

Jason Peledge

Profile: Dedicated educator and administrator with 22 years of experience in public schools. Committed to facilitating equitable learning opportunities for all students and connecting staff with resources and training to deepen their impact in the classroom.

Administrative Leadership Experience

Parker Middle School, Reading, MA (2021-present)

Assistant Principal

- ◆ Support students' academic and behavioral needs
 - Co-facilitate with principal professional development for staff that promotes inclusion and equity across the school
 - Oversee student behavioral needs, including leading or co-facilitating restorative conversations between students or between students and staff members
 - Oversee the daily substitute coverage needs
 - Communicate daily with families regarding student needs, including using digital tools such as Talking Points to communicate with families and students requiring translation
 - Lead the development of individual student schedules for all 470 Parker students
- ◆ Primary or secondary evaluator of all staff
 - Co-facilitate professional development for staff regarding their professional goals
 - Conduct classroom observations in a manner consistent with the teacher contract
 - Provide regular feedback, both formally and informally, to staff members via in person conversations, email, and Evaluations+ forms
- ◆ 504 Coordinator for the school
 - Oversee implementation of all 504s for the school
 - Distribute leadership among school counseling department in facilitating 504 meetings
 - Lead accommodations accountability work for state testing per DESE requirements
- ◆ Monitor student attendance to support student learning
 - Lead meetings with students and families as needed to provide necessary supports for student attendance and learning
 - Collaborate with district leaders to form a consistent and effective means of addressing school avoidance concerns
 - File appropriate documents with DCF or state court system (ex. CRAs) when other measures have not been as effective
- ◆ MCAS coordinator for the school
 - Lead required professional development for all staff regarding proctoring and supervising the MCAS, including providing required accommodations for students
 - Collaborate with special education staff to make sure all students on IEPs have proper access and accommodations to their tests
 - Schedule all staff during testing windows for a safe and secure testing environment
 - Delegate appropriate authority to office staff to support in the oversight of all necessary documentation required by DESE
- ◆ Investigate allegations of bullying and other significant behavioral concerns
 - Abide by state and district policies in conducting investigations
 - Communicate with families of alleged victims and alleged aggressors to promote safety and respect students' due process rights

- Work with district legal consult to provide mandated communications with families that are transparent while also protecting student privacy
- Communicate with staff as needed regarding potential behavioral concerns and interventions to be taken to promote student safety and learning

Teaching Experience

Hanscom Middle School (2014-2021)

Grade 8 Civics and Grade 7 Ancient Civilizations Teacher

- ◆ Coordinated with Assistant Superintendent, Principal, and Teacher on Assignment in revising grade 8 curriculum prior to and after DESE Framework shift to civics-based curriculum
- ◆ Planned, developed, and led several historically based field trips including local spots such as The Concord Museum and “Battle Road” at Minuteman National Park
- ◆ Sought additional revenue opportunities, such as grants and online fundraising to support student participation in a variety of field trips
- ◆ Collaborated with middle school and department teams to create an interdisciplinary, authentic, civic-based experience for both grades 7 and 8
- ◆ Served as Teacher on Assignment for Social Studies Department, 2019-2021
- ◆ Served as Grade 7 Team Leader, 2017-2021
- ◆ Grade 8 Spring Trip Coordinator, 2016-2021
- ◆ National History Day Co-facilitator, 2016-2021

Framingham High School (2005- 2014)

English Teacher (2005-2014) and US History Teacher (2007-08, 2012-2014)

Mystic Valley Regional Charter School, Malden, MA (2000–2005)

English teacher (2001-2005), US History Teacher (2004-2005), and Grade 5 Teacher (2000)

Professional Leadership Experience

- ◆ Challenge Day adult leader hosted at Coolidge Middle School, Jan 2023
- ◆ Member of District Leadership Team representing Reading Public Schools at METCO Directors Annual Conference, Dec 2022
- ◆ Co-leader of Scheduling Committee for Parker Middle School, 2022-present
- ◆ MA History Day Advisory Board Member, 2015-present
- ◆ iCivics Educator Network Member, 2016-present
- ◆ MA Council for the Social Studies Board Member, 2018-2021
- ◆ Civics Curriculum Teacher Advisors Board Member, Spring 2021
- ◆ Member of the Assessment Development Committee for Grade 10 ELA MCAS (2009-2014)
- ◆ Varsity Golf Coach, Framingham High School (2006-2014)

Curriculum-Related Professional Experience

- ◆ Member of district team attending Learning and the Brain Conference, Boston, 2019
- ◆ Co-presenter of “What is National History Day?” MA Council for the Social Studies, NERC 49 Conference, 2019
- ◆ Co-presenter of iCivics games and materials, Edward M. Kennedy Institute, Fall 2018
- ◆ Participated in Gilder Lehrman’s *Gettysburg: History and Memory* Institute, July 2016
- ◆ District representative at MA Civic Learning Conference, EMKI, 2016-17
- ◆ Participated in NEH’s *Crossroads of the Revolution* Seminar, Concord, MA, 2015
- ◆ Attended International Baccalaureate conferences on behalf of CAS and Language A1 programs (2003-2004)
- ◆ Presented at Core Knowledge Conference, Atlanta, GA (2004)

Honors and Recognitions

- ◆ Recipient of the MA Council for the Social Studies Service Award, 2021
- ◆ Nominated by MA History Day Leadership for the National History Day Patricia Behring Teacher of the Year Award, 2020
- ◆ Recipient of MA History Day Bryan McSheffrey Teacher Award, 2017
- ◆ Nominated by former student and colleague respectively for Gilder Lehrman's National History Teacher of the Year (2014 and 2020)
- ◆ Recipient of the Joseph T. Flibbert History Award for nonfiction writing (2007)

Education

EDCO Collaborative

Principal Licensure Program, June 2019

Salem State College, Salem, MA

Master of Arts – English, (Summa Cum Laude), May 2015

Master of Arts of Teaching History (Summa Cum Laude), May 2008

Bentley College, Waltham, MA

Bachelor of Arts- English (Magna Cum Laude), May 2000

Minor in History

Certifications

- ◆ Principal/Assistant Principal, 5-12, #385331
- ◆ Sheltered English Immersion – Teacher Endorsement
- ◆ History, 5-12
- ◆ English, 6-8

References

Ms. Ricki Shankland
Former Principal, Parker Middle School

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Mr. Erich Ledebuhr
Principal – Hanscom Middle School

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Mr. Steve Olivo
English teacher and team leader, Parker
Middle School

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Ms. Morgan Gibson

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Mrs. Linda and Mr. Stephen Jenney
Parents of former Parker students

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Jason Peledge



22 January 2023

Dr. Rebecca McFall
Superintendent of Lincoln Public Schools
6 Ballfield Road
Lincoln, MA 01773

Dear Dr. McFall,

It is with great excitement and humility that I express my interest in the principal position for Lincoln School. As a former teacher within the Lincoln Public Schools but also as a teacher and administrator of multiple districts, I feel I bring an advantageous set of experiences to this position that will bring value to the Lincoln School community and allow for a smooth transition into this position.

I feel as an experienced administrator and teacher, I bring a strong sense of focus, calmness, and drive that will push Lincoln School forward. When I began as an assistant principal at Parker Middle School, I entered at a time of great flux between the impact COVID was still having as well as the shuffling of many teaching assignments, yet I gained the community's trust quickly. My approach to staff, students, and families has been one of collaboration, active listening, and problem solving. I revamped the process by which 504s and MCAS administration were handled at Parker. I advocated to and collaborated with district leadership to address curriculum and professional development needs for our social studies department. I co-led professional development throughout the year with a focus on equitable practices. I facilitated and modeled restorative dialogues that continue to help move our school toward revised disciplinary practices. Despite the flux, I have been able to implement necessary changes that have moved our school forward while always maintaining a sense of transparency and fairness with staff, students, and families.

While my experience as a teacher in the Lincoln Public Schools for seven years will serve me well in transitioning to the principal position in the district, I also feel my cumulative experience in classrooms as a teacher and as an administrator for four different districts bring me advantages that will support Lincoln School. I have been able to collaborate with many kinds of leaders over that time, recognizing that my leadership style has been modeled after those that have been active listeners, direct communicators, and empathetic human beings overall. In my experiences outside of school buildings, working with local, state, and national organizations, I feel I bring a network of contacts that can support the growth of Lincoln School in its mission to always improve the teaching and learning happening in the school. I welcome the opportunity to be a thought partner and collaborator with former colleagues across the district. In all, I believe I will bring a great set of advantages to Lincoln School that will support not only the Lincoln School community but also the district as a whole.

I feel I am a highly qualified candidate for this position and would be honored to have the opportunity to prove that. I welcome the opportunity to meet with you and the interview committee to discuss my experiences further.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'Jason Peledge', with a stylized, cursive flourish at the end.

Jason Peledge