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Lincoln Public Schools  
6 Ballfield Road  
Lincoln, Massachusetts 01773

**To Whom It May Concern:**

I am writing to apply for the position of Assistant Superintendent of Lincoln Public Schools. I am an education leader with a track record of success in creating strong educational experiences for students, facilitating the learning and development of adults, and building an organization's capacity for problem-solving and efficacy. My background is somewhat unique for a district leader since it consists mostly of school and state-based work but I utilize my prior experiences daily in my leadership because they provide me with helpful skills and perspectives.

At my core I am a teacher, and I hold sacred the work that happens in schools between teachers, students, and rigorous and relevant content. My work as a teacher and administrator cultivated my strengths in developing curriculum and assessments, supporting students with a variety of needs, looking at student work, and analyzing data. My students and the students of those I supervised achieved at high levels and made tremendous growth, ultimately leading the state in MCAS scores. I believe that all students can succeed with high expectations and careful scaffolding. As an administrator I learned how to facilitate strong professional development, create systems of support and accountability for adults, and coach individuals toward shared goals.

At the Rhode Island Department of Education I led all fifty-seven districts across the state in the creation, implementation, and refinement of educator evaluation. This work taught me how to listen carefully to a variety of stakeholders, to consider how policies could look very different in practice and be impacted by myriad details of local contexts, and to foster communication and collaboration amongst teachers, union leadership, and administrators. I worked with superintendents across the state to help them incorporate educator evaluation in authentic ways so that it supported effective teaching practices and bolstered student learning. In the process, we often uncovered systemic issues in the district that were blocking progress. The exposure to so many districts highlighted for me the best-practices that some districts modeled and the symptoms of dysfunction in others; I came to value the impact that strong district leadership has across a system.

The Doctor of Education Leadership program at Harvard Graduate School of Education offered me a unique chance to develop myself as a system-level leader. Through coursework, executive coaching, teaching, and consulting for districts such as NYC and Boston, and organizations like the College Board I significantly expanded my leadership skills. While at Brown University and HGSE I built up a toolbox of theories and frameworks about how students learn, how leaders engage others, and how organizations flourish, but it is my ability to put this learning into

practice and apply it in different contexts that has helped me successfully lead others to mobilize and improve schools for students.

In my current work in Framingham Public Schools I partner with each of the fourteen principals in different ways to provide support and coaching. My role on the senior leadership team is to find new approaches to providing individualized supports that develop each principal's (and often their entire leadership team's) instructional leadership, while simultaneously finding ways to extrapolate learning to inform system-wide practices. This work often uncovers gaps in the district like a need for a program evaluation process or professional development around high-quality feedback to educators. My job requires that I be nimble and responsive, quickly learning and then leading in any area that principals need. As a part of the senior leadership team I work with individuals across the entire district, building the capacity of others through coaching, culture-building, and shared problem-solving processes. I have learned a great deal while in Framingham, including that I am ready and eager to become an assistant superintendent.

I am particularly interested in working in Lincoln. The schools serve a diverse student population and I am passionate about and committed to ensuring that all students receive an equitable and excellent education. The district has unique opportunities to serve the students of families stationed at the Hanscom Air Force Base and has a variety of other partners in the area like the deCordova Sculpture Park and Museum. I'm attracted to the district's focus on the whole child and I want to lead in a district that is invested in working collaboratively to craft powerful learning opportunities for students and for staff.

I can be reached through email and phone, can provide additional references, and I look forward to speaking with you more to better understand the needs and work of Lincoln Public Schools. Thank you for your time and consideration.

Sincerely,  
Jessica Rose

# JESSICA D. ROSE

## PROFILE

*Motivated to create innovative, holistic educational experiences that engage all students in rigorous, relevant, and relational learning to prepare them to be productive and happy in society. Experienced teacher and leader in public schools, leader at the state and district level, and facilitator of adult learning. Strategic, systems-level thinker with strong instructional leadership and an ability to use data well. Driven by equity, quality processes and products, deep listening, and modeling leadership. Committed to leading districts in developing strong partnerships between central office and school leaders to become highly-effective organizations that better serve all students and educators.*

## EDUCATION

<b>Harvard Graduate School of Education, Cambridge, MA</b>	expected May 2017
Candidate, Doctor of Education Leadership; Dean's Fellow	
<b>Harvard Graduate School of Education, Cambridge, MA</b>	2012
Master's, Arts in Education; 2012 Intellectual Contribution/Faculty Tribute Award Recipient	
<b>Brown University, Providence, RI</b>	2006
Bachelor of Arts, Education Studies; President of the Education Department Undergraduate Group	

## LEADERSHIP EXPERIENCE

<b>FRAMINGHAM PUBLIC SCHOOLS, FRAMINGHAM, MA</b>	July 2016-present
<b>Senior Leadership Resident</b>	

*A member of the senior leadership team for FPS, which serves 9,000 diverse students in 14 schools preschool through high school; responsible for exploring and implementing ways to better support school leaders in their development as instructional leaders while simultaneously extrapolating learning that can inform system-wide practices.*

- Individually support and coach principals to develop their leadership and the success of their school
- Create systems and processes with principals to meet their needs and support their growth (e.g. program evaluation, providing educators with high quality feedback after observations, effective teaming)
- Led the creation of a more streamlined, focused, and outcomes-driven District Improvement Plan through gathering stakeholder insight and engaging dialogue between central office and schools
- Facilitate ongoing, district meetings and participate in a variety of committees dedicated to teacher absenteeism, budget planning, and district goal-setting

<b>DOCTOR OF EDUCATION LEADERSHIP PROGRAM, HARVARD UNIVERSITY</b>	2014-present
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*Harvard's Doctor of Education Leadership (Ed.L.D.) is an innovative, three-year, practice-based program that integrates education, business, and public policy by harnessing students' passion for education with the sophisticated professional, organizational, and political skills and experiences necessary to become transformative system-level leaders in American preK-12 education. Special projects include:*

- Consulted for New York City Department of Education, Boston Public Schools, and The College Board
- Awarded the Ed.L.D. Summer Fellowship to consult for Silkroad, Yo-Yo Ma's organization that bridges education, business and the arts through cultural entrepreneurship
- Edited and led the creation of a book: *Sparks: Igniting Transformation in Education for All Students*

<b>RHODE ISLAND DEPARTMENT OF EDUCATION, PROVIDENCE, RI</b>	2012-2014
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*Race To The Top awarded \$75 million to Rhode Island for education reform, including the creation and implementation of an educator evaluation system for which I led the development of resources, training, model refinement, and Student Learning Objectives.*

### **RTTT Education Specialist in Educator Quality (Educator Evaluation)**

- Led the development, refinement, and implementation of Student Learning Objectives across the state
- Envisioned, coordinated, and facilitated training and support for every district leader in 57 LEAs and the 500+ school leaders in implementing educator evaluation in their local contexts
- Developed and finalized guidance, tools, and dozens of resources for the state's educator evaluation models



- Led all feedback gathering to inform model refinement decisions by creating, disseminating, and analyzing statewide surveys to all 16,000+ educators and facilitated focus groups within the arts and special education

## **BOSTON PREPARATORY CHARTER PUBLIC SCHOOL, HYDE PARK, MA**

2009-2011

*A then-growing charter public school serving 6<sup>th</sup>-12<sup>th</sup> grade students from Hyde Park, Dorchester, Mattapan, and Roxbury with a focus on college preparation and success as well as ethical development.*

### **English Department Chair**

- Determined and guided the overall direction of the school as part of a 7-person administration team
- Managed 13-person department
- Met weekly with each teacher to support curriculum and assessment development
- Observed classrooms, provided feedback, and crafted weekly professional development
- Coached educators how to analyze data, track progress, and action plan for student assessment success in partnership with Achievement Network
- Managed department budget and participated in hiring and twice-annual teacher evaluation

## **TEACHING EXPERIENCE**

### **BOSTON PREPARATORY CHARTER PUBLIC SCHOOL, HYDE PARK, MA**

2007-2011

#### **Reading and Art Teacher**

- Taught 6<sup>th</sup> and 8<sup>th</sup> grade Reading and extensively revised curriculum and assessments for rigor
- In 2010-2011 my students earned 90% Proficient or Advanced, with no students earning Warning on MCAS (a 19% increase from their prior year)
- Created and taught Digital Photography; Theater; and Creative Arts for 6-12 grade
- Student Teacher Mentor: mentored BU student teacher (2008-09) and Brandeis student teacher (2009-10)

### **SALEM HIGH SCHOOL, SALEM, MA**

2006-2007

#### **9<sup>th</sup> grade Literacy, 10<sup>th</sup> grade English Teacher**

- Taught the lowest track, inclusive 10<sup>th</sup> grade English and 9<sup>th</sup> grade Literacy, a quarter-long freshman seminar

## **COACHING AND FACILITATION EXPERIENCE**

### **Immunity to Change Coach Development Program, Minds at Work**

2016

- Completed a training program and coached a client through Immunity to Change development work

### **Teaching Fellow at Harvard Graduate School of Education**

2015-2016

- Supported Year 1 Ed.L.D. students in core curricular course: Practicing Leadership Inside and Out; managed five faculty members, co-taught, coached students individually and in their year-long teams

### **Ed.L.D. Program Launch Lead Designer and Facilitator**

2014-2015

- Successfully pitched, led the redesign, and facilitated the 2-week Ed.L.D. Program Launch to include more focus on group formation, equity, and innovative leadership for 25 incoming Cohort 6 education colleagues

### **Public Education Leadership Project (PELP) Facilitator**

2015

- Facilitated intensive 1-week professional learning experience for senior urban school district leaders
- Designed team problem solving and strategic planning sessions based on the PELP coherence framework

### **Institute Faculty at Harvard Graduate School of Education Programs in Professional Education**

- The Arts and Passion-Driven Learning Institute 2012-2016
- School Turnaround Leaders Institute 2012, 2015
- Charter School Institute 2012
- Project Zero Summer Institute 2010

## **MASSACHUSETTS LICENSURE**

- Superintendent/Assistant Superintendent (All Levels), Initial
- English Teacher (8-12), Preliminary