

Goodwin, Stephen

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

Dear Dr. McFall:

I am most pleased to submit my application in response to the posting of the Principal position at the Hanscom Primary School. Having lived and worked a majority of my life within the Greater Boston area, I am familiar with the excellence espoused by the Lincoln Public Schools and am excited about the notion of possibly working within this sublime school system. Secondly, I am aware of the awesome responsibility specifically posed with being the Principal of the Hanscom Primary School as it serves to educate the "children/dependents of active duty or retired military personnel". I have often referred to the work we do within public educators as more than job, rather it is an avocation. I can think of no finer school to potentially work in as a principal, than one in which its families are serving and protecting our nation.

For the past five years, I have served in a variety of leadership roles (e.g., LABBB Program Coordinator and LABBB Transition Coordinator) within the LABBB (Lexington, Arlington, Burlington, Bedford and Belmont) Collaborative. I have thoroughly enjoyed my return to LABBB and the opportunity to support students with intensive special needs (i.e., cognitive, social-communication, behavioral, physical, medical, et al.). These years have provided me a deeper understanding of the special education continuum as well as what is required to ensure a quality transition to Post-22/Adult Services. Having said this, when I reflect back on my twenty-seven years spent in public education, there is no doubt that I am most passionate about the role to augment student learning the Elementary Principal can play within a PreK-12 school district, and thus I seek to return to this role.

Prior to returning to LABBB, I served as the Principal of the Sprague Elementary School (Wellesley Public Schools) and Lynch Elementary School (Winchester, MA) for eight years. During those years, I worked collaboratively with an incredible set of staffs, parents and some of the best students in the state, and we were able to transform the student learning and instructional experience. This translated to Sprague and Lynch, at the time, to achieving their highs in six and seven of their respective MCAS categories. Additionally, the culture of both schools were transformed and embodied their respective core values of "HEART" (Sprague) and "Being Kind, Friendly and Respectful to All" and "Working Hard at All Times" (Lynch).

Prior to working in Winchester, I served as an administrator for the Carlisle Public Schools. Somewhat unique to Eastern Massachusetts, the Carlisle Public Schools are both a PreK-8 school and school district. Due to this structure, I was afforded myriad opportunities to work at all levels of school administration. This included, but was not limited to, leading our professional development, chairing numerous committees, acting as a Middle School advisor, and conducting elementary Open Circle lessons.

Over the last 18 years as an educational leader, I have overseen and worked collaboratively with all parties to enhance student learning. As I have discussed numerous times with staff and parents, despite success on MCAS, it is even more important that we are raising our children to their potential in all aspects of their development. I feel this is in keeping with the mission and core values of the Hanscom Primary School ("Be Kind. Be Safe. Be Respectful. Be a Hard Worker."). Throughout my educational leadership experiences, I talked extensively with students, staff and parents about our Core Values. This type of learning, although currently squeezed by external demands (i.e., new NCLB, MCAS 2.0, et al.) is as important as any academic skills we will teach our students.

Throughout my years at LABBB and as a Principal, I have worked extremely closely with our School Psychologist/Counselor, Home-School Liaison (i.e., Social Worker), Board Certified Behavior Analyst (BCBA), Special Education Case Managers, classroom and specialist teachers, special educators and teaching assistants on behalf of all students. We conduct discussions that take place at our weekly Nursing, Administration and Guidance team meeting, within the Teacher Assistance Team program, and during annual and three year evaluation review meetings for those students with special needs. Due to my extensive special education experience at the LABBB Collaborative, I feel quite adept at developing and or facilitating services for students with special needs. Additionally, the Lynch School was the most diverse in terms of socio-economic stratification and cultural diversity within the Winchester system. During that time, we had over 60 students who received Free and or Reduced Lunch and was the lone Winchester school to receive Title I support. Finally, we worked hard to develop our English Language Learning services for the nearly 30 students designated Limited English Proficient. As I have written many times, I believe the unofficial mission statement of all United States Public Schools is "E Pluribus Unum" ("Out of Many, one"). Our students arrive at the school house doors each day from scores of different homes and backgrounds, but we all have a shared desire to have our students learn and achieve, make a genuine connection with peers and adults, and develop habits of mind that prepare them for future learnings.

A little over a dozen years ago, I completed my Doctorate in Education Leadership through the Boston College/MESPA program. While attending this program and certainly after having graduated, it simply reaffirmed my notion that the work conducted today by teachers (and for that matter all school staff members) is truly the most important work to be done in the world. By now, many have read Thomas Friedman's impressive book, *The World is Flat* (Farrar, Straus and Giroux, 2005). In it he described the changing social, economic and political landscape that connected our world like never before. As a result, he wrote that education is again the remedy to the many challenges that face both the United States and the world. With this in mind, the potential of working in a school like the Hanscom Primary School genuinely excites me as we try to collectively help our students learn and then lead in this increasingly connected (i.e., "flat") world.

I looked forward to hearing your response in the days/weeks to come. I can be reached by phone at either [REDACTED] or [REDACTED] and or at [REDACTED]. Again, thank you for your time and consideration.

Sincerely,

Stephen Goodwin, Ed.D.

**STEPHEN C. GOODWIN, Jr.**

**EDUCATION**

**BOSTON COLLEGE** Chestnut Hill, MA  
Doctorate in Educational Leadership May 2005  
Dissertation: An Analysis of School Based Professional Development and its Effects on the Teaching of  
Intermediate Elementary Writing

**FRAMINGHAM STATE COLLEGE** Framingham, MA  
Masters in Educational Leadership May 2001

**FITCHBURG STATE COLLEGE** Fitchburg, MA  
Masters in Intensive Special Education May 1996

**BATES COLLEGE** Lewiston, ME  
Bachelor of Arts in History, Concentration in Education May 1992

**EXPERIENCE**

**LABBB COLLABORATIVE** Burlington, MA  
Nationally recognized magnet program for children with special needs  
LABBB Transition Coordinator – All LABBB High School Programs 8/18 - Present  
LABBB Program Coordinator – LABBB Cheney Middle School, LABBB Arlington High School 7/14 - 7/18

**As LABBB Transition Coordinator:**

- Led the LABBB Transition Department and oversight of more than 25 community partners (i.e., community based worksites that our students attend on a weekly basis).
- Supervised 30 staff members and over 100 LABBB students who attend our LABBB community partner sites each week.
- Administered a coterie of transitional assessments and presented the findings at dozens of TEAM meetings.
- Facilitated the employment/post-secondary training of several students (e.g., acceptance to Middlesex Community College, entrance into Job Corps, employment at Lexington Housing Authority, et al.).
- Developed and scheduled the use of the LABBB/TILL Woodland House - a residential home in Lexington that LABBB and TILL uses for educational, vocational and respite purposes.

**As LABBB Program Coordinator:**

- Oversaw and managed all daily administrative, educational, behavioral, medical, student, staff and parental concerns within the LABBB Cheney Middle School and LABBB Arlington High School programs
- Supervised 30 staff members (e.g., teachers, specialists) and 60 plus students.
- Chaired all TEAM meetings, including Individual Education Plan, Individual Transition Plan, Crisis, Progress and Professional Consult meetings.
- Improved internal processes (e.g., met weekly with BCBA's to review and brainstorm new behavior protocols) that led to a decrease in physical interventions and reduced unexpected behaviors.
- Guided and championed several challenging cases through the years that eventually led students/families to a residential placement.
- Employed Mindfulness techniques as part of Staff meetings and prior to certain TEAM meetings.

**SPRAGUE ELEMENATARY SCHOOL**  
Principal  
K-5 school educating 400+ students

Wellesley, MA  
7/10 - 6/14

- Mentored several Sprague students from Boston and provided them a double dose of direct reading and mathematics instructional support.
- Implemented grade level SMART Goals for the first time within the Wellesley Public Schools (WPS).
- Co-Chaired the WPS Full Day Kindergarten Committee that resulted in the successful passage of a Proposition 2 ½ override vote thus allowing Full Day Kindergarten to begin in 2014-2015.
- Served on the new Educator Evaluation Design Team for the district.
- Initiated and implemented a wide range of After School offerings (e.g., LEGOS Robotics, Sprague Excellent Adventure Club, Sprague Chess Club, Sprague Peer Mentoring).
- Created a plethora of school-based event including: Sprague 5<sup>th</sup> grade vs. Staff Basketball Game, Sprague 5<sup>th</sup> Grade Career Day, Sprague's Annual Food Drive in support of the Wellesley Food Pantry, weekly Friday assemblies led by 5<sup>th</sup> graders, Math Mornings, et al.).
- Collaboratively led the school to achieve Proficiency or Advanced or better for 79% of its students in all seven MCAS testing categories for the first time.
- Attended every single Grade 2/3 and 4/5 recess for four years.
- Helped restore a positive culture based upon MA Tell Survey Data.

### **LYNCH ELEMENTARY SCHOOL**

Principal

PreK-5 school educating over 450 students

Winchester, MA

7/06 – 6/10

- Collaboratively led the school to achieve its all-time highs in all seven MCAS testing categories twice in three years.
- Taught six Guided Reading Groups to students in Grades 3-5 over the past four years.
- Designed faculty meetings that developed and revolved around "SMART" student learning goals.
- Collaborated with the Lynch Literacy Team on developing the teaching of word work, the Lynch All School Write days, the Lynch PreK-5 Writing Continuum, and the Lynch Literacy Block.
- Facilitated the school scheduling process that resulted in the two-hour uninterrupted literacy block as being the number one school scheduling priority.
- Chaired and facilitated grade level literacy/reading meetings in which each semester every single student's progress in reading is discussed.
- Oversaw all daily coverage issues – acted as a substitute whenever necessary.
- Wrote LEGOS Robotics grant resulting in a program offered to 150+ students.
- Created Lynch After School Program offerings (e.g., "LEGOS Robotics", "Math is a Blast", "Time 4 Sports", "Witty Writing", "Meteorology 101") that hundreds of students have participated in.
- Developed Lynch Core Value Community Meetings.
- Created and partnered with Winchester Recreation Department to develop Before School Program for Lynch School community.
- Collaborated with the Lynch Parents Association (LPA) to completely overhaul our school website.
- Completed four years of bus duty, shoveled the school sidewalks and parking lots, relentlessly cleaned and tidied the school building and grounds.
- Used TestWiz and Data Warehouse to assess current student learning/instruction as well as highlight areas of strength and improvement.
- Created School Improvement Survey that leads/led to learning, communication and facility improvements.
- Wrote weekly internal memo to staff (have also Podcasted to staff and parents ~20 times) as well as a weekly external newsletter to the Lynch community.

### **CARLISLE PUBLIC SCHOOLS**

Pre-Kindergarten, Elementary and Middle School educating 800+ students; staff in grades PreK-8

Principal

Co-Principal

Assistant Principal

Carlisle, MA

7/04 - 6/06

7/03 - 6/04

7/01 - 6/03

- Chaired 7 member administrative, nursing and guidance team responsible for overall school management and daily operations.
- Supervised and/or oversaw the supervision of 110 contractual and non-contractual educators.
- Evaluated 30 - 40 contractual and or non-contractual staff members annually.
- Chaired 25 - 50 annual Individual Education Plan meetings.

- Chaired) and/or Co-Chaired the School Council, Teacher Assistance Team (formerly known as Child Study), Staff Development Team, New Teacher Meetings, Diversity Task Force, World Language Task Force, Student Placement Task Force, Pragmatic Learner Task Force and Middle School Task Force.
- Oversaw the development and creation of Carlisle Public Schools Student Learning Benchmarks
- Implemented School Community Meeting concept for Grades 2-5.
- Initiated *Grade 5 Student Learning Action Plan*, *Grade 6 (Class of 2008) Middle School Transition Action Plan*, *Recessed Playground Action Plan* and *World Language Action Plan*
- Revamped the School Improvement Plan as chair of School Council in 2003.
- Designed and implemented myriad MCAS preparation classes.
- Created the Carlisle Individual Student Success Plan (ISSP) program.
- Wrote and oversaw the implementation of the Safe and Drug Free state grant Teacher Quality state grant, Academic Support Services state grant, Innovative Programs state grant, Carlisle School Association (CSA) grants and T3 (local Concord-Carlisle grants).
- Researched and reported on First Grade Guiding Reading Progress, Middle School Recess, Middle School Athletic Participation, and Evacuation Procedures.
- Crafted numerous School Committee approved policies and grievance procedures, including: Title VI of the Civil Rights Act of 1964, Section 504 of the Federal Rehabilitation Act of 1973 and Massachusetts General Law Chapter 76 Section 5 - School Attendance.
- Involved in all phases of budget design. Presented dozens of times to the Carlisle School Committee regarding myriad programs and initiatives.
- Designed 11 school bus transportation routes servicing all students. Facilitate issue resolution between parents, school and bus company.
- Led Student Advisory Groups at the Middle School level.
- Coordinated and supervised all inter-scholastic activities.

#### **LABBB COLLABORATIVE**

Nationally recognized magnet program for children with special needs

Lexington, MA

5/92 - 7/1997;

11/1998 - 7/ 2001

Belmont, MA

7/1999 - 7/2001

#### **BELMONT HIGH SCHOOL**

Coordinator, LABBB Learning Center

- Supervised 3 certified special educators and 30 students directly.
- Managed all daily administrative, educational, behavioral, student, staff and parental concerns.
- Designed and taught seven classes in compliance with the Massachusetts Curriculum Frameworks and LABBB Core Curriculum.
- Chaired over 100 meetings, including individual Education Plan, Crisis, Progress and Professional Consult meetings.

#### **CHENERY MIDDLE SCHOOL**

Lead Teacher, LABBB Learning Center

Belmont, MA

11/1998 - 6/1999

- Planned and executed individualized student goals and objectives.
- Created and implemented classroom management techniques and behavioral plans.
- Conducted extensive student assessments, including MCAS Alternative Assessment Portfolios.

#### **FORT JAMES CORPORATION**

7.7 billion dollar retail and commercial paper product company

Norwalk, CT

5/1998 - 10/1998

Performance Effectiveness Coordinator, Performance Effectiveness Team

- Developed non-technical and technical job training for 5,000 employees throughout the supply chain.
- Designed and coordinated New Hire Orientation week presentations and seminars for 75 employees.

#### **ROBERTS AVENUE ELEMNTARY, DANBURY PUBLIC SCHOOLS**

Elementary school educating 250 students in grades K through 5

Danbury, CT

8/1997 - 3/1998

Teacher, Special Education Resource Room

- Evaluated behavior, designed curricula and coordinated schedules for 20 students across 7 classrooms.
- Prepared diagnostic evaluations, annual goals and objectives, and behavioral plans.
- Created learning tools, games, and mnemonic devices, including computer based aides.
- Conducted psycho-educational evaluations and synthesized results into written reports and graphics.

- Advised 6 mainstream teachers on strategies to improve quality of instruction for students with special needs.
- Allocated resources for professional and student development as a member of School Improvement Committee.

**LEXINGTON HIGH SCHOOL, LABBB COLLABORATIVE**

Lexington, MA  
9/1992 – 7/1997

Lead Teacher, Life Skills

- Trained supervised, and evaluated 3 special classroom assistants in all educational matters.
- Organized 2 professional development seminars. "Collaboration - Working Together: A Team Approach" and the "The Restitution Triangle" (A student management theory).
- Developed new vocational programs and adaptive equipment to facilitate student learning.
- Designed and co-taught U.S. History class for an integrated classroom.
- Created and implemented a variety of programs both during and after school for groups ranging from 5 to 80 students.

**ADDITIONAL INFORMATION**

Father of Kate - 16 years old and Cecilia - 13 years old (and Maddy - a 6 year old Portuguese Water Dog). Avid reader, consumer of tea, yoga practitioner and active participant in an over 45 basketball league. Finished 1997 and 2001 Boston Marathons. Earned 5 varsity letters in college for Bates baseball and football. Hold 9 teaching and administrative certificates. Trained in Control Theory - Reality Therapy, a cognitive-based behavior management theory. Completed Research for Better Teaching- Observing and Analyzing Teaching. Completed Empowering Multicultural Initiatives (EMI) training. Proficient in Google Docs, Microsoft Office, Apple products, eSTAR, Data Warehouse, Test Wiz and Administrative Plus programs.

References included with this packet.



**BOSTON  
COLLEGE**

140 COMMONWEALTH AVENUE  
CHESTNUT HILL, MA 02467  
617-552-3300

**OFFICIAL TRANSCRIPT**

NAME: STEPHEN GOODWIN  
SCHOOL: LYNCH GRADUATE SCHOOL OF EDUCATION  
DEGREE: DOCTOR OF EDUCATION 05/23/2005  
MAJOR: EDUCATIONAL ADMIN

STUDENT ID#: 85443974  
DATE PRINTED: 12/21/2005

PAGE: 1 OF 1

SUMMER 2002 SCHOOL LEADERSHIP

ED450 FOUND OF EDUCATIONAL ADM 03 A  
EARNED CREDITS: 03 GPA: 4.000

FALL 2002 SCHOOL LEADERSHIP

ED705 EDUC LAW&PUBLIC POLICY 03 A-  
ED720 CURRICULUM LEADERSHIP 03 A-  
EARNED CREDITS: 06 GPA: 3.670

SPRING 2003 EDUCATIONAL ADMIN

ED851 QUALITATIVE RESEARCH 03 A  
ED956 ADV SEM: LAW&ELEM&SEC EDUC 03 A-  
EARNED CREDITS: 06 GPA: 3.835

SUMMER 2003 EDUCATIONAL ADMIN

ED451 HUMAN RESOURCE ADMIN 03 A-  
ED468 INTRODUCTORY STATISTICS 03 A-  
EARNED CREDITS: 06 GPA: 3.670

FALL 2003 EDUCATIONAL ADMIN

ED829 DESIGN OF RESEARCH 03 A  
ED953 INSTRUCTIONAL SUPERVISION 03 A  
EARNED CREDITS: 06 GPA: 4.000

SPRING 2004 EDUCATIONAL ADMIN

ED469 INTERMEDIATE STATISTICS 03 A  
ED619 ETHICS AND EQUITY IN ED 03 A  
EARNED CREDITS: 06 GPA: 4.000

SUMMER 2004 EDUCATIONAL ADMIN

ED618 FINANCE/FACILITIES MGMT 03 A  
ED852 ADMIN COMMUNICATION 03 P  
EARNED CREDITS: 06 GPA: 4.000

FALL 2004 EDUCATIONAL ADMIN

ED656 ADMIN/LOCAL SCHOOL SYSTEM 03 A  
ED755 THEORIES OF LEADERSHIP 03 A  
EARNED CREDITS: 06 GPA: 4.000

SPRING 2005 EDUCATIONAL ADMIN

ED625 MANAGING EMERGING TECHNOL 03 P  
ED950 DISS SEM: MESPA 03 P  
ED988 DISSERTATION DIRECTION 03 P  
EARNED CREDITS: 09

=====

TOTAL EARNED CREDITS: 54 GPA: 3.882

DOCTORAL COMPREHENSIVE EXAM -PASSED- 07/26/2004

-----END OF RECORD-----

ISSUED TO:

STEPHEN GOODWIN

Louise Lonabocker, University Registrar

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**UNOFFICIAL LICENSE INFORMATION**

**Stephen Goodwin**

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Educator: Stephen C Goodwin

License #: \*\*\*\*306936

MEPID: 50528486

Original Certification Date: 10/09/1992

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
Elementary (1-6)	ACADEMIC	Professional	05/19/97	11/23/22
History (9-12)	ACADEMIC	Professional	10/09/92	06/15/19
History (5-9)	ACADEMIC	Professional	03/04/97	03/03/02
Social Studies (5-9)	ACADEMIC	Professional	03/04/97	11/23/22
*Intensive Special Needs (All Levels)	ACADEMIC	Professional	09/21/95	06/15/19
Special Needs (5-12)	ACADEMIC	Professional	03/04/97	11/23/22
Principal/Assistant Principal (PreK-6)	ACADEMIC	Professional	12/07/04	12/04/19
Principal/Assistant Principal (9-12)	ACADEMIC	Professional	12/07/04	12/04/19
Principal/Assistant Principal (5-9)	ACADEMIC	Professional	12/07/04	12/04/19
Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Provisional	02/19/13	**
SEI-Admin (Level depends on prereq license)	ACADEMIC	Endorsement	08/28/14	***

**\* Primary Area**

**\*\* Valid for five (5) years of employment.**





# Carlisle Public Schools

83 SCHOOL STREET, CARLISLE, MASSACHUSETTS 01741

December 12, 2005

To Whom It May Concern:

It is with great pleasure that I write this letter of reference for Stephen Goodwin, Principal of Carlisle Public School, for a Principal position in your school system. As a School Psychologist/Counselor in the Carlisle Public School for the past three and one-half years, I have worked closely with Steve. By far, he is the most outstanding administrator that I have worked with in my 14 years as a School Psychologist and over 25 years in human services. Steve demonstrates his educational leadership in his ability to balance the day-to-day operational details of managing a school with moving it toward his vision and an eye on the "big picture."

A respect for human differences and commitment to academic excellence for all students are the core values which Steve demonstrates many times every day. He holds himself to the highest expectations and serves as a role model for an already high achieving faculty to strive to reach and push ourselves as educators. Steve does this by treating faculty as professionals, allowing them the autonomy to make decisions based on their expertise, inspiring them to stretch, and accepting their support and assistance when needed. He has worked hard to build a sense of community among staff and students through his commitment to team work at all levels.

Steve treats everyone – support staff, faculty, parents, community members, and students – with equal respect. He shows his support and appreciation publicly and privately in a genuine manner which has instilled a sense of loyalty and desire to rise to his high expectations within our school community. Other qualities that make Steve an exceptional principal include his organizational abilities, sense of humor, intellect, sensitivity and open door policy for all. Steve also shows diplomacy in his interactions with others, even in difficult situations. For example, he has been able to work effectively with a teacher who is not meeting Carlisle's high expectations, ultimately partner with parents who have had disagreements with the school, and collaborate with teachers when administrators and faculty do not share the same vision. He is an extremely effective communicator - whether speaking to a gathering of parents or a kindergartener who has just made a "bad choice," chairing a Special Education TEAM meeting, or crafting a letter regarding a school crisis.

Our school and I will greatly miss Steve and his leadership style when he leaves Carlisle. I am sure that he will make an exceptional Principal in your system and will have a profoundly positive effect on his new school. Please feel free to contact me at school or at home (781-648-7189; isgross@rcn.com) if you have further questions.

Sincerely,

  
Sharon P. Grossman  
School Psychologist/Counselor



24 Bernard Road  
Wellesley, MA 02481  
July, 16, 2005

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Stephen Goodwin. Until my retirement as Superintendent of Schools in Carlisle, Massachusetts in June, 2005 I directly supervised Stephen. I am pleased to say that I originally hired him as the Assistant Principal and then promoted him to Co-Principal for 2003-2004 and Principal for 2004-2005. The move to Co-Principal took place to acknowledge Stephen's significant growth as an administrator and to help with the transition caused by the impending retirement of the Principal at the end of the 2003-04 year.

As an administrator Stephen enthusiastically assumed the many and varied responsibilities of leadership and he simultaneously embarked upon a doctoral program in Educational Leadership which he has now successfully completed.

It was especially gratifying to observe the growth in Stephen's educational expertise, his emerging self-confidence, and his expanding understanding of how to apply theory to everyday practice. In addition to numerous management challenges which Stephen mastered, he also developed into a curriculum expert. Drawing on prior knowledge Stephen also served a leadership function in our Special Education Program where he chaired challenging evaluation meetings, helped develop new programs, and was a consistent champion for children.

Stephen Goodwin possesses the knowledge to determine what to do and the instincts to know how to do it in a manner that is sensitive to the needs of all stakeholders. He manifests high expectations for himself and seeks to engage others to work with him to achieve lofty goals. An illustration of this can be seen in Stephen's assessment of the district's unfocused thinking with regard to MCAS scores that were below expectation in one area. Stephen viewed the problem as a system and attacked it that way. Although he did an excellent job of instituting and coordinating an ISSP

Program, his greater contribution was his analysis of the larger curricular and instructional issues and his mobilization of the resources to address this district concern.

Stephen Goodwin exemplifies those characteristics which represent the finest qualities of a school administrator. He is an outstanding educational leader and a responsible manager who relates to students, staff, faculty and parents. Stephen knew each student, related to each adult, and was held in the highest regard by all members of the Carlisle school community. He is an exemplar of all that one would wish for in the leadership of today's schools and tomorrow's. I recommend him without reservation for a position in educational leadership.

If I can be of any further assistance please do not hesitate to call me.

Sincerely,  
*Dauida Fox-Melanson*  
Dauida Fox-Melanson



# Carlisle Public Schools

83 SCHOOL STREET, CARLISLE, MASSACHUSETTS 01741

December 2005

To Whom it May Concern:

It is with pleasure that I write to you concerning Dr. Stephen Goodwin. As the Director of Student Support Services, I have worked closely with Steve for the past 4 years, and have nothing but admiration and respect for his skills as an educational leader.

Within the Carlisle Public Schools, Steve has demonstrated a variety of educational and organizational skills that are effective in meeting the diverse needs of our school community. Steve has established a reputation as a highly capable, approachable, and effective administrator. He has consistently displayed qualities of initiative, conscientiousness and professionalism in all areas of his official and unofficial responsibilities. He is a vital member of our administrative team, a knowledgeable teacher leader, a role model and compassionate supervisor to the students, and an empathetic listener and problem solver with the parents.

Steve came to Carlisle with a strong special education background and has continued to grow and learn in order to help implement quality special education programming within a public school setting. For the last 4 years, Steve has been the chairperson for most Annual Reviews for our K-8 special education population. In this capacity, he has consistently demonstrated his knowledge of the special education laws and requirements, and he understands the ramifications when 'mis-steps' are made. First and foremost, Steve is an advocate for students. By understanding the needs of students as well as the teaching/learning process, he has been instrumental in helping teachers vary their teaching approach as needed in order to reach every student.

Overall, Steve exemplifies the qualities of a life-long learner and a competent leader. Steve's commitment to educational excellence is evident in all that he does and I have every confidence that Steve will continue to be successful in whatever administrative capacity he chooses in his future. I have enjoyed working with Steve and recommend him highly as he seeks a new position within your school system.

Sincerely,

Linda B. Stapp, Ph.D.

lstapp@carlisle.mec.edu

Director of Student Support Services

978 369-3758