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| **STEPHEN F. WADDELL** |  |
| **1225 Oak Creek Circle** | **Phone: 817-454-4414 (Cell)** |
| **Flower Mound, TX 75028** |  |
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***Personal Information***

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| --- | --- |
| Date of Birth | July 1, 1951 |
| Place of Birth | Rotan, Texas |
| Children | Jason, 54; Sarah, 41 |
| Health | Excellent |
|  |  |

***ACADEMIC INFORMATION***

**Bachelor of Arts**

North Texas State University - 1975

**Graduate Work**

University of North Texas - Ed.D., 1996

Stephen F. Austin State University - 1983

University of Houston - 1982

Stephen F. Austin State University - M.Ed. 1982

North Texas State University - 1975 - 1977; 1979-1980

**Certification**

Administrative - Superintendent, Mid-management, Supervisor

Teaching Fields - History, English

**Employment Information**

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| --- | --- |
| August 2020 - PresentAugust 2018 – August 2020February 2015 – Present  | Executive in Residence, University of North TexasVisiting Professor, University of North TexasConsultant |
| March 2011 – January 2015March 2002 – February 2011 | Superintendent, Lewisville Independent School DistrictSuperintendent, Birdville Independent School District |
| February 1998 – February 2002 | Superintendent, Tuloso-Midway Independent School District |
| October 1995 – January 1998 | Superintendent, Sunray Independent School District |
| June 1994 - September 1995 | Principal, Lancaster High School  |
| 1986 – 1994 | Principal, Millbrook Elementary, Lancaster Independent School District |
| 1984 – 1986 | Assistant Principal,Lancaster Junior High School |
| 1982 – 1984 | Counselor, Administrative Assistant,Splendora High School |
| 1983 – 1984 | Adjunct Instructor, HistoryNorth Harris County College |
| 1980 – 1982 | Teacher, History and EnglishSplendora High School |
| 1975 – 1977 | Teaching Fellow, American HistoryNorth Texas State University |

***EXECUTIVE IN RESIDENCE, UNIVERSITY OF NORTH TEXAS***

Appointed Executive in Residence in the Fall, 2020. This position is a transformational position that combines teaching graduate classes in the EDLE program and fostering and establishing strong networks and partnerships with K-12 school districts. The position is a product of the vision of the Dean and the Chair of the Department of Teacher Education and Administration. The scope of the position is a collaboration between the two Executives in Residence, the Chair and the Dean. The partnerships include the recruitment of students across the college’s degree programs. It will also envision means by which the university can better serve and collaborate with K-12 leaders through conferences and seminars; joint research initiatives and strategic thinking. In the fall of 2020, I, with my colleague, Dr. Rue, scheduled a number of meetings with area superintendents, focusing on the I-35 corridor, followed with meetings with interested candidates for admission. In collaboration with the Superintendent of Corsican ISD, we initiated a doctoral cohort in EDLE, which is a unique project involving a small/non-metropolitan regional city and rural districts. The initiative will include the establishment of a research project between UNT and member districts and the graduate students to study the initiative. As a member of the Ed.D. ad hoc committee we recommended a new organization of the Ed.D. to more closely match CPED and distinguish it from the Ph.D. The recommendations of the committee were approved by the EDLE faculty in the Spring, 2021. The new Denton doctoral cohort began in the Fall 2021 with twenty two doctoral students. Due to the retirement of Dr. Cheryl Jennings, I assumed Lead Instructor for Principal As Instructional Leader Internship. This year I chaired a search committee which led to the hiring of Dr. Kevin Rogers as Executive in Residence. Currently, I am recruiting students for a new Frisco cohort. I continue to be a source for expert commentary for news media regarding educational issues representing the university and the college

***VISITING PROFESSOR, UNIVERSITY OF NORTH TEXAS***

Appointed Visiting Professor in the Fall, 2018. Appointed facilitator of the Superintendent Certification Program. Led that program through a successfulTEA audit in the Fall of 2018. Participated as a member of the EDLE Leadership team in 2018-2019. I have taught doctoral and Master’s classes in Education Leadership including The Superintendency, School Personnel, School Facilities, Principal Internship, Internship in Education Administration, Educational Leadership Applications and I am scheduled to teach Instructional Leadership in Spring 2020. I have written or co-written the Superintendency online course, Education Personnel and Education Facilities courses. I have led recruitment efforts for the Online Superintendent Certification Program and the doctoral EDLE program. I coordinated the EDLE marketing at the 2019 TASA Midwinter Conference in the Exhibit Hall. I reconfigured the role of the Superintendent Advisory Committee, led the appointment of a new committee and coordinated the agenda for its first meeting in November 2019. I am Co-Chair of the College of Education Spring Conference. I serve on the Student Affairs Graduate Subcommittee.

***EDUCATION CONSULTANT***

Upon retirement, I have worked as an independent consultant for the firm, engage2learn. In my work, I facilitated Strategic Design for school districts. This process is an intense, complex process involving large, diverse segments of the district’s community, staff and student body. The process involves leading public summits and focus groups, then Design Teams to create the Strategic Design. Products from the design included: Beliefs, Vision Statement, Learner Profile, Learner Outcomes, Goals, Specific Results and Year 1 Action Plans.

I also am Superintendent-in-Residence for Discovery Education in Texas. I advise and consult with the group regarding legislative issues, product and superintendent relations.

I have served on a special advisory committee for the Commissioner of Education with approximately fifteen fellow retired superintendents. The purpose of this committee is to advise the commissioner regarding Texas Education initiatives, providing him objective criticism and analysis.

***NATURE OF ADMINISTRATIVE EMPLOYMENT***

***Lewisville Independent School District***

I was appointed superintendent of the Lewisville Independent School District in March 2011. Lewisville ISD has approximately 53,000 students on sixty-seven campuses. The population is diverse, with 51% White, 28% Hispanic, 11% Asian and 9% African American. 28% are Low-Socioeconomic. It comprises 127 square miles in southern Denton County and serves thirteen municipalities. It has approximately 6,000 employees and over 4,000 teachers.

In October 2011, the district embarked on its Strategic Design initiative. Five thousand residents participated in summits to discuss future direction, followed by several hundred participating in focus groups. A Strategic Design Team of twenty-eight, twenty of whom were non-employees, wrote beliefs, vision, mission and goals. Action teams wrote action steps for the goals. These were presented in an online Town Hall and then approved by the board in May 2012.

The district has ambitiously implemented the Strategic Design since then. Major work has been directed at transforming classroom practices. The district has used the services of the Schlechty Center, Alan November, Wiseman and McKeown, Jamie Vollmer and the Buck Institute. It has centered work on designing engaging work for students and project-based learning. It also developed a technology initiative entitled 1:X to provide appropriate devices to students based on their work needs to support 21st century learning. 1:X implies students having available whatever tool they need to perform their work, rather than a homogenous platform, such as an across the board laptop or tablet implementation. It includes student Bring Your Own Technology. As of the fall of 2014, students in Grades 4-10 have been issued iPads. Sets of MacBook Airs have been provided to all campuses. Class sets Chromebooks were issued in the Fall of 2014 to Kindergarten to Fourth Grade. Teachers were issued an iPad and MacBook Pro. This innovative implementation has played a significant role in transforming learning in classrooms across the district. 1:X has been written about extensively in national press, including a cover feature in Education Week.

I have continued my leadership role in what was formerly called the Texas Visioning Institute. I am on the design team of the TASA Visioning Network. I was instrumental in writing and passage of SB 1557 to establish a cohort of Texas Districts to develop a next generation accountability system. LISD applied for and was selected by the Commissioner of Education to be part of that consortium, the Texas High Performing Schools Consortium. I was instrumental in writing HB 2824, a bill to continue the work of the Consortium that was passed unanimously by the Legislature, but vetoed by Governor Perry. I continue to work on the Design Team to push forward the Consortium’s work and that of the Visioning Network. The Consortium is now working with the State Board of Education to redesign Texas state standards.

I also co-founded the North Texas Regional Consortium, consisting of several leading North Texas School Districts that collaborate on transformative practices in their district. This group has been pioneering practices such as Project Based Learning, flipped classrooms, blended learning, Community Based Assessment Systems and customized graduate degrees. The Regional Consortium created a customized doctoral program for leadership in partnership with Dallas Baptist University. In the summer of 2014, it hosted its first Summit with Diane Ravitch and Yong Zhao as keynote presenters.

In the 2012-2013 school year, the district built a complete, state of the art wireless system in all of its facilities. It also rebuilt its Network Operating Center and all main and intermediate distribution closets based on Cisco Systems. The system is overbuilt to provide adequate bandwidth and demand on the network increases.

In the Fall of 2014, the district opened two ninth grade campuses. The campuses are state of the art workspaces, incorporating highly flexible spaces. They have cutting edge technology with high speed wireless, 80-inch multi-media monitors that are interactive, writable walls and furniture, a media center that is mostly composed of digital resources with an airport style bookstore holding hardcopy holdings. All areas of the building are workplaces and offer inviting, comfortable furniture for collaboration and productivity. The next year, a middle school and elementary school opened with similar architectural and learning innovations. As part of facilities management, the district conducted along range facilities assessment and plan utilizing an extensive community committee and architectural firm.

Upon arriving in the district, I found the district faced an $18-million deficit, which was the same time that the state reduced funding an additional $54 million. There were strong trust issues around transparency and fiscal responsibility. I reduced the cabinet of associate superintendents by seven positions and reorganized the general structure of the district, reducing central office by 13%. We cut the staff by 185 positions. The deficit was eliminated and over the next three years we managed to increase the fund balance to 32% of general operating funds. Central office was restructured to align positions to the initiatives in the district, to better serve campuses and to be periodically reviewed for relevancy. A major element in resource management was the implementation of a comprehensive compensation plan and a staffing model. I implemented such plans and models in Lewisville, Birdville and Tuloso-Midway.

A significant effort was made to increase community and parent involvement. Besides the Strategic Design summits and focus groups, parents, community members and students have played prominent roles in most decision-making areas. They are involved in building design and curriculum questions. They serve on zoning committees. We established an Inside LISD program to give deep exposure to the operations of the district. When I arrived, I met with every faculty that semester, as well as numerous civic groups. I meet regularly in parent coffees and have lunch with teachers on a monthly basis. I interview students in a televised program. A great deal of progress has been made to establish trust.

***Birdville Independent School District***

I was appointed superintendent of the Birdville Independent School District in March 2002. Birdville is the third largest school district in Tarrant County, Texas, comprised of approximately 22,000 students. The district was approximately 60% Anglo and 45% low socioeconomic. The district serves six municipalities in Northeast Tarrant County. The communities are urban/suburban ranging from poorer working-class neighborhoods to affluent residential areas. The economy is primarily commercial retail.

Since arriving, the district embarked on an extensive strategic redesign. Major studies include a curriculum audit, demographics, and facilities. Initiatives have included curriculum and staff development reform, long-range population and facilities planning, and a three-year financial plan. The district is managed by a community-developed strategic plan. The district has successfully resolved difficult financial challenges resulting in reduction of the budget of $17-million and over 100 staff members in the last two years and is currently in sound financial condition.

Birdville performed well in state assessments. I arrived in 2002 facing funding decline, a more rigorous state exam, rising numbers of low-socioeconomic and other language learners. Achievement for all students has improved and results on higher indicators have improved significantly. A district assessment found staff unprepared for the new state assessment, the new state assessment. At the same time, there had been little staff development in the district. Workshops were conducted to focus on higher-level thinking and assessment. Curriculum documents including extensive scope and sequencing were written and posted on the website. In Fall, 2002, teachers and curriculum staff wrote benchmark assessments aligned to TAKS. Teacher Leaders were trained and conducted district-wide staff development.

The district had never performed well on higher-level indicators. More AP classes were scheduled and emphasized. Participation increased significantly. In Summer 2005 the district offered Superintendent Scholar’s Program, an SAT preparatory program. Nearly 200 students participated. These students PSAT results averaged over 18 points more than non-participants. Nearly 30 students achieved scores of 190 or above. PSAT exams were moved to the school day and participation increased dramatically.

The district had no staff development program when I arrived. Since that time, a comprehensive program was offered targeted towards lesson and assessment design, use of data, technology proficiency, and systems processes. Teacher leaders were trained and conduct a majority of staff development. On-line staff development was produced and continuously surveyed to improve offerings. In 2005-2006 we adopted a NSDC model and created Action Learning Teams (ALTs), small groups of teachers from different campuses that assess data, problem solve and support each other.

In 2003, we joined four other districts to implement Baldrige system processes. Most staff have been trained, including support services. In 2004 approximately 100 staff and business leaders met in a two-day strategic planning session and produced the District Goals and Objectives. These were measurable goals that continuously track data. Classrooms utilized Baldrige tools and wrote their own mission and goal statements. Students tracked their own data. We continuously reported data to the board and posted data on websites and in reports. Campuses and departments publicly reported their progress.

To meet the challenges of the twenty-first century and reflect community expectations, a committee met for four months and produced a Graduate Profile. The Profile is a future focused document identifying core competencies. It is our academic vision. We are working to implement it into our curriculum and measure it.

We utilized the Gallup Organizations Teacher and Principal Insight to select staff and its Strength’s Finder to improve performance and the Gallup Q12 for Employee Engagement. BISD became the first public school to be named a Gallup World Quality Workspace.

With continuous declines in state funding the district cut a total of $17 million from its budget from 2002 to 2011. By 2011 the district was at a revenue cap that was second lowest in Region 11 and well below the state target revenue average. Nonetheless, it maintained a fund balance of approximately 28%, while adding instructional programs and for most years, including FY 2010 was the highest paying district in the state for teachers.

The district was not a fast growth district and faced aging facilities, fifty percent of the campuses older than 40 years. The district formed a facility planning committee of business and city officials with staff to study facilities and recommend a long-range facilities plan. A facilities plan was adopted divided into two phases over ten years. A bond for forty-one million was passed in 2005 providing for renovations and new technology infrastructure. A bond election was passed in November 2006. From its proceeds two elementary schools were completely replaced, Richland High School was replaced, significant additions were made to Haltom High School, a Center of Technology and Advanced Learning was built, and significant additions and renovations were made at all middle schools.

A major goal of the Board of Trustees when they hired me was to improve its technology. It had an aging infrastructure, high incidence of failure, customer dissatisfaction and lack of training for staff. The district completed a fiber Wide Area Network. A committee of staff and community recommended a comprehensive technology plan. It stabilized its network, replacing old switches and routers with Cisco switches. All staff was required to complete competency workshops, which they could test out on online. In 2005 Cisco named Birdville as its third national Cisco Breakaway School.

***Tuloso-Midway Independent School District***

I became Superintendent of Tuloso-Midway Independent School District in February 1998. The district is a AAAA district located in Northwest Corpus Christi within the city limits of Corpus Christi. The district is diverse. Its student population is approximately 3,200: 53% Hispanic and 45% low socioeconomic. The community is primarily working class, but includes very poor neighborhoods and affluent, professional neighborhoods. The district is a Chapter 41 district, its tax base primarily supported by petrol-chemical plants along the Corpus Christi Ship Channel.

Since assuming my duties, the district embarked on ambitious initiatives. Tuloso-Midway was considered a good academic district. In 1998 it was Recognized. However, none of its campuses were Recognized. Also, there were no Advanced Placement programs in the district. The district had placed no emphasis on technology. It had no building-wide networks and relied on Apple products. The district used tuition free transfers for equalization, but it had been experiencing loss of resident students. There had been no significant new home construction in the district in twenty years. The staff was veteran and nearly all administration had been with the district for most of their careers and had held various administrative positions with the district.

Tuloso-Midway had a just achieved a Recognized rating on TAAS the year I arrived in 1998. All campuses were rated acceptable. In the summer of 1998, the middle school was Recognized for TAAS. The next year the two elementary campuses were Recognized and the high school was rated Exemplary. In 2000 both elementary campuses were rated Exemplary. The district missed an Exemplary rating by .1 percent. The district virtually closed any gap between its demographic.

The district did not have Advanced Placement when I arrived. We initiated AP and Pre-AP sixth through twelfth grade in English, Math, History, Chemistry, Economics and Computer Science that were available to any student.

As part of the districts focus on continuous improvement, I initiated a project to plan and host a symposium focused on the future and school design, hosted in Corpus Christi in partnership with Region 2 and Texas A&M University, Corpus Christi. It was a national symposium, sponsored by our major partner, Koch Refining and other Corpus Christi businesses.

The district and its largest taxpayer, Koch Refining, embarked on a long-range planning effort to align district curriculum and Koch’s personnel models. In February 2000, the district held several town hall meetings to engage its public in discussions on future conditions and the impact on schools. Key leaders from staff and community trained and planned for a community wide survey of public concerns regarding the future, education systems and traits, skills and attributes that would be needed to be successful in the twenty first century.

Within six months of my arrival, I realized that the districts two elementary schools had problems: both were overcrowded and outdated. Previously the district had performed renovations and additions to the primary school. I informed the board of the concerns and they approved a study by a subcommittee, including board and community members. The subcommittee held intensive meetings to identify options to solve the building problem. They recommended a bond election to replace the schools. A Focus Group of community leaders were presented the proposal over two nights and they agreed. In a city with a history of defeating bond elections, the Tuloso-Midway voters approved by a 70% majority a $20-million bond package, 14 months after the $13-million bond election.

An objective of the 1998 proposal was to stimulate growth in the community. There were serious engineering problems, primarily drainage, oil pipelines and lack of infrastructure. Using bond money on infrastructure would reduce the amount of money for school buildings, but was necessary to attract builders. The district arranged for its top taxpayer, Koch Refining, to purchase land for both new schools, totaling $300,000. An analysis determined only two sites in the district be appropriate for home construction, both owned by wealthy families. The district partnered with one homebuilder, arranged purchase of the site and Koch purchased the land. I supervised the construction of off-site infrastructure, including streets, drainage, and sewer lines. This project required me to work extensively with engineers City of Corpus Christi staff providing me a good working knowledge of city hall.

The second site is a large undeveloped area owned by an old family from Victoria. They were interested in allowing a school and subdivision to be built with the condition that the land be drained: approximately 5,000 acres and a water volume of 2250 cubic feet per second. This site was essential to the future growth and health of the community. If the district paid for the ditch, it would have a serious effect on our funding for building the school. I was able to put together a plan to get the ditch constructed that did not cost the district money. The landowner accepted the plan and donated the land. The money Koch had set aside will be used to build infrastructure, permitting the district to use most of its money for school construction. Al Hogan Homes, the largest builder in Corpus Christi has joined us and will be building their largest project ever here, ensuring a future for our district and community.

The district had virtually no technology network or modern system of technology use. We created a system that rivaled any in the state at the time. All campuses were connected to a Wide Area Network connected by single and multi-mode fiber. The network was a partnership between Tuloso-Midway and the City of Corpus Christi. We were able to install at a very favorable cost. All campuses gained local networks and integrated voice, data and video networks. The networks were gigaspeed Ethernet, powered by Cisco 6500 switches running over fiber optic and Lucent gigaspeed copper.

Classroom technology was modeled after Northwestern University’s Smart Classroom.

The district had a strained relationship with its biggest taxpayer, Koch Refining. I created a unique partnership with the refinery. Koch became a participant in planning and funding our strategic design initiative. They provided us with a $30,000 technology grant and $300,000 to purchase land. They purchased our old campuses for $3 million. They were major contributors to Symposium 2001.

I was very active in Corpus Christi civic affairs. The Mayor of Corpus Christi in his State of the City speech chose the district and me as an example of vision and accomplishment. The example was to be an incentive to pass a city bond package.

***Sunray Public Schools***

In August 1995 I was appointed Superintendent of Sunray Independent School District in Sunray, Texas. Sunray ISD is an AA district in the Northwest Panhandle, Moore County. The population is approximately 60% Anglo and 40% Hispanic. The district relies heavily on oil, gas and agriculture for its income. 75% of income is from industry and agriculture.

The Board of Trustees perceived a need to improve curriculum and student achievement, increase staff involvement through collaboration and site-based decision making, improve technology, develop staff competence, increase community involvement and decrease isolation with the surrounding communities.

To address the boards concerns, the district compiled an extensive review of the district and administered staff, community and student surveys. This was shared with the board in a two-day vision-setting workshop. From this, a vision and goals were developed to drive future efforts. The targeted areas of improvement were a focus on student achievement, communication with community, staff involvement in planning and decision-making and technology.

When I arrived at Sunray, the district had an Acceptable rating. But, they had not disaggregated data. The district received a letter from TEA warning of accreditation status at the elementary. Scores for Hispanic students and math scores for all students were very low. The district began making extensive use of disaggregated data; implemented programs to improve the curriculum such as AP, Accelerated Reader, Reading Renaissance and New Jersey Writing Project; aligned curriculum K-12 and implemented a strict accountability system. By the time I left the district, both campuses were Recognized and the next year the high school was rated Exemplary.

Staff development became a priority. Staff began to participate in service center offerings and they were given additional training opportunities. Staff members were encouraged to receive training and then train their colleagues. Staff members became trainers in Accelerated Reader, Reading Renaissance and New Jersey Writing Project. Staff members were rewarded for taking the initiative in being trained. The last two years I was at Sunray, an elementary and secondary teacher were finalists in the Region 16 Teacher of the Year Contest. That had never happened in the district

I met weekly with parents and conducted community surveys. The district had no planning and decision-making plan. One was established and parents and staff began to have extensive involvement in helping the district in its planning. Campus and district site-based teams were begun and met regularly.

The board and staff cited a need for technology. The board committed a baseline of $100,000 per year. Local area networks were been based on Novell 4.1 and using Pentium workstations, Windows 95 and Microsoft Office 7.0 All buildings were connected by fiber optic cable. A T1 line established for Internet and interactive video. The board adopted an extensive five-year plan. Besides district commitment to regular funding, the technology plan was implemented through a major TIF grant and partnership effort. Diamond Shamrock provided their technology director who trained volunteers. He then supervised the volunteers in construction of the network cabling in each campus.

My last two years at Sunray district tax values declined by $18 million and $22 million respectively. The last year, the shortfall was made up by budget cuts of 20% on campuses and in departments selected by principals and heads. The goal of not raising maintenance taxes while preserving the effective rate was achieved. In 1998, an improved tax base enabled the district to increase instructional programs, add a science and math teaching position and restore some additional money to instruction without raising taxes. A rigorous cost benefit analysis was conducted with principals and department heads line by line to prepare for budget recommendations.

The district actively pursued partnerships with both education and business entities. It was successful in this in its technology initiatives. It was a member of the Panhandle Information Network composed of schools, higher education, libraries and hospital groups. I served on its technical committee. I was also chair of a technology consortium of smaller schools. The district Telecommunications Committee was very successful partnering with businesses. The technology director for the Diamond Shamrock refinery, assistant manager of Sunray Coop, technology director for Sunray Bank, and two other representatives from Diamond Shamrock were members. These business members took leadership roles with the districts technology initiative that saved tens of thousands of dollars as well as ensuring the development of a state of the art plan. We reciprocated by offering these companies training and in the future use of interactive conferencing.

Board relations at Sunray were characterized by openness and teamwork. In its governing capacity, the work of the board in conjunction with the superintendent was the catalyst for all district activity, driving its pursuit towards excellence. The board developed the vision of the district based on real data and refined that vision with continuous review. Besides regular meetings, the superintendent communicated with the board through periodic written updates as well as informal meetings and phone conversations with individual members.

***Lancaster Public Schools***

April 1994 I was named principals of Lancaster High School. Lancaster High School is an AAAA High School of approximately 1,100 students in Dallas County. The city has a population of approximately 25,000. It was an ethnically diverse school with approximately 49% African-American, 40% Anglo, and 11%Hispanic. The high school included grades 9-12.

Lancaster High School was a member of the Partnership Schools Initiative. As part of the initiative, the building implemented a modified A/B block schedule with 90-minute periods. Much research went into this and we felt our efforts were a success. We used block scheduling as a means to change delivery of instruction. We had eleven waiver days from the state. Teachers in teams used these days for collaborative planning which was driven by team level action plans. All activities were summarized and evaluated. Teams also scheduled their own workshops and actively visited other school sites. We had studied this process with various staff and student surveys and evaluation meetings.

All staff members were on at least one PSI committee. These committees were organized to address all facets of the restructuring effort. Staff used collaborative processes to arrive at consensus decision-making. Tools such as DuPont, ORID and Workshop obtained participation and solved problems without conflict.

In evaluating the needs of the building for systemic change, I felt that a focus on teambuilding was necessary along with an emphasis on positive attitude and morale. Staff development was introduced by teaches presenting on cooperation and student’s self-esteem and success. Consultants on teambuilding worked with staff, parents, school and community leaders in a full day workshop. A Campus Climate Committee was formed to consider staff concerns and to recommend suggestions. November 1994 the staff went on an overnight retreat in which they engaged in Ropes training. All of these activities were planned and organized by the staff groups.

Discipline was a concern of staff and parents. A plan was developed to deal with the expressed problems with two goals: students would follow the discipline management plan through consistent enforcement and create a long-term supportive climate through utilization of positive discipline management. Feedback from staff, community and students indicated that this effort was very successful. A developing gang problem was eliminated.

A long-term plan was investigated to move from A/B block to a flexible block schedule supporting an accelerated college-bound curriculum and tech prep. Credit requirements and course offerings were strengthened to accomplish that.

***Millbrook Elementary School***

In February 1986 I was selected principal of Millbrook Elementary School, a new facility. Millbrook represented the transition of the community from a small farming town of longtime residents to a demographically diverse suburb of Dallas. Millbrook attendance was approximately 500 students with 48% African American population, grades PK-4 with two Functional Life Skills units and an Early Childhood unit.

Since its inception, Millbrook achieved a positive, quality climate and embraced the principle of success for all students, high standards, cooperation and participation in planning and decision making, innovation in practice, use of technology and a high degree of professionalism and comprehensive service to all its customers. Indicators of success were recognition by the state and governor for academic excellence, low turnover and absenteeism among staff, a high percentage of transfers into the school from other attendance zones, aggressive pursuit of new practices, visits from other districts, staff development presentations in and out of the district by staff and myself and involvement by all staff in school improvement.

While principal of Millbrook, I served as one of ten elementary principals on the Region 16 Elementary Mentor Advisory Board. I was the only representative from the southern half of Region 16. Millbrook was one of six visitation sites during the Texas Elementary Principal and Supervisor’s Association State Convention in 1993 showcasing its inclusion program.

***Lancaster Junior High School***

I was assistant principal at Lancaster Junior High School for two years. LJHS had a population of approximately 700 and during that time experienced a demographic shift from approximately 11% African-American to nearly 25%.

My areas of responsibility there included discipline, curriculum and instruction improvement, and textbook management.

***Splendora High School***

Splendora High School is a rural AAA district north of Houston The student body numbered approximately 675, 98% Anglo. It was a low socio-economic area. I was an English and History teacher for two years and counselor for two years.

***North Harris County College***

I was adjunct history instructor at North Harris County College in Houston. I taught both semesters of the American History survey course.

***ACCOMPLISHMENTS***

***Professional Honors, Presentations and Activities***

Doctorate, Education Administration, University of North Texas

Generations of Excellence Award, University of North Texas, November, 2017

Texas Superintendent of the Year 2008, Finalist. Region 11 2008 Superintendent of the Year.

Texas Computer Educator’s Association 2008 Superintendent of the Year.

University of North Texas College of Education Dean’s Circle.

University of North Texas College of Education Advisory Committee

University of North Texas, College of Education, Alumnus of the Year, 2014.

Founding Member and Design Team Member, Texas Visioning Institute

North Central Texas Council of Government, Vision North Texas Management Committee, 2012-2015

National Advisory Council Member, CoSN/MacArthur Foundation, Web 2.0 and Leadership in Schools.

Past President and Board Member, Texas Association of Suburban and Mid-Urban Schools.

Committee Member, TASA Leadership Development Committee.

Board Member, Texas Center for Educational Research.

Presenter, Selwyn School, August 2019, “School Safety.”

Presenter, Cook County League of Women Voters, June 2019, “Legislative Update and Current State of Public School Education.”

Panelist, North Texas Regional Education Association, May 2019, “Retrospective on the Texas Visioning Institute.”

Dallas Observor, Bad Grades: There Are Much Better Ways To Judge Texas Schools Than A-F.” August 22, 2018.

Presenter, TASB 2016, “Lexington ISD: Roadmap to Inspire, Engage and Empower.”

Presenter, TASB 2015, “Transform for Future Readiness, South San Antonio, ISD.”

Presenter, Apple Leadership Conference, Implementing Large Scale Student Technology, Houston, TX, February 2014.

Presenter, Apple Leadership Conference, Implementing Large Scale Student Technology, Dallas, TX, October 2013.

Panelist, Career and Technology Conference, Leading Change and Creating A New Vision for Public Eduacation in Texas, University of Texas at Austin, June, 2013

Keynote Speaker, University of Texas, Laredo on Vision on the Future and the Role of Technology, June 2013.

Superintendent Panelist, Teaming for Transformation, CoSN, Mooresville, NC, September 2012.

Presented to Stephenville area school boards on school transformation, January 2012.

Keynote Speaker, North Lamar ISD General Session, Paris, TX, Transforming Schools for the 21st Century, August 2010.

General Session Presenter, AASA Leadership Conference, Washington, D.C., August 2010.

Presented TASB Summer Conference, Ft. Worth, June 2010 on Texas Visioning Institute.

Presented to Region 12 Superintendents Retreat, June 2010 on Web 2.0 and School Transformation.

Presented at TASB Summer Conference, San Antonio, June 2010 on Texas Visioning Institute.

Presented at AASA, February 2010 on Web 2.0 and Leadership.

Presented at TASA Midwinter, January 2010 on Texas Visioning Institute.

Presented at Region 8 Leadership Conference, November 2009 on School Transformation.

Presented at Fall Conference of Texas Professors of Public Education Administration on Visioning Institute, September, 2009, Houston TX.

Presented at CoSN International Summit, March 2009 on Web 2.0 and School Transformation.

Presented at Center for Quality Leadership, April 2003.

Presented to Huckabee and Associates, Architects, Intern College on 21st Century School Design.

Presented at Texas Association for Curriculum and Staff Development State Convention: “Rainmaker: A Baldrige Approach for Continuous Improvement.”

Presented at Texas Midwinter Conference, January 2006 on Baldrige Consortium Project.

Initiated and presented Symposium 2001, Forging America’s Future held at Texas A&M, Corpus Christi.

Member, Corpus Christi Chamber of Commerce Education and Workforce Development Committee

Board Member, Region 20 STMMRP

Presented at American Association of School Administrators National Convention, San Francisco, 2000: “Unlocking Paradigms.”

Invited to participate as facilitator for feature presentation on consensus improvement model at American Association of School Administrators National Convention, San Diego, February 2002.

Presented TASB Technology Conference, DFW, 2000: “Combining Voice, Data and Video to Support Teaching and Learning.”

Presented TCET Conference, San Antonio, 1999: Technology Implementation

Presented TASA Midwinter Conference, Austin, January 2022: Leveraging the COVID Disruption to Accelerate the Digital Transformation of K-12.

Presented TCEA Conference, Austin, February 2022: Leveraging the COVID Disruption to Accelerate the Digital Transformation of K-12

Cited by Mayor Loyd Neal, City of Corpus Christi, in his State of the City Speech for vision, planning and community development.

Chair, Educational Consortium for Interactive Telecommunications

Member, Panhandle Information Network Technical Committee

Dupont Leadership training

Legislative Representative, TEPSA 10

Member, Advisory Panel, Early Childhood Mentor Network, Region 10

Co-Chair, Exhibits Committee, TEPSA State Convention

Texas Association of School Administrators

ASCD

Texas ASCD

Texas Elementary Principal’s and Supervisor’s Association

Texas Association of Secondary School Principals

National Association of Secondary School Principals

Instructional Leadership Training and Phase II ILT Instructor’s Training

Lion’s Club International

Moore County 4H Board

Phi Alpha Theta, History Honor Society

University of North Texas Alumni Association

Girl Scouts Association, Award for Service

Teaching Fellow, History Department, North Texas State University

***Staff and Community Relations***

Board Member, Tarrant County Workforce Solutions

Board Member, Lewisville Chamber of Commerce

Chair, Northeast Tarrant County Chamber of Commerce, 2010.

Board of Directors, Northeast Tarrant Chamber of Commerce. Presidents Choice Award, 2003, 2005.

Board of Directors, Tarrant County Workforce Development Board.

United Way of Tarrant County, Education Committee.

Board of Directors, Quad Cities Foundation. Executive Director, 200-2004.

United Way, Tarrant County Education Chair, 2004.

Member, Northeast Tarrant Lion’s Club

Member, Northeast Leadership Forum

Board of Directors/Member, Corpus Christi Northwest Business Association. Advocate of the Year, 2000.

Board of Directors, Corpus Christi YMCA. Division Leader, Partnership in Youth Campaign.

Five Points YMCA Board of Directors.

Education Chair, Coastal Bend United Way Fundraiser, 2000.

Co-founder and Member, Corpus Christi Northwest Planning Committee.

Selected as member of 2001 class of Coastal Bend Regional Leader’s Forum.

Member, Corpus Christi Chamber of Commerce Education and Workforce Development Committee

Koch Coastal Bend Advisory Council

Education Committee, Beautify Corpus Christi Committee

Greatly expanded role of parents, staff and students in participation on district issues through committees at both Sunray and Tuloso-Midway.

Initiated and presented Symposium 2001, Forging America’s Future held at Texas A&M, Corpus Christi.

At Sunray met with most parents of the district in twice-weekly meetings to discuss goals and concerns for the district.

Surveys sent to staff, students and parents regarding perceptions about district in both Sunray and Tuloso-Midway.

Established PTA at the Sunray ISD and Tuloso-Midway.

Participation in United Way fund drive for Moore County.

Participated in establishment of citywide technology infrastructure.

Member of Moore County 4H Board.

Establishment of after school YMCA day care.

Creation of many business partnerships.

Opened district athletic facilities to youth groups and leagues.

Directed the formation of summer youth basketball camps.

Enabled closer relationship between the district and its neighbors in surrounding communities.

Was a delegate in the formation of the Best Southwest Coalition for Education in Southwest Dallas County comprising four local communities and their business and education establishments.

***References***

Johnny Veselka, Executive Director, Retired

Texas Association of School Administrators

406 E. 11th Street

Austin, TX 78701

Dawson Orr, Chairman of the Department

Department of Education Leadership and Policy

Southern Methodist University

Dallas TX,

Mike Moses, Retired Commissioner of Education; Former Vice-Chancellor, Texas Tech

120 Marina

Bullard, TX 75757

Trish Sheffield, Board Member

2213 Landoine Lane

Lewisville, TX 75056

Carol Kyer, Former Board Member

2616 Crepe Myrtle Dr.

Flower Mound, TX 75028