Danny Osborne
SUPERINTENDENT (000100054 Super 121813)

danny.osborne@education.ky.gov
(502) 330-6111

PERSONAL INFORMATION

Contact Information

First Name	**Danny**	Last Name	**Osborne**
Middle Name	**Keith**	Email	**danny.osborne@education.ky.gov**
Primary Phone	**5023306111**	Alternate Phone	
Preferred Contact Method	**Email**		

Address

Street	**400 Village Drive**	City	**Frankfort**
State	**Kentucky**	Zip Code	**40601**

Equal Opportunity Information

Providing this information is strictly voluntary. You will not be subject to adverse action or treatment if you choose not to provide this information. If you choose not to provide this information, please select 'Decline to Identify.'

Ethnicity	**Not Hispanic/Latino**	American Indian or Alaska Native	**No**
Asian	**No**	Black or African American	**No**
Native Hawaiian or Other Pacific Islander	**No**	White	**Yes**

CERTIFICATION

Certification Information #1

Certification Area	**Math 5-9**	Certification Area Type	**Professional Certification**
Grade Level	**5-9**	Certification State	**Kentucky**

Certification Information #2

Certification Area	**ESE Intellectual Disabities (ID)**	Certification Area Type	**Professional Certification**
Grade Level	**K-12**	Certification State	**Kentucky**

Certification Information #3

Certification Area	**School Principal**	Certification Area Type	**Professional Certification**
Grade Level	**K-12**	Certification State	**Kentucky**

Certification Information #4

Certification Area	**Ed Leadership**	Certification Area Type	**Professional Certification**
Grade Level	**K-12**	Certification State	**Kentucky**

Certification Information #5

Certification Area		Certification Area Type	
Grade Level		Certification State	

ADDITIONAL CERTIFICATION AREAS

Certification Area

Details

Certification State

Computer Skills

Years of Experience	**12**	Keyboarding Words Per Minute	**80**

Word Processing	**Yes**	Spreadsheets	**Yes**
Database	**Yes**	Web / Internet Browser	**Yes**
E-mail	**Yes**	Graphics	**Yes**
Microsoft Windows	**Yes**	Apple Macintosh	**No**

EMPLOYMENT HISTORY

Present Position

Present Title	**Education Recovery Leader**	Name of Employer	**Kentucky Department of Education**
Start Date	**10/01/2012**	Supervisor Name	**Deborah Powers, Education Recovery Director**

Supervisor Phone Number **502-295-7770**

Duties and Responsibilities

Work collaboratively with State, District, and School leaders to build leadership capacity within Persistently Low Achieving (PLA) schools resulting in the creation of sustainable systems and structures that lead to increased student academic achievement.

Reasons for Leaving

I have a been a teacher, a principal for 12 years, worked at the district level for one year, and have worked at the State level for one year. I am seeking an opportuity to utilzie the wealth of leadership experiences I've obtained to lead a school district to be recognized as a top performing district on a national level.

May we Contact this Employer **Yes**

Experience in Education #1

From (mm/yyyy)	**01/2000**	To (mm/yyyy)	**09/2004**
Employer Name	**Pike County School**	Assignment	**Special Education Mathematics Teacher**
Reason For Leaving	**Applied for, offered, and accepted Middle School Principal position**	Supervisor Name	**Eddie McCoy, Principal**

Supervisor Phone Number **Retired**

Duties and Responsibilities

Work collaboratively with regular eduaciton teacher, school and district leaders to ensure that all students receive a high quality, free appropriate public education through implementation of students' Individualized Education Plan that result in increased student achievement.

May we Contact this Employer **No**

Experience in Education #2

From (mm/yyyy)	**09/2004**	To (mm/yyyy)	**09/2010**
Employer Name	**Pike County Schools**	Assignment	**Middle School Principal**
Reason For Leaving	**Applied for, offered, and accepted High School Principal Position**	Supervisor Name	**Frank Welch, Superintendent**

Supervisor Phone Number **Deceased**

Duties and Responsibilities

Provide on-going leadership designed to create a positive, student centered learning environment that utilized data to drive the instructional process ultimately leading to continuous school improvement evidenced by increased individual and overall student achievement for ALL STUDENTS!

May we Contact this Employer **No**

Experience in Education #3

From (mm/yyyy)	**09/2010**	To (mm/yyyy)	**02/2011**
Employer Name	**Owen County Schools**	Assignment	**High School Principal**
Reason For Leaving	**Applied for, was offered, and accepted a Central Office Position**	Supervisor Name	**David Raleigh, Superintendent**

Supervisor Phone Number **859-552-7573**

Duties and Responsibilities

Provide on-going leadership designed to create a positive, student centered learning environment that utilized data to drive the instructional process ultimately leading to continuous school improvement evidenced by increased individual and overall student achievement for ALL STUDENTS!

May we Contact this Employer	**Yes**		

Work Experience #1

Employed from (mm/yyyy)	**02/2011**	*Employed to (mm/yyyy)*	**10/2012**
Employer	**Owen County Schools**	*Title*	**Director of Instructional Support Services**
Reason For Leaving	**Applied for, was offered, and accepted my current position at state level, Education Recovery Leader**	*Supervisor Name*	**David Raleigh, Superintendent**
Supervisor Phone Number	**859-552-7573**	*Supervisor Email*	**david.raleigh@education.ky.gov**
Duties and Responsibilities			

Worked collaboratively with State, District, and School leaders to create, implement, and monitor various improvement plans related to the following district positions which I provided leadership for: Director of Federal Programs, District Assessment Coordinator, Professional Development Coordinator, and Instructional Supervisor.

May we Contact this Employer	**Yes**		

Work Experience #2

Employed from (mm/yyyy)		*Employed to (mm/yyyy)*	
Employer		*Title*	
Reason For Leaving		*Supervisor Name*	
Supervisor Phone Number		*Supervisor Email*	
Duties and Responsibilities			

Experience Summary

Actual experience in a scholastic environment (with the exception of non-academic experience).

Years of teaching experience	**4**	*Years of student teaching experience*	**1**
Years of administrative experience	**10**		

EDUCATION

Secondary/High School Information

School Attended	**Shelby Valley High School**	*City/State*	**Pikeville, KY**
Activities/Honors			

**Valedvictorian
Citizenship Award
BETA Club
Who's Who
National Honors Society
Football - Captain
Basketball
Baseball**

Degree	**High School Diploma or GED**

College/University/Vocational Institution #1

Name of School	**Other: Pikeville College**	*Attended From (mm/yyyy)*	**08/1996**
Attended To (mm/yyyy)	**12/1999**	*Degree*	**Bachelor of Science**
Subject	**Exceptional Student Education**		

College/University/Vocational Institution #2

Name of School	**Other: Morehead State University**	*Attended From (mm/yyyy)*	**08/2002**
Attended To (mm/yyyy)	**05/2004**	*Degree*	**Master of Arts**

Subject	**Educational Leadership**		

College/University/Vocational Institution #3

Name of School	**Other: Morehead State University**	*Attended From (mm/yyyy)*	**08/2004**
Attended To (mm/yyyy)	**05/2006**	*Degree*	**Other: Rank I - Superintendent's Certification**
Subject	**Educational Leadership**		

Student Teaching #1

Name of School	**Virgie Middle School**	*Subject*	**Grade 6 Math/Grade 6-8 ECE Math**
Grade	**6-8**	*Semester*	**Winter**
Year	**2000**		

REFERENCES

Amy Dennes

Title	**Assistant Superintendent**	*Relationship*	**Colleague**
Address	**3332 Newburg Rd.**	*City*	**Louisville**
State	**Kentucky**	*Zip*	**40218**
Country	**United States**		
Email	**amy.dennes@jefferson.kyschools.us**	*Phone*	**502-485-3011**
From	**10/2012**	*To*	**Present**

Andy Dotson

Title	**Superintendent**	*Relationship*	**Colleague**
Address	**308 Webster Ave.**	*City*	**Cynthiana**
State	**Kentucky**	*Zip*	**41031**
Country	**United States**		
Email	**andy.dotson@harrison.kyschools.us**	*Phone*	**859-234-7110**
From	**09/2004**	*To*	**Present**

Tommy Floyd

Title	**Chief of Staff - Kentucky Department of Education**	*Relationship*	**Colleague**
Address	**500 Mero Street**	*City*	**Frankfort**
State	**Kentucky**	*Zip*	**40601**
Country	**United States**		
Email	**tommy.floyd@education.ky.gov**	*Phone*	**502-564-3141**
From	**03/2003**	*To*	**Present**

Deborah Powers

Title	**Education Recovery Director**	*Relationship*	**Supervisor**
Address	**500 Mero Street**	*City*	**Frankfort**
State	**Kentucky**	*Zip*	**40601**
Country	**United States**		
Email	**deborah.powers@education.ky.gov**	*Phone*	**502-295-7770**
From	**03/2003**	*To*	**Present**

David Raleigh

Title	**Education Recovery Leader**	*Relationship*	**Colleague**
Address	**500 Mero Street**	*City*	**Frankfort**
State	**Kentucky**	*Zip*	**40601**
Country	**United States**		
Email	**david.raleigh@education.ky.gov**	*Phone*	**859-552-7573**

From   **09/2010**   *To*   **Present**

DISTRICT QUESTIONS

District Questions

Have you retired from any State of Florida administered retirement plan? You are considered retired if: 1) You have received any benefits under the FRS Pension Plan (including DROP). 2) You have taken any distribution (including a rollover) from the FRS Investment Plan, or alternative retirement programs offered by state universities (SUSORP), state community colleges (CCORP), state government (SMSOAP), or local governments.

No

If you have retired from a state of Florida administered retirement plan, is the effective date July 1, 2010 or later?

Have you previously been employed, other than a substitute teaching capacity, with the Flagler County School District?

No

If "Yes", please provide the dates of your previous employment with the District and your position.

Is any member of your   **No**
immediate family employed by the school district of Flagler County?

If "Yes", please provide the name of your family member, School/Dept where they worked, and Position Held.

Been investigated for   **No**
misconduct related to your employment?

If "Yes", please provide a detailed explanation.

Been arrested or   **No**
charged(even if no contest or charges dropped or pled down) for a crime?

If you answered "Yes" please provide details including the date of the charge, the court action, and the address of the court involved.

Are you currently under indictment or subject of any other pending legal proceeding for a criminal offense?

No

If "Yes", please provide details including the date of the charge, the court action, and the address of the court involved.

Are you under investigation by any local, county, state, federal, or international agency for any reason (including any violation of the Florida Code of Ethics)?

No

If yes, please provide a detailed explanation.

Been named by a state agency responsible for child welfare as a perpetrator in an indicated report of child abuse or neglect?

No

If yes, please provide a detailed explanation.

Had a report of child abuse or sexual activities involving a K-12 student or minor filed against you with a school district, a state or federal agency, a police agency or in court?

No

If yes, please provide a detailed explanation.

Have you ever had a professional certificate, credential or license (of any kind) revoked or suspended, or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards or conduct. Are there any pending adverse actions against you?

No

If yes, please provide a detailed explanation.

Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?

No

*If yes, please provide a
detailed explanation.*

*Have you surrendered a   **No**
professional license of any
kind before its expiration?*

*If yes, please provide a
detailed explanation.*

Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?

No

*If yes, please provide a
detailed explanation.*

Have you ever been suspended, terminated, non-reappointed, released during a probationary period or resigned in lieu of termination or non-reappointment from an educational institution, the State of Florida, or any other employer/organization including the military?

No

*If yes, please provide a
detailed explanation.*

Have you ever been placed on leave by your employer or left such employment prior to the end of the contract term due to any reason other than the Family Medical Leave Act or a physical disability?

No

*If yes, please provide a
detailed explanation.*

Is your physical/mental health condition such that you can fulfill the essential job functions of the position for which you are applying (either with or without reasonable accommodations)?

Yes

*Are you considered a "High   **No**
Risk" offender, according to
Senate Bill 988?*

If you answered YES to the question above, please explain in the space provided, including the date of your last conviction.

Have you ever had any record sealed or expunged in which you were convicted, found guilty, had adjudication withheld, entered a pretrial diversion program, or pled guilty or nolo contendere (no contest) to a criminal offense other than a minor traffic violation (DUI is NOT a minor traffic violation)? Failure to answer this question accurately could result in dismissal from employment. A YES or NO is required by Florida Law.

No

If Yes, you must specify the City Where Arrested, State, Date of Arrest, Charge(s), and Disposition(s). Please NOTE: Sealed or expunged records must be reported pursuant ss. 943.0585 and 943.059, FS. However, the existence of such records will not be disclosed nor made part of your certification file which is public record.

Have you ever been convicted, found guilty, had adjudication withheld, entered a pretrial diversion program, or pled guilty or nolo contendere (no contest) to a criminal offense other than a minor traffic violation (DUI is NOT a minor traffic violation)? Failure to answer this question accurately could result in dismissal from employment. A YES or NO is required by Florida Law.

No

If Yes, you must specify the city where arrested, state, date of arrest, charge(s), and disposition(s).

*Are you a veteran as   **No**
defined by s. 295.07,
Florida Statutes?*

Are you claiming Veteran's Preference? If yes, a DD214 must is required and can be submitted under attachments

No

If you are claiming Veteran's Preference, please indicate the provision under which you qualify.

Provision 1 – A veteran of any war who has served on active duty for one day or more during a wartime period, excluding active duty for training, and who was discharged under honorable conditions from the Armed Forces of the United States of America.

Provision 2 – A veteran with a service-connected disability who is eligible for or receiving compensation, disability retirement, or pension under public laws administered by the U.S. Department of Veterans Affairs and the Department of Defense.

Provision 3 – Receipt of any Armed Forces Expeditionary Medal is qualifying for veterans' preference.

Provision 4– The spouse of a veteran who cannot qualify for employment because of a total and permanent service-connected disability, or the spouse of a veteran missing in action, captured, or forcibly detained by a foreign power.

Provision 5 – The unremarried widow or widower of a veteran who died of a service-connected disability.

If you state that you were "A veteran of any war...", please indicate the war, according to these options:

Korean Conflict: June 27, 1950 to January 31, 1955

Vietnam Era: February 28, 1961 to May 7, 1975

Persian Gulf War: August 2, 1990 to January 2, 1992

Operation Enduring Freedom: October 7, 2001 to date to be determined

Operation Iraqi Freedom: March 19, 2003 to date to be determined

TEACHER/CERTIFIED QUESTIONS

Teacher/Certified Questions

Have you ever had a teaching certificate revoked, suspended or placed on probation by any state Department of Education?

No

If "yes", please provide details includeing state, dates, and action(s) taken or pending.

ATTACHMENTS

Attachment

Reference Letter (Recommended)	**Danny Osborne-Curriculum Vitae.pdf**
Resume (Optional)	**Danny Osborne - Curriculum Vitae - Superintendent.docx**
Other	**Danny Osborne - Letter of Interest - Flagler County.docx**

DISCLAIMERS AND AFFIRMATION

District Policy

The Flagler County School District strives for a balanced, productive workforce, that is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential.

Application Confirmation Statement

I affirm that all information set forth in this application is accurate, truthful and complete. If I am employed by Flagler County School District, I will abide by all Board of Education and school policies, work on assigned committees, and continue my professional growth to the best of my ability and within reasonable and personal standards. I grant permission for school officials to obtain a personal record check from the federal, state, county, and/or local law enforcement agencies and Division of Family Services. I understand that references may be contacted as soon as I submit an application. I release individuals listed as references and current or former employers from any liability for information given in response to a request for an employment reference.

I understand that I will be required to take a drug test and that some positions in the district require a physical exam prior to assuming any position for which I may be employed. In the event that I am employed by the District and in the further event that I have provided

false or misleading information in this application or in subsequent employment interviews, I understand that my employment may be terminated at any time after the discovery of the false or misleading information.

I agree to the terms above   **Affirm**

Initials   **DKO**

Affirmation Date   **12/25/2013**

Danny Osborne
400 Village Drive
Frankfort, KY 40601
(502) 330 – 6111 (Cell)

December 25, 2013

To Whom It May Concern

I am writing to notify you of my interest in the Superintendent of Flagler County Public Schools position posted on the Flagler County Public Schools website. I am extremely excited about the opportunity to discuss the position and my candidacy with you in more detail at your convenience.

After reviewing the position summery, accountabilities, and competencies, I know that I am the perfect applicant for this position. The previous administrative positions I've served in over the last ten years as a middle school principal in Pike County, high school principal in Owen County, Director of Instruction and Student Support Services in Owen County, and Education Recovery Leader at KDE based in all Region 2 High Schools in Jefferson County has provided me the opportunity to develop many of the necessary competencies required to successfully fulfill the accountabilities of this position.

I am a highly motivated, self-starter who has experienced success in each administrative position I've held while working under minimal supervision and oversight. I am an exceptional relationship builder and have proven in multiple capacities to create and maintain effective communication and relationships that have led to the creation and implementation of a variety of improvement plans and initiatives that have resulted in increased student achievement. I have experience in creating and delivering a wide variety of professional development opportunities to individuals, small groups, and large groups. The roles I have held in administration have allowed me the opportunity to stay abreast of the current, specific issues impacting our schools and students and collaborate with a variety of teams and individuals to create and implement sustainable systems designed to address said issues. As a principal and ERL working with three high schools, I have experience in managing, scheduling, and overseeing various improvement initiatives as well as training and preparing school teams for the External Review process. Finally, I have attended multiple trainings on the AdvancED Standards and the Diagnostic Review process and have co-lead Diagnostic Reviews, which contributed to and refined my knowledge base related to the accreditation, school and system improvement, research , and evaluation processes.

As you can see, the professional experiences I've been fortunate to have throughout my career have enabled me to acquire the competencies necessary to successfully serve as the Superintendent of Flagler County Public Schools. I am extremely confident that through this role, I can have a positive impact on the students, teachers, and parents/community members of Flagler County which will be evidenced through increased student achievement as well as district/community partnerships and initiatives. I'd love the opportunity to learn more about this vacancy and discuss with you in more detail how I can utilize my skills to benefit Flagler County Public Schools and more importantly, the children of Flagler County!

Yours in education,

Danny Osborne, Education Recovery Leader
Kentucky Department of Education

Danny Osborne
400 Village Drive * Frankfort, KY 40601
Cell: 502-330-6111
danny.osborne@education.ky.gov

ACHIEVING GOALS!
Career Stories of Individuals Who are Deaf and Hard of Hearing

Instructional Leader

Profile

Data-driven instructional Leader offering a plethora of knowledge and experience with change management, turnaround school initiatives, and experience working with leadership teams to create systems for continuous improvement in student achievement geared toward college and career readiness for ALL students!

Education

2004-2006	**Superintendent Certificate,** Morehead State University, Morehead, KY
2003-2004	**Instructional Supervisor Certificate,** University of Kentucky, Lexington, KY
2000-2004	**MA, Instructional Leadership,** Morehead State University, Morehead, KY
1996-1999	**BS, Education, K-12 Special Education, 5-8 Math,** Pikeville College, Pikeville, KY

Professional Goals

Goal 1: To create a culture that establishes EXCELLENCE as the standard
Goal 2: For ALL students to successfully master the COMMON CORE STANDARDS
Goal 3: For ALL students to successfully be COLLEGE AND CAREER READY
Goal 4: For ALL staff, students, family, and community members to play an active role in the LEARNING and DECISION-MAKING process
Goal 5: For ALL schools to create and implement successful SYSTEMS FOR CONTINUOUS IMPROVEMENT

Administrative Employment History

2012-Current Education Recovery Leader; Kentucky Department of Education
Work collaboratively with District and School leaders to build leadership capacity resulting in the creation of sustainable systems and structures that result in increased student achievement.

2012-2012 Director of Instructional Support Services; Owen County Schools
Director of Federal Programs, Professional Development, District Assessment Coordinator, and Instructional Supervisor

2010-2012 Principal (Owen County High School); Owen County Schools
Provide leadership designed to create a positive, student centered learning environment that utilized data to drive the instructional process ultimately increasing student achievement for ALL students.

2004-2010 Principal (Virgie Middle School); Pike County Schools
Provide leadership designed to create a positive, student centered learning environment that utilized data to drive the instructional process ultimately increasing student achievement for ALL students

Key Skills

Leadership	Utilize leadership skills to guide administrators and teachers through the principal/teacher growth and effectiveness process; implement and manage change initiatives, including turnaround schools activities.
Content Knowledge	ISLN Participant; CIITS Manager; Adolescent Literacy Model; Formative/Summative Assessment; Common Core Standards; Diagnostic Reviews-Co-Lead
Learning Environment	Leadership Team Management; Professional Learning Community guidance; Advisory Council guidance; Positive Behavior Intervention Support

Applied Skills/Experiences

	Professional Leadership	Content Knowledge	Learning Environment
Teacher Professional Growth and Effectiveness Pilot Project 2012-Current	Guiding administrators/teachers through transition to TPGE evaluation system.	TPGE Evaluation System – focusing on measure of self-reflection, professional growth, and student voice.	Collaboratively planning for effective implementation of TPGE system.
GATES Pilot Project 2012-Current	Collaboratively working with teachers to create/implement Modules/FAL's	ELA, Science, Social Studies Teaching Modules; Math Formative Assessment Lessons	Lesson Planning, Formative Assessment, Utilizing data to form instruction
ISLN 2011-2012	Guiding administrators/teachers through implementation of Common Core, CHETL, CIITS, etc.	Common Core – deconstructing standards; Next Generation Learners Accountability System CHETL; CIITS	Inclusive planning, decision-making opportunities
The Leadership Institute Summer 2011	360 By Design Evaluation; FIRO-B; MYERS-BRIGGS (Identification of and implementation of various Leadership Styles.	Data driven decision making to increase student achievement.	Creation of a culture of excellence through relationship building that increases student achievement.
Kentucky Leadership Academy 2011-Current	Turning Around Failing Schools, Joe Murphy Systems Creation and Implementation (Shipley)	Common Core, deconstructing standards; Characteristics of Highly Effective Teaching and Learning	Characteristics of Highly Effective Teaching and Learning; Teaching and Learning in a Global Society; Career Pathways
Collaborative for Teaching/Learning 2008-Current Currently retain as CTL Fellow	Literacy Team Development and Organization	ALM (Fluency, Writing-to-Learn, Writing-to-Demonstrate-Learning, Academic Dialogue, Reading Comprehension)	Professional Learning Community development and implementation
Kentucky Principal's Academy 2006-Current	Everyday Creativity; Lincoln on Leadership; Leader Next	Vision/Mission Discovery; Who am I as a Leader?	Organizing Genius; Who Killed Change?; Life Planning; True Colors
Solution Tree Response to Intervention Academy	Organizing and leading PLC Teams	Deconstructing Common Core Standards	PLC communication and processes related to student achievement
AdvancED Diagnostic Review Co-Lead	Lead team members through Diagnostic Review process – ensure collaboration and effective communication	AdvancED Standards Powerful Practices, Improvement Priorities, DR Addendum, DR Reports	Team Facilitation, Creating and Managing Schedules, working collaboratively with school teams, professionalism and communication

References

Dr. Tommy Floyd
Chief of Staff
Kentucky Department of Education
tommy.floyd@education.ky.gov
(502) 564 - 3141

Dr. Deborah Powers
Education Recovery Director, Central Region
Kentucky Department of Education
deborah.powers@education.ky.gov
(502) 295 - 7770

Mrs. Amy Dennes
Assistant Superintendent
Jefferson County Public Schools
amy.dennes@jefferson.kyschools.us
(502) 485 - 7344

Mrs. Ann Burns
EKU Professor
Eastern Kentucky University
Former Education Recovery Director, East Region
ann.burns@eku.edu
(859) 358 - 9671

Mr. Jason Radford
Office of Next-Generation Schools and Districts
Kentucky Department of Education
jason.radford@education.ky.gov
(502) 564 - 2116

Mr. David Raleigh
Education Recovery Leader
Kentucky Department of Education
Former employer, Superintendent, Owen County Schools
david.raleigh@education.ky.gov
(859) 552 - 7537

Danny Osborne

400 Village Drive
Frankfort, KY 40601
Ph: (502) 330-6111

leadership
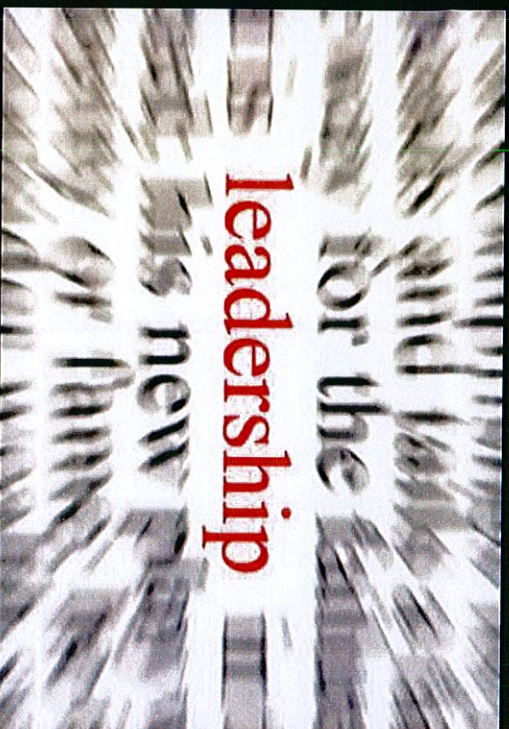
> Student Centered

> Data Driven

> Focused on Continuous Improvement

"The only thing that stands between a person and what they want in life is the will to try it and the faith to believe it possible."

Curriculum Vitae

Profile:

Data-driven instructional leader offering a plethora of knowledge and experience with change management, turnaround school initiatives and experience working with leadership teams to create continuous improvement in student achievement geared toward college and career readiness for ALL students.

Education:

> "Nothing you do for children is ever wasted. They seem not to notice us, hovering, averting our eyes, and they seldom offer thanks, but what we do for them is never wasted."
>
> - Garrison Keillor

2004-2006

Morehead State University
Superintendent Certification

2003-2004

Morehead State University
M.A. Instructional Leadership
K-12 Principal Certificate

1996-1999

Pikeville College
B.S. Education
K-12 Special Education
5-8 Mathematics

Employment History:

2012 – Current

Education Recovery Leader
Kentucky Department of Education
Work collaboratively with district and school leaders to build leadership capacity resulting in the creation of sustained systems leading to increase student achievement related to the Next Generation Accountability.

2012-2012

Director of Instructional Support Services
Owen County Schools, KY
Director of Federal Programs, Professional Development, District Assessment Coordinator, and Director of Curriculum and Instruction

2010-2012

Principal, Owen County High School
Owen County Schools, KY
Provide leadership designed to create a positive, student centered learning environment that utilized data to drive the instructional process, ultimately increasing student achievement for ALL students.

2004 – 2010

Principal, Virgie Middle School
Pike County Schools, KY
Provide leadership designed to create a positive, student centered learning environment that utilized data to drive the instructional process, ultimately increasing student achievement for ALL students.

2000-2004

Special Education Teacher, Virgie Middle School
Pike County Schools, KY
Ensure all students receive Free Appropriate Public Education through implementation of IEP

Applied Skills/Experiences:

|	Professional Leadership	Content Knowledge	Learning Environment
Teacher Professional Growth and Effectiveness Pilot 2011-Current	Guiding administrators/teachers through transition to TPGES, focusing on 7 teacher effectiveness measures	TPGES– specifically teacher self-reflection, professional growth, and student voice	Collaboratively planning for effective implementation of TPGES. Building capacity within teachers to support implementation of TPGES
GATES Pilot Project 2011-Current	Collaboratively working with ELA, Science, and Social Studies and Math teachers to create/implement Modules/FAL's	ELA, Science, Social Studies Learning Modules and Math Formative Assessment Lessons	Lesson Planning, Formative Assessment, Data driven instruction
ISLN 2011-2012	Guiding administrators/teachers through implementation of Common Core, CHETL, CIITS, etc.	Common Core–deconstructing standards; Next Generation Accountability; CHETL; CIITS	Inclusive planning, decision-making, leadership building, development of teacher leaders
The Leadership Institute Summer 2011	360 By Design Evaluation; FIRO-B; MYERS-BRIGGS – identification of various and implementation of various leadership methodologies	Data driven decision making to increase student achievement.	Creation of culture of excellence through relationship building that increases student achievement.
Kentucky Leadership Academy 2011-Current	Turning Around Failing Schools, Joe Murphy System Creation and Implementation (Jim Shipley)	Common Core – deconstructing standards; CHETL	CHETL; Teaching and Learning in a Global Society; Career Pathways to increase College/Career Readiness rates
Collaborative for Teaching and Learning 2008-Current	Literacy Team Development; Implementation of Adolescent Literacy Model School-Wide	ALM (Fluency, Writing-to-Learn, Writing-to-Demonstrate-learning, Academic Dialogue, Reading Comprehension	Professional Learning Community development and leading; student work analysis, data-driven instruction, implementation of literacy in all contents
Solution Tree Response to Intervention Academy	School-wide consensus building. Modeling and PLC leadership	Deconstruction Standards. Creation of learning targets (knowledge, reasoning,...	PLC processes. Deconstruction standards, assessing learning targets, data analysis, targeted interventions.

GOAL 1

To create a culture that establishes EXCELLENCE as the standard

○ I believe that a school/district must have a positive school culture in order to attain <u>EXCELLENCE</u>

○ I believe school culture has a profound impact on student achievement.

Strategies to create a culture that establishes <u>EXCELLENCE</u> as the standard:

- Objectively evaluate the existing culture of the district/schools
- Create opportunities to participate in meaningful dialogue with employees, students and parents regarding school culture
- Through consensus building process establish the type of district/schools we have and the type of district/schools we want to have
- Promote the importance of continuous improvement among staff
- Provide opportunities for staff to demonstrate life-long learning
- Encourage and support volunteer programs within schools
- Recognize and celebrate success within the school on a regular basis

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GOAL 2
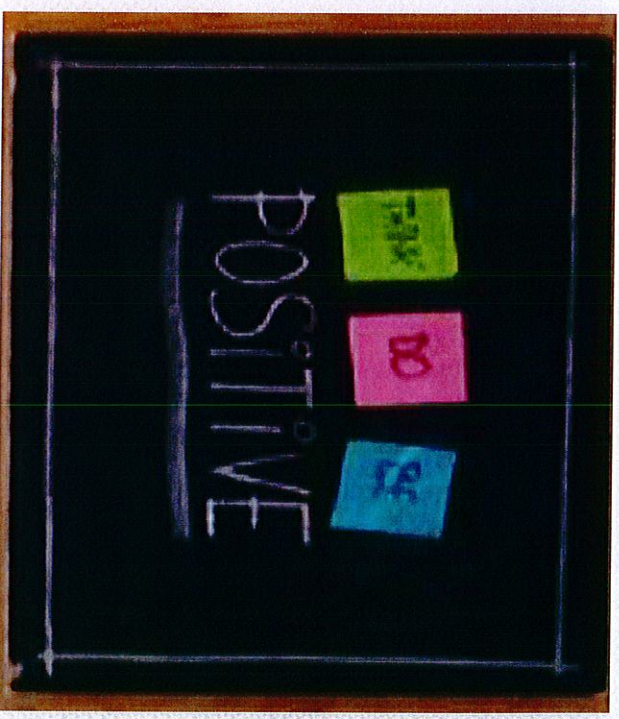
For ALL students to successfully master the Common Core Standards

CORE BELIEFS

- ○ I believe that ALL STUDENTS are capable of learning at high levels
- ○ I believe that formative assessment utilized to drive instruction will create an environment where all students experience substantial gains in student achievement.

Strategies for ALL students to successfully master the Common Core Standards:

- ▪ Establish a district/school leadership team consisting of instructional leaders and content specialists
- ▪ Create common planning time to provide PLC's opportunity to work collaboratively through the PLC process to ensure ALL students learn at high levels.
- ▪ Effectively identify and communicate essential content information through PLC by deconstructed standards and creating common learning targets.
- ▪ Create common formative assessments that effectively evaluate progress students have made toward acquisition of common learning targets (nothing is taught unless something is learned)
- ▪ Through vertical PLC's, sequence essential content standards and learning targets to effectively provide ALL students opportunities to experience EXCELLENCE
- ▪ Create and implement rigorous and relevant unit plans focusing on providing clear, student friendly learning targets in the areas of knowledge, reasoning, performance, and product.

GOAL 3

For ALL students to successfully be COLLEGE AND CAREER READY

CORE BELIEFS

- o I believe that all students will meet or exceed the expectations that are established for them
- o I believe that when provided a rigorous and relevant curriculum along with expectations of EXCELLENCE, all students will experience post-secondary success

Strategies for ALL students to successfully be COLLEGE AND CAREER READY:

- Create challenging achievement goals for ALL students and schools
- Establish RTI opportunities in Reading and Math to assist students identified as not meeting CCR Benchmarks on EXPLORE, PLAN, or ACT and create opportunities for College Readiness Standards to be recovered through COMPASS/KYOTE.
- Review partnerships with local higher education organizations to expand dual credit opportunities
- Establish Practical Living/Career Education programs designed to facilitate students' ability to successfully pass KOSSA Exams and earn Industry Certifications.
- Facilitate partnership with Career and Technical School to facilitate students successfully earning Industry Certificates and passing WorkKeys Exam
- Partner with Military to facilitate an increase in students attaining qualifying score on ASVAB
- Review current counseling procedures to ensure that ALL students have access to successful post-secondary career and technical counseling opportunities
- Establish Mentoring/Advising program (Operation Preparation) with local business leaders focusing on CCR
- Identify students "at-risk" of not graduating and develop intensive intervention plans for each student.
- Strengthen relationships with local business partners by developing a transitional program for post graduates pursuing careers right out of high school.
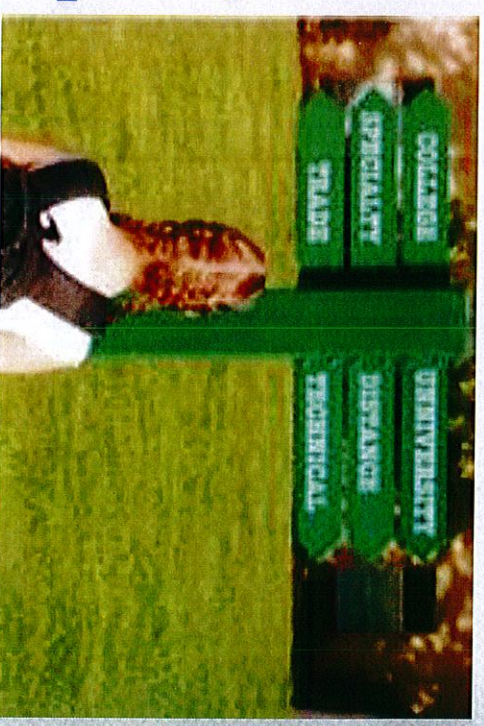
For <u>ALL</u> staff, students, family and community members to play an active role in the <u>LEARNING</u> and <u>DECISION-MAKING</u> process

CORE BELIEFS

○ I believe that the attainment of **EXCELLENCE** is the shared responsibility of school, family and community.

○ I believe that every stakeholder possess strengths that can and should be tapped to increase learning opportunities for our students.

Strategies for ALL staff, students, family and community members to play an active role in the LEARNING and DECISION-MAKING process:

- Maintain an open door policy for all stakeholders
- Establish and meet periodically with advisory committees consisting of staff, students, parents and community members
- Create vehicles for communication between schools and parents and the community
- Establish high visibility, active involvement, and communicating with the larger community as a priority
- Effectively communicate the district vision and mission frequently to school staff, students, parents and community members
- Seek opportunities to establish strong relationships with community leaders
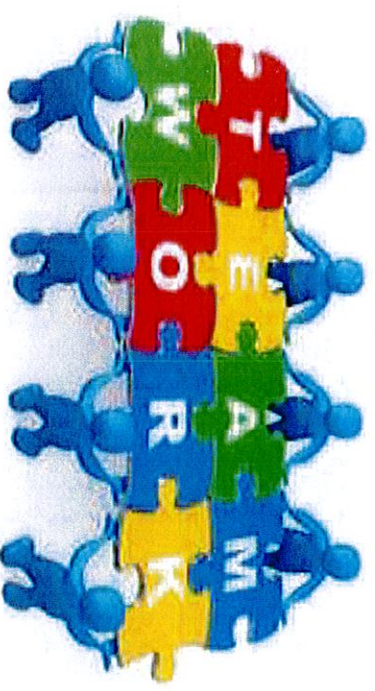
GOAL 5

For <u>ALL</u> schools to be <u>RANKED IN THE TOP 10% IN THE STATE</u>!!!

CORE BELIEFS

○ I believe that high quality instruction from EXCELLENT teachers is THE critical piece to increasing student learning opportunities and achievement

○ I believe that <u>EXCELLENCE</u> attracts <u>EXCELLENCE</u>!!!

Strategies for ALL schools to be RANKED IN THE TOP 10% IN THE STATE!!!:

- Communicate the expectation of EXCELLENCE to the entire school/district community
- Encourage teachers to pursue higher educational levels and National Board Certification
- Assist district leaders/principals in fulfilling their role as the instructional leader by providing hands-on, relevant, high quality professional development opportunities
- Establish research-based PLC's in all schools
- Promote and lead high quality, job embedded professional development opportunities focused on EXCELLENCE and follow-up with teachers.
- Create district/school-wide leadership teams focusing on increasing student achievement through student centered, data-driven decision-making and instruction.
- Support administrators and teachers in refinement of pedagogy

30-60-90 Day

In the first 30 days, we will know we are successful when:

- Objective 1: Create an awareness of EXCELLENCE standards among all stakeholders.
- Objective 2: Create an environment emphasizing research-based, effective instructional strategies/activities implementation in each classroom that supports characteristics of high effective teaching and learning.
- Objective 3: Create an environment emphasizing formative assessment designed to identify students "at-risk" for not meeting CCR Benchmarks and provide specific information to drive intervention programs and create expanded learning opportunities for these students.
- Objective 4: Create an environment emphasizing community involvement resulting in increase student learning opportunities.

The measures/evidence of success the first 30 days will be:

- Objective 1: Notes from leadership team and faculty meetings; community communications; advertisement of goals; communications with students, parents, community members
- Objective 2: Walkthrough data; faculty meeting notes/exit slips; teacher conference notes; district led PD notes/information; teacher communication records
- Objective 3: Student performance data; student work analysis information; intervention schedule/logs; ESS schedule/logs; school Master Schedule
- Objective 4: Leadership Team meeting notes; advisory committee notes/sign-in sheets; partnership agreements; volunteer schedule/log;

30-60-90 Day

First 30 Days Action Strategies

		Who's Responsible
1.1	Collaborate with district leaders/principals to identify district/school Leadership Team, which will establish EXCELLENCE standard	Danny Osborne, Principals, Leadership Team, SBDM
1.2	Collaborate with Leadership Team to develop a plan to communicate Excellence Standards to the school-community	Danny Osborne, Principals, Leadership Team
2.1	Collaborate with Leadership Team to review and identify specific research-based, effective instructional strategies aligned with CHETL to be included in teachers "tool-box" and communicate expectations of implementation to all faculty	Danny Osborne, Principals, Leadership Team
2.2	Collaborate with principals ensure that each teacher has a minimum of two formative walkthroughs conducted within the first 30 days and have a date scheduled to review the data collected.	Danny Osborne, Principals
3.1	Review available formative assessment data with Leadership Team (Spring MAP, Common Assessments, EOC, PLAN, ACT, etc) and identify specific content gaps through item analysis as well as "at-risk" students.	Danny Osborne, Principals, Leadership Team
3.2	Review with administrators/leadership team, processes for identifying "at-risk' students and available intervention and extended learning opportunities and ensure congruency with CCR standards	Danny Osborne, Principals, Leadership Team
4.1	Collaborate with principals to review existing/or establish a parent/community communication/participation plan	Danny Osborne, Principals
4.2	Identify opportunities to utilize volunteer/community members/groups to strengthen the academic program and offer students extended learning opportunities	Danny Osborne, Principals, Leadership Team

If our objective action strategies are not complete, we will:

☐ Re-emphasize EXCELLENCE standards through various in-house and external medias
☐ Reinforce EXCELLENCE standards through individual teacher conferences
☐ Conduct in-house faculty meetings modeling Leadership Team identified, research-based, effective instructional strategies
☐ Seek specific PD opportunities according to specific, teachers' needs
☐ Re-evaluate walkthrough criteria and continually emphasize expectations to faculty
☐ Re-evaluate process for identification of "at-risk"
☐ Re-evaluate intervention schedules, activities, strategies – focusing on congruency to EXCELLENCE standards
☐ Consider advertisement opportunities to recruit volunteers, business partners
☐ Plan Open House for community leaders/parents, focusing on expanding learning opportunities for students and the role they play

30-60-90 Day

30 - 60 Days Action Strategies

	Action Strategy	Who's Responsible
1.3	Leadership Teams review EXCELLENCE standards and create measures for identify progress periodically as well as potential student/staff motivational packages/items – focusing on positive culture building	Danny Osborne, Principals, Leadership Team, SBDM
2.3	Leadership Teams review walkthrough information collected by school administrators and identify Problems of Practice as aligned with school walkthrough instrument.	Danny Osborne, Principals, Leadership Team
2.4	Leadership Teams develop and begin implementation of plan to model research-based, effective instructional strategies aligned with CHETL as needed.	Danny Osborne, Principals, Leadership Team
2.5	School administration identifies individual teacher professional growth needs and begin develop professional growth plans/SMART Goals, designed to facilitate teacher growth and improve identified formative assessment data.	Danny Osborne, Principals
3.3	Establish PLC's designed to focus on analysis of continuous progress monitoring data to analyze intervention data and analyzed effectiveness of student intervention/extended learning opportunities in relation toward CCR standards	Danny Osborne, Principals, PLC
3.4	Establish PLC's designed to focus on common formative classroom assessments, analyzing student work collaboratively identifying creative, relevant instructional strategies to address student needs identified by common formative classroom assessments.	Danny Osborne, Principals, PLC
4.3	Mail hand-written thank-you cards for volunteer participation to all parents, community, etc that supported extended learning opportunities for kids.	Danny Osborne, Principals
4.4	Establish PLC's (PLCE Program Review Committee) to evaluate the effectiveness of the school volunteer program as it relates to extended learning opportunities through community partnerships.	Danny Osborne, Principals, PLC

If our objective action strategies are not complete, we will:

☐ Review EXCELLENCE expectations with faculty in terms of goals and walkthrough expectations.
☐ Re-evaluate intervention program and strategies/activities designed to remediate "at-risk" students.
☐ Model for individual teachers as needed
☐ Seek Professional Development opportunities for individual teachers as needed.
☐ Review professional growth plans/SMART Goals with teachers and serve a resource as needed
☐ Schedule and visit local community leaders/partners to discuss various strategies to partner with schools to create extended learning opportunities for our students.

30-60-90 Day

60 - 90 Days Action Strategies

	Action Strategy	Who's Responsible
1.4	Leadership Teams review EXCELLENCE standards and plan celebration for groups identified for outstanding progress toward EXCELLECNE standards – emphasizing on positive culture building	Danny Osborne, Principals, Leadership Team, SBDM, Community
2.6	School administration review walkthrough information collected by school administrators and identify specific individual teacher needs – if necessary begin correction action – Emphasize EXCELLENCE standards – and walkthrough expectations focusing on CHETL	Danny Osborne, Principals,
2.7	Collaborative with building administrators to plan whole group faculty meeting to model or individual teachers to co-teacher, model identified, research-based, effective instructional strategies aligned with CHETL. Utilize Leadership Team members as models also to build leadership capacity.	Danny Osborne, Principals, Leadership Team
3.5	Follow up with PLC's – analyze effectiveness of student work analyze based on formative assessment.	Danny Osborne, Principals
3.6	Analyze effectiveness of intervention and extended learning opportunities for students identified as "at-risk" as well as overall progress on CCR standards.	Danny Osborne, Principals, PLC, Leadership Team
4.5	Evaluate effectiveness of parent/community communication/participate plan as it relates to extended learning opportunities for students and adjust accordingly to evaluation.	Danny Osborne, Principals, Leadership Team, PLC

If our objective action strategies are not complete, we will:

- ☐ Re-evaluate teacher professional growth plans/SMART goals and consider or begin corrective action.
- ☐ Re-evaluate intervention program and strategies/activities designed to remediate "at-risk" students.
- ☐ Model for individual teachers as needed
- ☐ Seek Professional Development opportunities for individual teachers as needed.
- ☐ Re-establish opportunities for volunteer (parent/community leaders) to provide extended learning opportunities for kids and intensive communication plan to increase partnerships.