

JENNY SMITH

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Collaborative senior educational leader with a broad skill set of institutional, leadership, and people skills, seeking a position in an independent school in partnership with an innovative and visionary head of school.

Commented [JB1]: See additional editing notes at bottom of document. Don't forget to delete them once they have been addressed! 😊

Relevant Experience

Seattle Academy of Arts & Sciences (SAAS)

Dean of Curriculum & Instruction overseeing Academic Program 6-12 (enrollment 950) July 2016—present
Interim Middle School Division Head

Commented [JB2]: Conciseness: Can we reduce this to "Dean of Curriculum & Instruction/Interim Middle School Division Head"?

- Serve as a versatile senior administrator overseeing the quality and implementation of the SAAS academic program, in an independent 6-12 school.
- Observe practice; provide feedback, support growth, and perform evaluations of 20 faculty members.
- Developed new faculty induction and system of support, targeted to new faculty throughout school year.
- Supervise registrar, director of student services, and instructional coaching staff.
- Carry out all staffing duties including faculty staffing capacity analysis, and hiring plan.
- Contribute to the recruitment and hiring of new faculty and administrators.
- Support the head of school in carrying Follow through on strategic academic initiatives that include: a new daily schedule, new graduation requirements, new department areas (computational thinking, entrepreneurship & design, financial literacy, and health), and new course content, helped further middle school program based by on leveraging new building space design.
- Lead cross-functional project teams areas include including new website development and communication strategy, school accreditation, staffing, and deans of faculty daily work.
- Represent Seattle Academy in national networks such as Independent School Data Exchange Group (Index); and Independent Curriculum Group (ICG).
- Contribute to a new middle school building interior design committee, and served on middle school move committee and developed the program based on leveraging new space design.
- Attend middle school admissions coffees, middle and upper school admissions open houses, speaker at middle school open house, planning committee meetings for middle school student admissions, visit days.

Commented [JB3]: Conciseness: For more conciseness and to avoid repetitive language (support), how does this feel? "Perform evaluations of 20 faculty members." Copy and paste if you like it.

Commented [JB4]: Redundancy: This seems to be implied in the bullet above, "Carry out all staffing duties..." OK to delete?

Commented [JB5]: Conciseness/repetitive language: Mainly edited to resolve issue of repetition of "carry out". Is this OK?

Commented [JB6]: Parallel structure/redundancy: OK to delete this? It seems a bit too similar to what you state in the second to last bullet below.

Commented [JB7]: Logic: Not sure I understand how you lead cross-functional project teams areas with this particular item. OK to delete?

Commented [JB8]: Conciseness/clarity: Much of this detail can be addressed in an interview with a prospective employer. What do you think of simply writing: "Served on committee for interior design of new middle school building, leveraging design of new space."? Copy and paste if you like this.

Commented [JB9]: Line edit: to address issues of parallel structure and conciseness, how does this recast feel: "Attend functions for middle and upper school admissions, including coffees, open houses, and planning committee meetings for visit days."

Commented [JB10]: Lengthy: consider recasting this this sentence for brevity. The specifics might be better addressed during the interview. How about, "Supported system leaders' education around solving problems of practice, aimed at building teacher and leader capacity." Copy and paste if you like this.

The Center for Educational Leadership, at the University of Washington
Project Director

January 2015—June 2016

- Supported system leaders' learning to solve problems of practice, using a variety of evidence-based and research-driven methods aimed at building teacher and leader capacity, including central office redesign focused on supporting principals and teachers, instructional leadership development for principals and their leadership teams, and targeted job-embedded, content-specific coaching.
- Led complex, cross-functional projects alongside district leaders in from Broward County, Florida, Oklahoma City Public Schools, Los Angeles Unified School District, and select districts in Texas, focused on the improvement of to improve student learning and systems for improving adult performance.
- Designed the process and tools for Principal Supervisor Professional Development Needs Assessment, used to develop for exploring scopes of work with clients.

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New Leaders, Inc.

Senior Director of Implementation & Training, State Services

July 2012—January 2015

- Served as lead content expert ~~in supporting to support~~ superintendents ~~or and~~ chief academic officers during client engagements in support of New Leaders’ overall mission and organizational strategy.
- Designed and delivered professional learning sessions for ~~Principals-principals~~ and ~~Principal Managers/principal managers~~ on principal selection, development, evaluation, and support. All engagements included intensive collaboration with key state and district leaders on high-profile and complex initiatives.

Commented [JB11]: Redundant: This information might already be implied. Ok to delete?

Commented [JB12]: Conciseness: A bit lengthy. How does this sound? “Collaborated with state and district leaders to design and deliver professional learning sessions for principals and principal managers on principal selection, development, evaluation, and support.” Copy and paste if you like it.

Smith School Consulting

Principal Consultant

June 2006—June 2015

- ~~Developed-Set up~~ a client base to provide ~~innovative~~ consulting services to ~~a variety of~~ clients in ~~both~~ independent and public schools, supporting strategic programmatic initiatives and faculty performance ~~and growth/development~~.
- Led Washington State Summit District Improvement Initiative, ~~for the~~ Office of Superintendent Public Instruction (OSPI). Developed customized services ~~to-for~~ district leadership teams to design and refine the use of data ~~for decision-making~~; provided professional development for teachers and ~~leaders in high yield instructional strategies~~; developed tools that support collaborative lesson ~~planning~~ cycles. Served 3 school districts, 25 schools, and over 100 teachers.
- Collaborate and support to the Center for Teaching Excellence at the Billhook School in Los Manos, California. In collaboration with head of school and the Billhook board of trustees, carried out research, initial plan, and site visits with board to establish the Center for Teaching Excellence.
- Led International Baccalaureate accreditation process at Hillsboro High School in Hillsboro, Oregon.
- Established the Center for Children’s Learning in collaboration with ~~the~~ Opine ~~School/school~~ director and the Bend Children’s Museum board of trustees. This project was an innovative collaboration between the museum and museum school. The Opine School, Bend Children’s Museum Bend, Oregon.

Commented [JB13]: Conciseness/readability: I suggest recasting this for less wordiness and better flow. Again, I think the details can be left for an interview or cover letter. If you like this, copy and paste it: “Served 3 school districts, 25 schools, and over 100 teachers while leading Washington State Summit District Improvement Initiative for the Office of Superintendent Public Instruction (OSPI).”

Commented [JB14]: Conciseness: Similar to above comments, this may be too much detail. What do you think of this recast? “Collaborated with the head of school and the board of trustees at the Billhook School in Los Manos, California to establish the Center for Teaching Excellence.” Copy and paste if you like it.

Commented [JB15]: Conciseness: These details may be better left to the interview/cover letter. OK to delete?

Commented [JB16]: Redundancy: Your job title already makes this clear.

Commented [JB17]: Parallel structure/stronger language: Added strong verbs and made more parallel. OK?

Commented [JB18]: Clarity: I’m unclear as to what this means. Recast or delete if not absolutely necessary.

North Oakland Community Charter School

Executive Director

August 2003—June 2006

- ~~Led high performing, small urban school in Oakland, California.~~
- Evaluated faculty in creating an equitable ~~and~~ caring learning environment ~~through by holding~~ strategic staff meetings, ~~engaging in~~ reflective conversations, ~~observation of/observing~~ peer practices, ~~maintaining~~ critical friendships, and ~~cultivating a supportive~~ system of trust among all staff members.
- Oversaw ~~the school~~ growth ~~of the school~~ from 65 to 105 students; ~~dramatically increased-increasing the~~ diversity of ~~the student body~~ ~~during my tenure~~;
- Shaped middle school design for educational continuity with our students;
- Led successful capital campaign, raising \$4 million to acquire permanent building ~~in one school year~~.
- Supervised charter renewal process.
- Collaborated regularly with ~~high level~~ founding board, ~~to carry out strategic plan overseeing~~; ~~oversaw~~ 13 school-based committees and five board-level committees; ~~managed and evaluated while managing~~ a staff of 12.

Stanford University Graduate School of Education Center for Research ~~on the Context of Teaching~~

High School Study Director and Program Evaluator

May 1999—April 2001

- Directed High School Study with Principal Investigators; Milbrey McLaughlin and Joan Talbert. The study focused on high school reform in the Bay Area and included five broad lines of inquiry into the problems and prospects for change.

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- ~~Research~~ Contributed research and writing to the publication, *Building School-Based Teaching Learning Communities*.

English Teacher Middle & High School, Los Altos ~~&~~ Modesto, CA

English Department Chair and English Teacher

June 1993—June 1998

- Designed English curricular program grounded in progressive teaching practices.
- Provided academically rigorous learning units that required students to engage in higher order thinking ~~about important content matter~~.
- Utilized writers' workshops, literature circles, home reading journals, Socratic seminars, Word for Word, and other student performance strategies.
- Coordinated and implemented ~~the a~~ school-wide portfolio assessment program, ~~which consisted of developing requiring students to provide~~ work samples demonstrating habits of mind ~~developed over~~ ~~acquired during~~ middle school years.
- Taught ~~an academic~~ reading and writing class for students who needed ~~more diverse~~ ~~varied~~ entry points into the curriculum.
- Developed and co-taught "Teachers-Teaching-Teachers" writing courses for district.

Commented [JB19]: Parallel structure and clarity: We need to exact name of the location of your place of employment. Does this work: "Los Altos Middle School & Modesto High School?"

Education & Credentials

- M.A., Stanford University, Curriculum and Teacher Education, 1997
- B.A., California State University, English, 1989
- Attended University of California, San Diego
- Tier I Administrative Credential, California State, Hayward CA, in collaboration with the National Equality Project's LEAD (Leading for Equity, Achievement and Democracy) Cohort 1, 2005
- Single Subject Professional Clear Teaching Credential, California State University, English Literature and Language, 1993

Commented [JB20]: Clarification: did you graduate?

Fellowships & Appointments

- Pathways Cohort 2018 Fellow. Two-year, cohort-based program to support female senior leaders to assume head of school positions.
- Index Member Schools Academic Conference 2018 & 2019. Invited to five-person planning committee.
- Portland Children's Museum Trustee. 2006-2012.

Selected Conference Presentations

- "Tincidunt id aliquet risus feugiat in ante metus dictum at." 2017 Northwest Association of Independent Schools Fall Educator's Conference, October 2018. Redmond, WA.
- "Mauris cursus mattis molestie a iaculis at erat pellentesque." 2017 Northwest Association of Independent Schools Fall Educator's Conference, October 2017. Bellevue, WA.
- "Tortor dignissim convallis aenean et tortor." Gloss Group Academic Conference, April 2017. Evanston, IL.
- "Neque egestas congue quisque." 2009 Superintendent's Summer Institute, August 2008. Bend, OR.

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Selected Publications

- Dante, J., & Smith, J. (2008). Tincidunt id aliquet risus feugiat in ante metus dictum at.
- Belton, R., & Smith, J. (2007). Mauris cursus mattis molestie a iaculis at erat pellentesque. Milwaukee, WI: American Society for Quality.
- Smith, J., & Belton, R. (2010). Neque egestas congue quisque: Tortor dignissim convallis aenean et tortor, 9(7), 2-26.
- Oakley, Q., & Smith, J. (2009). Ac auctor augue mauris augue: Fermentum posuere urna nec tincidunt praesent. Sit amet luctus venenatis lectus magna, 50(2), 199–206.

Recommendations

Bob Johnson, Head of School, Tacoma Academy of Arts and Sciences.

Matt Vilber, Head of School, Billhook School.

Joanna Bentley, Pathways Program Mentor; Former Head of School, Hamlin Robinson School.

Samuel Jackson, Executive Director of State Services, New Leaders, Inc.

Additional Editing Notes:

- **Header:** Include only telephone, email, and a LinkedIn profile address if you have one. I can address this in the formatting stage.
- **Footer:** Include both last name and page number. I can address this in formatting stage.
- **Repetitive language:** I edited several instances of the word *develop* to reduce its repetition.
- **Conciseness:** This has been the biggest issue to tackle. The current thinking is that a resume shouldn't exceed 700 words, but this has to be taken in context. You have an amazing career, and you have accomplished many things, so this 700-word rule can—and should be—broken. Regardless, I've reduced your document by around 230 words. You will see that I recast several bulleted items for more conciseness. I also deleted superfluous prepositional phrases, adverbials, and "opinion" adjectives. These are of course all edits you can reject if you wish.
- **Suggestion:** Considering conciseness, go through the edits, accepting and rejecting where necessary, and then go back through your bulleted lists (especially the longer ones) to determine if anything can be discarded, or if there are any obvious redundancies you can delete.