

Roy D. Sermons, Ed. D.

Improving Performance • Enhancing Programs • Inspiring Systemic Change

Education

Liberty University (Ed. D) Curriculum and Instruction
Central Michigan University (Ed. S.) Administration
Central Michigan University (M. Ed.) Curriculum and Instruction
Troy University (B.A.) English and French Education

Work Experience

2020-Present

Providence Public Schools
Principal

Providence, RI

Duties and Responsibilities

- Provided instructional leadership to the largest middle school and highest performing Middle school in Providence Public Schools.
- Increased student and family engagement through academic teaming, Targeted supports (MTSS), School Community Specialists and PBIS programming.
- Implemented a standards based informal evaluation system for instructional walkthroughs
- Implemented a school-wide expectation model that was data-driven, standards-aligned and culturally sensitive.
 - Managed a hybrid system of instruction
 - Managed and implemented safe school protocols for in person learning and virtual learning
 - Implemented school wide culture expectations based in trauma informed and culturally sensitive practices.
 - Implemented and Restorative Justice practices for students and staff.
 - Oversaw the implementation of a new curriculum- ARC- American Reading Company and Illustrative Math
- Supporting content area teachers in integrating ESOL aligned best practices into instruction, managing collaboration with ESOL, General and Special Education teachers.

2019-2020

Richmond City Public Schools
Principal

Richmond, VA

Duties and Responsibilities

- Implementing an instructional vision school-wide that is focused on teaching and learning that is data-driven, standards-aligned and rooted in making the best decisions based on the needs of students.
 - Increase in student on time attendance from **85.09% to 97%**
 - Increase in staff on time attendance from **57.01% to 89 %**
 - Decrease in out of school suspensions by **29.07%**
 - Decrease of in school suspensions by **41%**
 - Increase in student growth in Math on MAP with a **22% reduction** in level one/ two performance (BOY)
 - Increase in student growth in ELA on MAP with a **14% reduction** in level one/two performance (BOY)

- Monitoring the implementation of a school wide PBIS system
- Supporting content area teachers in integrating SOL-aligned best practices into instruction; managing collaboration with ELL and SPED teachers.
- Providing feedback on unit and lesson plans; staying abreast of research and effective practices in literacy.
- Conducting informal and formal observations of teachers, including LEF and TEF evaluations.

2018-2019 **Vision Academies, EastSide Charter School** **Wilmington, DE**
Principal

Duties and Responsibilities

- Implementing an instructional vision school-wide that is focused on teaching and learning that is data-driven, standards-aligned and rooted in making the best decisions based on the needs of students.
 - Increase in student on time attendance from **89.09% to 93.98 %** in 1st trimester.
 - Increase in staff on time attendance from **73.01% to 96.01 %** in in 1st trimester.
 - Decrease in out of school suspensions by **23.07%** in in 1st trimester.
 - Decrease of in school suspensions by **30%** in in 1st trimester.
 - Increase in student growth in Math on MAP with a **19% reduction** in level one performance (BOY)
 - Increase in student growth in ELA on MAP with a **26% reduction** in level one performance (BOY)
- Monitoring the implementation of school-wide culture and climate issues, results-oriented and research-based strategies; promoting family engagement and productive partnerships
- Supporting content area teachers in integrating Common Core State Standards-aligned best practices into instruction; managing collaboration with ELL and SPED teachers.
- Providing feedback on unit and lesson plans; staying abreast of research and effective practices in literacy.
- Conducting informal and formal observations of teachers, including LEF and TEF evaluations.

2015-2018 **District of Columbia Public Schools**
Assistant Principal of Literacy

Duties and Responsibilities

- Articulating a clear instructional vision in the area of literacy with a school-wide focus on teaching and learning that is data-driven, standards-aligned and rooted in a belief that all students have the ability to read, write, and think at high levels.
- Monitoring the implementation of consistent school-wide literacy instructional practices that are clear, results-oriented and research-based; Facilitating data-driven instructional planning through regular meetings and professional development sessions with teachers.\
- Creating and leading opportunities for ongoing learning and staff development that are informed by literacy data; Leading all teachers in ELA unit and lesson planning.\
- Supporting content area teachers in integrating Common Core State Standards-aligned best practices into instruction; managing collaboration with ELL and SPED teachers.
- Providing feedback on unit and lesson plans; staying abreast of research and effective practices in literacy.
- Conducting informal and formal observations of teachers, including IMPACT evaluations.
- Monitoring the effective implementation of reading interventions by various school staff.

2006- 2015 **Atlanta Public Schools-Carver School of the Arts**

Department Chair

- Member of the Leadership Team. Attends all meetings, serves on sub-committees as needed, accurately represents the views of the ELA department to the administration as well as the views of the Leadership Team and administration to the members of the ELA department.
- Convenes monthly department meetings, prepares an agenda and publishes minutes with copies to each department member, the Principal and the Assistant Principals.
- Reviews, evaluates and recommends instructional materials and textbooks to the administration. Submits textbook list to the Assistant Principal for Curriculum each year.
- Prepares and submits an annual budget for review by the Principal and Assistant Principal for Curriculum. Evaluates and approves all requisitions for the department account(s) to the Chief Financial Officer. Maintains a record of all expenditures and is responsible for staying within the approved annual budget.
- Directs ongoing educational in-service for the department with presentations/workshops
- Maintains a current inventory of all equipment and supplies, including all supplementary texts, A.V. equipment and computer technology within the department.

Master Scheduler

- Designs and develops a master schedule for the entire school and submits for review by the Principal and Assistant Principal for Curriculum.
- Evaluates and approves all course requisitions for students to ensure compliance with graduation requirements
- Maintains a record of all student schedules, responsible for ensuring that all courses are balanced and fall within the restraints of state and federal requirements
- Ensures that there is a variety of course offerings for students as they align with the mission, vision and design of the school.

Gifted and Talented Coordinator

- Identify the needs of talented students and then meet these needs by presenting them with advanced curriculum, challenging instruction, enrichment units, and opportunities for growth.
- Developing program objectives that comply with district rules, developing lesson plans, implementing objectives with activities, monitoring student progress through the program
- Maintaining records and serving as a resource person in gifted education for school staff.
- Maintain their professional competence by designing and implementing professional development and continuing education courses that will stimulate growth of staff in the area of gifted education.

Testing Coordinator

- Coordinate the administration of all statewide assessments, including preparation before and follow up after testing windows
- Implement all policies and procedures for the statewide assessment as directed by the Test Coordinator's Manual, the Test Administration Manual, the High Stakes Testing Policy
- Adhere to all state policy regarding the reporting of security breaches and/or infractions
- Assure the security of all secure testing documents, all established timelines and accurate completion of all testing documents
- Assure that students with disabilities take the correct tests and that students receive appropriate testing accommodations

- Assure that appropriate testing environments are maintained, Train building level staff in test security and administration; assure implementation of security and administration procedures
- Maintain school level records and documents for all statewide testing, provide information to the District Test Coordinator as required to complete state reports

Accomplishments during Tenure

- Reduces master schedule design errors by 58%
- Contributed to a significant increase of 25% in student performances on standardized testing.
- Provide instructional and administration leadership for the after-school academic mentoring program, during one semester program nearly doubled in size. The overarching goal of the program is to assist all students using college students as mentors and resources for problem solving, critical thinking and research.
- Increased parental involvement by 30% by consulting with parents regularly and implementing a monthly parent conference night.
- Mentored and coached students to help boost their confidence and competencies, as evidence by scores and completion of work.
- Mentored and coached teachers to incorporate best practices, media, technology and instructional resources for classroom use and professional development sessions.
- Revamped and delivered Professional Development Training, Classroom Management workshops and Instructional Best-Practices institutes for staff

2002- 2006 **Clayton County Public Schools-Mundy’s Mill High School**
Department Chair/Gifted and Talented Specialist

Duties and Responsibilities

- Instruct Honors and Gifted Level Language Arts courses, providing various levels of instruction in grammar, conversation, reading, writing and pronunciation.
- Teach courses in communications, such as organizational communications, public relations, and journalism
- Facilitate in-house grade level planning sessions to develop lesson plans; create and administer tests; and provide teaches with feedback targeting areas of improvement and align their strengths with course objectives and intended outcomes.

Accomplishments during Tenure

- Facilitate training for GPS (Georgia Performance Standards)for English
- Facilitate county-wide training of implementation of GPS (Georgia Performance Standards)
- Design and help implement 9th grade Academy Advisement
- Developed and sponsored “Gentlemen of The Mill” Male Mentoring Group
- Sponsored Quill & Scroll International Honor Society
- Teacher Support Specialist (Provided ongoing assistance to novice and veteran teaches needing additional support, observed and provided feedback regarding classroom management and instruction)

2001- 2002 **Pike County Public Schools-Banks School (K-8)**
ELA Department Chair/Reading Specialist

Duties and Responsibilities

- Developed daily lesson plans and testing materials; leveraged the use of technology to enhance instruction, infusing the use the latest technology to conduct research and prepare reports, including: the Internet, department websites, PowerPoint presentation software, and on-line library research.
- Served as an instructional leader by modeling high expectations for students and implementing results focused programs.
- Prepared assignments for student reports; assisted students in organizing and writing research findings, bibliographies and final reports.

Accomplishments during Tenure

- Partnered with parents in students' success; provided feedback on students' progress and to discuss areas needing improvement and additional work
- Implemented various classroom management techniques for maintaining student attention, involvement and discipline

1998- 2001

Crenshaw County Public Schools-Luverne School (K-12)

ELA Teacher

Duties and Responsibilities

- Served as an instructional leader by modeling high expectations for students and implementing results focused programs.
- Prepared assignments for student reports; assisted students in organizing and writing research findings, bibliographies and final reports.

Accomplishments during Tenure

- Partnered with parents in students' success; provided feedback on students' progress and to discuss areas needing improvement and additional work
- Implemented various classroom management techniques for maintaining student attention, involvement and discipline

Key Competencies

- Specializes in gifted education
- Core Advanced Placement Training for English Literature and Composition and English Language and Composition.
- Instructional Leadership style - Uses a balanced blend of motivational and targeted instruction methodologies to enhance curricula, focus on the three 'R's - rigor, relevancy and relationships.
- Professional development expertise that engages staff and has repeated successes securing a high level of professional development training in the areas of Gifted and Talented Education, Problem Based Learning and Student Support Team Management.
- Strategic Collaborations that demonstrates work with district leaders and community partners to encourage parental involvement and strong community alliances, all to better student achievement.

Certifications

Rhode Island Administration Certification

Pennsylvania Administration Certification

Virginia Post Graduate Administration k-12, ELA, French

Delaware Administration Certification –Elementary and Secondary Principal ELA 6-12

District of Columbia Administration Certification –Elementary and Secondary Principal

South Carolina Administration Certification –Elementary and Secondary Principal

South Carolina Teacher Certification Middle Grades and Secondary English (6-12)
Georgia Teacher Certification T-7 (6-12); English /Gifted

Professional Associations

Council of School Officers

Rhode Island Association of School Administrators

National Education Association

National Council of Teachers of English,

Georgia Association for Gifted Children

National Association for Gifted Children

News Stories

<https://www.wtvr.com/news/local-news/richmond-principal-wants-to-see-more-parents-at-school>
<https://www.nbc12.com/2019/08/25/staff-volunteers-gather-clean-beautify-rps-school/>
<http://richmondfreepress.com/news/2019/jul/19/rps-shines-volunteers-add-sparkle-fairfield-court/>

References

James Boyd
Middle School Transformation Officer
Providence Public Schools

[REDACTED]

Shannon Washington
Principal
Henrico County Schools

[REDACTED]

Ms. Shawna Dix
Principal
District of Columbia Public Schools

[REDACTED]

Dear Personnel Director:

I am writing in response to possible positions within your learning institution. I obtained a Bachelor of Arts degree in English and French Education from Troy University, a Masters in Curriculum and Instruction from Central Michigan University, an Educational Specialist degree in Administration from Central Michigan University and an Ed. D., in Curriculum and Instruction from Liberty University. My experiences in urban school settings along with my leadership abilities qualify me for a position within your organization.

I am very interested in a position that will allow me to continue to display my leadership, instructional mentoring and coaching abilities as well as my organizational and people skills. I am currently the Principal of Nathanael Greene Middle School in Providence, RI. We are the highest performing Title I middle school in Providence Public Schools. We are also the largest middle school in the district and the state of Rhode Island. This experience stimulated my interest to move into other leadership positions where I can continue to showcase my talents and impact student achievement.

In my current position, I engage in curriculum development, formal and informal teacher observations, student achievement, scheduling, student discipline, instructional coaching, and hiring. I am an enthusiastic leader with the desire to continue to be a lifelong learner. My ability to enrich the student body and colleagues is further evidence of my qualifications for this position. I would enjoy having your organization utilize my talents. I have enclosed my resume for further evidence of my qualifications for the position. Should you have additional questions regarding my willingness to perform in this position, I can be reached at [REDACTED]

I look forward to hearing from you or your designee within the next few weeks to explore this career opportunity in detail. Thank you in advance for considering my candidacy and I look forward to speaking with you soon.

Sincerely,

Roy Demetri Sermons, Ed. D.