of understanding high expectations and rigor through multiple workshops.
- 2011-2012 CRCT Mathematics Achievement points for students in grades 3 - 16 *Percentage points*, grade 4 - 8 *percentage points*, and grade 5 - 8

#### **Assistant Principal Flat Rock Elementary School, Lithonia, GA 2007-2010**

*Increased Academic Achievement at Flat Rock Elementary School (America's Choice Model Followed).*

- 2009-2010 CRCT Mathematics Achievement points
  - Increased grade 3 student performance by *12 percentage points*
  - Increased grade 5 student performance by *2 percentage points*This was accomplished through increased professional development, America's Choice workshop models, and academic focus walks.
- 2008-2009 CRCT Mathematics Achievement points
  - Increased grade 3 student performance by *2 percentage points*
  - Increased grade 4 student performance by *9 percentage points*

*percentage points*

Achieved through a parental involvement initiative:  
Understanding High Expectations and Rigor

- Increased grade 5 student performance by *23 percentage points*

This was accomplished through a focus on common planning and relevant mathematical teaching.

**References:**

Available upon request