

ARLINGTON PUBLIC SCHOOL DISTRICT
ARLINGTON, MASSACHUSETTS

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR SUPERINTENDENT

Personal Information:

Name Victoria L Greer Home Phone [REDACTED]
Address [REDACTED] Office Phone [REDACTED]
Cambridge MA 02140 Cell Phone [REDACTED]
city state zip
Email Address [REDACTED]

How did you learn about this position (e.g. Education Week, Internet, Boston Globe)? MASC website and mailer

How may we contact you? ☐ at work ☒ at home ☒ by e-mail ☒ by cell phone **Preferred**

Certifications Held

| | |
|-------------------------------------|-------|
| Certification | State |
| Asst. Superintendent/Superintendent | MA |
| Superintendent | TN |

Are you licensed as a superintendent in Massachusetts? ☒ YES ☐ NO

Are you eligible for licensure as a superintendent in Massachusetts? ☒ YES ☐ NO

If not, have you submitted an application for certification as a superintendent in Massachusetts? ☐ YES ☐ NO

Date of application: _____

Current School District Information:

Are you presently under contract to a school district? Yes
June 30, 2021
If yes, when does your contract expire?
Sharon Public Schools
Name of District
Superintendent
Position

Academic and Professional Training:

| High School(s), Colleges, Universities Attended | Location | Degree |
|---|-----------------|---------------------|
| Capella University | Minneapolis, MN | Doctorate |
| Tennessee State University | Nashville, TN | Master of Education |
| Tennessee State University | Nashville, TN | Bachelor of Arts |
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Professional Experience:

| No. Years | Dates From/To | Position | School District |
|-----------|-----------------|---------------------------|--|
| 3 | 07/2017-Present | Superintendent | Sharon Public Schools |
| 4 | 07/2013-06/2017 | Asst. Superintendent | Cambridge Public Schools |
| 4 | 07/2009-06/2013 | Director of Instruction | Metro Nashville Public Schools |
| 1 | 06/2008-07/2009 | Coordinator | Metro Nashville Public Schools |
| — | 09/2007-06/2008 | Instructional Facilitator | Metro Nashville Public Schools |
| 1 | 07/2006-09/2007 | Instructional Facilitator | Memphis City Schools |
| 7 | 08/1999-06/2006 | Special Education Teacher | Metro Nashville Public Schools and Memphis City Schools |

Other Relevant Work Experience and Achievements:

| | |
|--|------|
| Chair, Gifted Advisory Council, Dept. of Elem. and Secondary Education | 2019 |
| Honoree, The Massachusetts Black & Latino Legislative Caucus | 2019 |
| Board Member, Hockomock YMCA | 2018 |
| Consultant/Co-Author, "Instructional Practices that Maximize..." | 2017 |
| Co-Author, "Making Blended Work," Center for Digital Education | 2016 |
| National Superintendent's Academy, Chicago Cohort | 2015 |
| Nominee, Visions of the Community Award, Federation for Children | 2015 |
| | |
| | |

Memberships in Professional Organizations:
Association for Supervision and Curriculum Development

Massachusetts Association of School Superintendents

References:

Please list below the names and addresses of three persons who have knowledge of your professional competence and character, whom we may contact should you become a finalist.

Name Dr. Jeffrey Young Address [REDACTED]
Relationship Former Superintendent Phone Number [REDACTED]
Cambridge Public Schools

Name Fern Fergus Address [REDACTED]
Relationship Sharon School Committee Phone Number [REDACTED]

Name Fred Turkington Address [REDACTED]
Relationship Sharon Town Administrator Phone Number [REDACTED]

Release of information:

Please check one box:

Upon request from the media, I ☒ do ☐ do not give permission to the school committee to release my resumé.

Your resume becomes a public document should you become a finalist.

Your resume becomes a public document should you become a finalist.

A complete application form includes the following:

- ☒ 1. A completed and signed application form.
- ☒ 2. An up-to-date resume.
- ☒ 3. A copy of the candidate's Massachusetts superintendent license, or evidence that the candidate is eligible for licensure as a superintendent in Massachusetts and has submitted his/her application to the Department of Education.
- ☒ 4. Evidence of highest degree earned (copy of diploma, license and/or certificate).
- ☒ 5. Three recent letters of reference (within the past three years preferred) from persons **other than those listed on the previous page.**
- ☒ 6. The Committee requests a personal statement describing your major educational accomplishments and the specific leadership and management skills you can bring to the superintendency of the Arlington Public School District. **Letter of Interest and Personal Statement are the same**

All application documents listed above must be received via email on or before **October 9, 2020** at 3:00pm.

Please note: MASC does not maintain an applicant file for use in future searches.

A new application and application materials listed are required for each search.

I understand that, under the requirements of the Massachusetts Open Meeting Law, should I become a finalist, certain facts of my application will become public information and that the school committee may request a copy of my transcripts.

Signature  Date October 8, 2020

Email all information to Ann-marie Martin: amartin@masc.org

For further information please contact Glenn Koocher (gkoocher@masc.org) or Kathleen Kelly (kkelly@masc.org)
Please do not contact school committee members or members of the school administration.

Summary

Effective, strategic and collaborative educational leader with a proven track record of success creating strategic alliances with community, educator and organizational stakeholder groups to create and sustain effective working teams, improve parent and community partnerships and develop and implement strategic initiatives that have yielded positive results for students, teachers, principals, parents and the community.

Skills

- Effective leadership/communication skills
- Public Relations
- Project planning and management
- Negotiations expert
- Organizational Restructure and Change expert
- Strategic Planning
- Self-motivated/self-starter
- Effective training and professional development facilitator

Experience

Sharon Public Schools

July 2017 to Current

Superintendent of Schools

Sharon, MA

- Improved fiscal processes, resource planning and management by implementing a zero-based budgeting process.
- Improved the high school ranking in two years from a ranking of number ten to a ranking of number six in Massachusetts.
- Improved central office effectiveness and support by aligning department functions.
- Increased the number of diverse teachers, school and district leaders by 33%.
- Developed community partnerships to support varied programs and initiatives within the district including school volunteers.
- Implemented a comprehensive process for Principal and leadership effectiveness focused on observation, reflection and feedback.
- Implemented a comprehensive communication and community engagement plan by hosting an annual "State of the Schools" address, implementing Superintendent Advisory councils, Superintendent Coffee hours and Superintendent "Walk and Talk Tuesdays."
- Implemented district wide professional development for school leaders and educators focused on cultural competency and proficiency.
- Led the MSBA process that led to the approval at Town meeting to fund a \$163M high school building project which broke ground September 2020.
- Led a collaborative community process that yielded a three- year strategic plan for district improvement.
- Facilitated the implementation of a systematic, multi-sensory Tier I phonics-based reading program for grades K-5.
- Facilitated the implementation of the elementary cultural competency curriculum.
- Commissioned and facilitated the external program review of Student Support Services to improve special education programs and services.
- Successfully negotiated successor contracts across all bargaining units in collaboration with the School Committee and the Select Board.

Cambridge Public Schools

July 2013 to June 2017

Assistant Superintendent

Cambridge, MA

- Narrowed the achievement gaps for high needs groups in both reading and mathematics by 3%.
- Initiated an aligned formative assessment data review cycle increasing the number of students reading proficiently at third grade by 65%.
- Initiated the "Leaky Pipe Project" and increased the number of minority students and students from low SES homes in honors and advanced placement courses by 12%.
- Increased the number of students with disabilities accessing the general education classroom and curriculum to 85%.
- Developed and initiated the "Universal Summer Program" which increased the number of students attending summer programs by 50% over three years and 80% of students maintaining skills.
- Increased the number of teachers trained in effective strategies for teaching students with dyslexia by 10%.
- Increased the number of teachers with Orton Gillingham training/certification by 15%.

- Increased the department approval rating from 43% to 85% in over two years.
- Increased parent/family engagement by over 50%.
- Developed community partnerships increasing the number of families accessing wrap-around support by thirty families in the first year of implementation.

Metropolitan Nashville Public Schools

July 2009 to June 2013

Director of Instruction

Nashville, TN

- Improved access to general education curriculum for students with disabilities from 40% to 60%.
- Improved the achievement of students with disabilities by 20% over three years by designing, developing and training the instructional coaching team to support teachers and principals.
- Led the district review of inclusive practices which resulted in over 4000 teachers receiving professional development in effective strategies in teaching students with disabilities and co-teaching.
- Developed and implemented the mapping process resulting in more effective use of school resources and greater principal autonomy to support students.
- Designed instructional programs for gifted students and students with disabilities PK-12 that led to increased access to gifted programs for a more diverse group of students.
- Developed a parent advisory council for gifted students and students with disabilities in grades PK-12 that led to a 10% increase in the approval rating by families.

Education

Capella University

February 2010

PhD.: Educational Leadership And Administration

Minneapolis, MN

Tennessee State University

May 2000

Master of Education: Special Education

Nashville, TN

Tennessee State University

August 1996

Bachelor of Arts: Psychology And Sociology

Nashville, TN

Activities and Honors

Chair, Gifted Advisory Council, Department of Elementary and Secondary Education, 2019

Honoree, The Massachusetts Black and Latino Legislative Caucus, 2019

Board Member, Hockomock Area YMCA, 2018

Consultant, Co-Author, Instructional Practices That Maximize Student Achievement, 2017

Co-Author, Making Blended Work, 2016, Center for Digital Education

National Superintendents Academy, Chicago Cohort, 2015

Nominee, Visions of the Community Award, Massachusetts Federation for Children, 2015

Previous Work Experience

Metropolitan Nashville Public Schools

June 2008 to July 2009

Special Education Coordinator

Nashville, TN

Metropolitan Nashville Public Schools

September 2007 to June 2008

Instructional Facilitator

Nashville, TN

Memphis City Schools- Humes Junior High

July 2006 to September 2007

Instructional Facilitator

Nashville, TN

Metropolitan Nashville Public Schools and Memphis City Schools

August 1999 to June 2006

Special Education Teacher

Nashville and Memphis, TN

References

Available Upon Request

Massachusetts Department of
Elementary & Secondary Education

UNOFFICIAL LICENSE INFORMATION

Victoria Greer

Cambridge, MA 02140

This license information was generated by the educator from the Department's electronic licensure file, ELAR. It should not be taken as proof of current licensure or as an official record. The Department advises that verification of this information via ELAR is always necessary.

Educator: Victoria Lawanda Greer

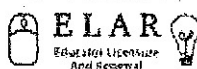
License #: ****472082

MEPID: 53400173

Original Certification Date: 11/08/2013

| FIELD(LEVEL) | CATEGORY | APPLICATION TYPE | ISSUE DATE | EXPIRATION DATE |
|---|----------|------------------|------------|-----------------|
| Special Education Administrator (All Levels) | ACADEMIC | Initial | 05/18/16 | ** |
| Superintendent/Assistant Superintendent (All Levels) | ACADEMIC | Provisional | 03/18/14 | ** |
| SEI-Admin (Level depends on prereq license) | ACADEMIC | Endorsement | 02/16/16 | *** |
| ** Valid for five (5) years of employment. | | | | |
| *** Due to varying requirements, please pay attention to the specific requirements for the potential of renewing an endorsement. | | | | |

Please contact the Department of Elementary and Secondary Education customer service at 781-338-6600, if your license information above is incorrect or incomplete.



Massachusetts Department of
**ELEMENTARY & SECONDARY
EDUCATION**

Parchment Transcript Report

Prepared for: Victoria Greer on 02/08/2016
 ID#: TLI8WDL
 Parchment Student ID: 7746627
 Student SSN: XXXXXXXXXX
 Page 1 of 3

Kelly Brooks



Kelly Brooks, Registrar

Student Name: Victoria L Greer
 Student ID: 1033188
 Date of Birth: XXXX-04-25
 Student Address:
 520 Wolfeboro Lane
 Nashville, TN 37221

Capella University
 225 South 6th Street 9th Floor
 Minneapolis, MN 55402
 Tel: 8882273552

Degrees Awarded
 Degree: Doctor of Philosophy
 Program: PhD in Education
 Specialization: Specialization in Leadership in Educational Administration
 Confer Date: 2011-02-26
 Degree GPA: 4.000

Dissertation Title: Are Middle School Principals Effective Enough to Improve the Academic Growth of Students With Disabilities? A Study of Effectiveness of Middle School Principals

Transfer Credits
 Transfer credit from: Tennessee State University
 Applied Toward PhD in Education
 Transfer Totals CrAlt: 42.00
 Transfer Totals CrE: 48.00
 Transfer Totals QPis: 0.000

| rs ID | Course Title | Competency | CrAlt | CrE | Grade/Performance | QPis |
|-------|--------------|------------|-------|-----|-------------------|------|
|-------|--------------|------------|-------|-----|-------------------|------|

Beginning of Graduate Record

Fall Quarter 2006
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 D 8004 Societal and Cultural Change 4.00 4.00 A 16.000
 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000
 Cum GPA: 4.000 Cum Totals: 4.00 52.00 16.000

Winter Quarter 2007
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 D 820 Principles of Educational Administration 4.00 4.00 A 16.000
 D 7541 Teacher Supervision and Evaluation 4.00 4.00 A 16.000
 Term GPA: 4.000 Term Totals: 8.00 8.00 32.000
 Cum GPA: 4.000 Cum Totals: 12.00 60.00 48.000

Spring Quarter 2007
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 D 7542 The Politics of K-12 Education 4.00 4.00 A 16.000
 D 7545 Special Education Administration 4.00 4.00 A 16.000
 Term GPA: 4.000 Term Totals: 8.00 8.00 32.000
 Cum GPA: 4.000 Cum Totals: 20.00 68.00 80.000

Summer Quarter 2007
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 D 854 Secondary School Administration 4.00 4.00 A 16.000
 D 8113 Advanced Study in Research Methods 4.00 4.00 A 16.000
 CL-R 8921 PhD Colloquium Track I 0.00 0.00 S 0.000
 Term GPA: 4.000 Term Totals: 8.00 8.00 32.000
 Cum GPA: 4.000 Cum Totals: 28.00 76.00 112.000

Fall Quarter 2007
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 D 7901 Internship in Educational Administration I 4.00 4.00 A 16.000
 D 8111 The Historical and Social Foundations of Education 4.00 4.00 A 16.000
 CL-R 8922 PhD Colloquium Track II 0.00 0.00 S 0.000

| CrS ID | Course Title | Competency | CrAlt | CrE | Grade/Performance | QPis |
|--------|--------------|------------|-------|-----|-------------------|------|
|--------|--------------|------------|-------|-----|-------------------|------|

Winter Quarter 2008
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 ED 822 The Funding of Educational Institutions 4.00 4.00 A 16.000
 ED 823 Education and the Law 4.00 4.00 A 16.000
 ED 7902 Internship in Educational Administration II 4.00 4.00 A 16.000
 CL-R 8923 PhD Colloquium Track III 0.00 0.00 S 0.000
 Term GPA: 4.000 Term Totals: 12.00 12.00 48.000
 Cum GPA: 4.000 Cum Totals: 48.00 88.00 192.000

Spring Quarter 2008
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 ED 9919 Doctoral Comprehensive Examination 4.00 4.00 S 0.000
 Term GPA: 0.000 Term Totals: 4.00 4.00 0.000
 Cum GPA: 4.000 Cum Totals: 52.00 100.00 192.000

Summer Quarter 2008
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 ED 9920 Dissertation Coursework 0.00 0.00 R 0.000
 ED 9921 Dissertation Research 1 5.00 5.00 R 0.000
 Term GPA: 0.000 Term Totals: 5.00 5.00 0.000
 Cum GPA: 4.000 Cum Totals: 57.00 105.00 192.000

Fall Quarter 2008
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 ED 9920 Dissertation Coursework 0.00 0.00 R 0.000
 ED 9922 Dissertation Research 2 5.00 5.00 R 0.000
 Term GPA: 0.000 Term Totals: 5.00 5.00 0.000
 Cum GPA: 4.000 Cum Totals: 62.00 110.00 192.000

Winter Quarter 2009
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 ED 9920 Dissertation Coursework 0.00 0.00 R 0.000
 ED 9923 Dissertation Research 3 5.00 5.00 R 0.000
 Term GPA: 0.000 Term Totals: 5.00 5.00 0.000
 Cum GPA: 4.000 Cum Totals: 67.00 115.00 192.000

Spring Quarter 2009
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration
 ED 9920 Dissertation Coursework 0.00 0.00 R 0.000
 ED 9924 Dissertation Research 4 5.00 5.00 R 0.000
 Term GPA: 0.000 Term Totals: 5.00 5.00 0.000
 Cum GPA: 4.000 Cum Totals: 72.00 120.00 192.000

Summer Quarter 2009
 Program: PhD in Education
 Plan: Specialization in Leadership in Educational Administration

This Parchment transcript report is official when downloaded directly from the Parchment Exchange website. To verify the validity of the Parchment transcript report, go to exchange.parchment.com/d/, select the Tracking link in the header, and search for DID# TLI8WDL.

Parchment Transcript Report

Prepared for: Victoria Greer on 02/08/2016
 ID#: TL18WDL
 Parchment Student ID: 7746627
 Student SSN: [REDACTED]
 Page 2 of 3

Kelly Brooks



Kelly Brooks, Registrar

Student Name: Victoria L Greer
 Student ID: 1033188
 Date of Birth: XXXX-04-25
 Student Address:
 320 Wolfeboro Lane
 Nashville, TN 37221

Capella University
 225 South 6th Street 9th Floor
 Minneapolis, MN 55402
 Tel: 8882273552

| Cr# | ID | Course Title | Competency | CrAlt | CrE | Grade/Performance | QPIs | Cr# | ID | Course Title | Competency | CrAlt | CrE | Grade/Performance | QPIs |
|---------------------|------|--|------------|--------------|--------|-------------------|---------|-----|----|--------------|------------|-------|-----|-------------------|------|
| D | 9920 | Dissertation Coursework | | 0.00 | 0.00 | R | 0.000 | | | | | | | | |
| D | 9925 | Dissertation Research 5 | | 5.00 | 5.00 | R | 0.000 | | | | | | | | |
| | | Term GPA: | 0.000 | Term Totals: | 5.00 | 5.00 | 0.000 | | | | | | | | |
| | | Cum GPA: | 4.000 | Cum Totals: | 77.00 | 125.00 | 192.000 | | | | | | | | |
| Fall Quarter 2009 | | | | | | | | | | | | | | | |
| Program: | | PhD in Education | | | | | | | | | | | | | |
| Plan: | | Specialization in Leadership in Educational Administration | | | | | | | | | | | | | |
| D | 9920 | Dissertation Coursework | | 0.00 | 0.00 | R | 0.000 | | | | | | | | |
| D | 9926 | Dissertation Research 6 | | 5.00 | 5.00 | R | 0.000 | | | | | | | | |
| | | Term GPA: | 0.000 | Term Totals: | 5.00 | 5.00 | 0.000 | | | | | | | | |
| | | Cum GPA: | 4.000 | Cum Totals: | 82.00 | 130.00 | 192.000 | | | | | | | | |
| Winter Quarter 2010 | | | | | | | | | | | | | | | |
| Program: | | PhD in Education | | | | | | | | | | | | | |
| Plan: | | Specialization in Leadership in Educational Administration | | | | | | | | | | | | | |
| D | 9920 | Dissertation Coursework | | 0.00 | 0.00 | R | 0.000 | | | | | | | | |
| D | 9927 | Dissertation Research 7 | | 5.00 | 5.00 | R | 0.000 | | | | | | | | |
| | | Term GPA: | 0.000 | Term Totals: | 5.00 | 5.00 | 0.000 | | | | | | | | |
| | | Cum GPA: | 4.000 | Cum Totals: | 87.00 | 135.00 | 192.000 | | | | | | | | |
| Spring Quarter 2010 | | | | | | | | | | | | | | | |
| Program: | | PhD in Education | | | | | | | | | | | | | |
| Plan: | | Specialization in Leadership in Educational Administration | | | | | | | | | | | | | |
| D | 9920 | Dissertation Coursework | | 0.00 | 0.00 | R | 0.000 | | | | | | | | |
| D | 9928 | Dissertation Research 8 | | 5.00 | 5.00 | R | 0.000 | | | | | | | | |
| | | Term GPA: | 0.000 | Term Totals: | 5.00 | 5.00 | 0.000 | | | | | | | | |
| | | Cum GPA: | 4.000 | Cum Totals: | 92.00 | 140.00 | 192.000 | | | | | | | | |
| Summer Quarter 2010 | | | | | | | | | | | | | | | |
| Program: | | PhD in Education | | | | | | | | | | | | | |
| Plan: | | Specialization in Leadership in Educational Administration | | | | | | | | | | | | | |
| D | 9920 | Dissertation Coursework | | 0.00 | 0.00 | R | 0.000 | | | | | | | | |
| D | 9929 | Dissertation Research 9 | | 5.00 | 5.00 | R | 0.000 | | | | | | | | |
| | | Term GPA: | 0.000 | Term Totals: | 5.00 | 5.00 | 0.000 | | | | | | | | |
| | | Cum GPA: | 4.000 | Cum Totals: | 97.00 | 145.00 | 192.000 | | | | | | | | |
| Fall Quarter 2010 | | | | | | | | | | | | | | | |
| Program: | | PhD in Education | | | | | | | | | | | | | |
| Plan: | | Specialization in Leadership in Educational Administration | | | | | | | | | | | | | |
| D | 9920 | Dissertation Coursework | | 0.00 | 0.00 | R | 0.000 | | | | | | | | |
| D | 9930 | Dissertation Research 10 | | 5.00 | 5.00 | R | 0.000 | | | | | | | | |
| | | Term GPA: | 0.000 | Term Totals: | 5.00 | 5.00 | 0.000 | | | | | | | | |
| | | Cum GPA: | 4.000 | Cum Totals: | 102.00 | 150.00 | 192.000 | | | | | | | | |
| Winter Quarter 2011 | | | | | | | | | | | | | | | |
| Program: | | PhD in Education | | | | | | | | | | | | | |
| Plan: | | Specialization in Leadership in Educational Administration | | | | | | | | | | | | | |
| D | 9920 | Dissertation Coursework | | 0.00 | 0.00 | R | 0.000 | | | | | | | | |
| D | 9931 | Dissertation Research 11 | | 5.00 | 5.00 | R | 0.000 | | | | | | | | |
| | | Term GPA: | 0.000 | Term Totals: | 5.00 | 5.00 | 0.000 | | | | | | | | |
| | | Cum GPA: | 4.000 | Cum Totals: | 107.00 | 155.00 | 192.000 | | | | | | | | |

End of Transcript

This Parchment transcript report is official when downloaded directly from the Parchment Exchange website. To verify the validity of the Parchment transcript report, go to exchange.parchment.com/d/, select the Tracking link in the header, and search for DID# TL18WDL.

Capella University
225 South Sixth Street, Ninth Floor
Minneapolis, MN 55402
1.888.CAPELLA (227.3552)
www.capella.edu FICE = 032673

Name Change

This institution was formerly known as The Graduate School of America. On June 1, 1999 the name of the institution was changed to Capella University.

Accreditation

Capella University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (NCA), www.ncahlc.org. Capella University, 225 South Sixth Street, Ninth Street, Minneapolis, MN 55402, 1.888.CAPELLA (227.3552), www.capella.edu.

Academic Calendar and Credits

Capella University operates on a quarterly academic calendar. The Carnegie standard of 25 hours per credit is used to determine the number of quarter credits assigned to each course. Thus, a 4-credit course is approximately 100 hours of didactic instruction, reading, writing, projects and associated preparation. Prior to November 12, 2001, all courses taken at Capella were listed under the quarter in which the course ended. Effective November 12, 2001, all courses taken at Capella are listed under the quarter in which the course began.

FlexPath

This direct assessment delivery model assesses performance to established competencies. A competency is the knowledge, skills, abilities, and professional attributes required to successfully perform a task in a given context. At Capella University, courses are designed based on the competencies necessary to demonstrate a program's learning outcomes. No credits, grades or quality points are assigned in FlexPath programs. Learners enrolled in FlexPath programs receive competency evaluations in lieu of traditional letter grades. Degree progress is measured through a program points system and minimum level of performance achievement.

FlexPath Performance Scale

| | |
|-----------------|--|
| Distinguished | Earned for course work that demonstrates mastery of the published competencies at a level exceeding course expectations as defined in the course syllabus or course learning plan. |
| Proficient | Earned for course work that demonstrates mastery of the published competencies at a level meeting course expectations as defined in the course syllabus or course learning plan. |
| Basic | Earned for course work that demonstrates published competencies at a level of performance minimally meeting course expectations as defined in the course syllabus or course learning plan. |
| Non-performance | Earned for course work that demonstrates published competencies at a level which does not meet course expectations as described in the course syllabus or course learning plan. |

Grading System

Grades are provided for courses taken at Capella University. Capella University uses a four-point grading system. As of January 28, 2008, grade point average is reported separately for graduate and undergraduate Capella course work. Prior to January 28, 2008, one cumulative grade point average was reported for all Capella course work.

| Grades | Quality Points |
|--|----------------|
| A High involvement, substantive participation, exceeded expectations. | 4 |
| B Active and knowledgeable participation, met expectations. | 3 |
| C Adequate and competent participation, minimally met expectations. | 2 |
| D Undergraduate only: limited participation, marginally met expectations. | 1 |
| F Limited, minimal or no participation, did not meet expectations; also used when an I grade was assigned and course requirements were not met by the end of the next quarter. | 0 |

Grades Not Affecting Grade Point Average

CC (Credentialed Credit) Assigned to credit awarded based on documentation of successful attainment of a specific credential.

HD (Disaster Hold) Assigned to courses for learners who must discontinue a course due to a nationally recognized disaster.

HM (Military Hold) Assigned to courses during which learners have been called to active duty; serves as a placeholder until they return to the course.

I (Incomplete) Indicates that the course requirements have not yet been fulfilled.

IP (In Progress) Assigned to comprehensive examination or dissertation courses for which learners require additional quarters to complete the components of the course. Also assigned to some internship and practicum courses.

IS (Incomplete) Indicates that the course requirements have not yet been fulfilled for a satisfactory/not satisfactory course.

MW (Military Withdrawal) Assigned to courses from which the learner has been withdrawn due to active duty. Prior to June 2009, these are reflected as grades of W.

NC (No Credit) Assigned to courses prior to April 1, 2003.

NG (No Grade) Assigned to comprehensive examination or dissertation courses for all course registrations subsequent to the initial registration, or to course registrations for which the registrar has determined that due to university curricular changes "NG" is the appropriate final grade. Also assigned to some internship and practicum courses.

NP (Non-participation) Assigned to courses prior to April 1, 2003.

NR (No record) Assigned to courses awaiting official grade from instructor.

NS (Not Satisfactory) Limited, minimal, or no course participation and/or materials did not meet expectations. Also used when an IS grade has been assigned and course requirements were not met by the end of the following quarter.

PC (Petition for Credit) Assigned to courses for which learners successfully petitioned for credit of previous educational or work experience.

R (Required) Assigned to doctoral dissertation courses at the successful conclusion of each quarter's course.

S (Satisfactory) Active and knowledgeable course participation; materials met expectations. Equivalent to a grade of B or better.

VR (Verified Residency) Assigned to a completed residency requirement.

W (Withdrawn) Assigned to a course dropped by the learner within the authorized time period.

Honors

Learners at the undergraduate and graduate levels (excluding FlexPath learners) may be eligible to graduate with honors upon meeting various stipulations including earning the following grade point averages:

Undergraduate Level

Graduation with Honor (Cum Laude): 3.500 - 3.749
Graduation with High Honor (Magna Cum Laude): 3.750 - 3.849
Graduation with Highest Honor (Summa Cum Laude): 3.850 or above

Graduate Level

Graduation with Distinction: 3.850 or above

Withdrawal and Incompletes

A learner may drop a course during the first twelve calendar days of the course without transcript notation. If a learner drops a course on or after the thirteenth calendar day of the course through the last day to withdraw from the course, a grade of W will be assigned. Learners who discontinue a course after the last day to withdraw will be assigned a grade of F or NS, or a performance rating Non-Performance for direct assessment programs. If a learner receives an incomplete and the final papers/projects are not completed prior to the end of the following quarter, the learner will be assigned a grade of F or NS.

Transfer

Previous college-level work submitted by applicants will be evaluated for transfer credit. Undergraduate programs require grades of C- or better for transfer. Graduate programs require grades of B- or better for transfer. Course work should be from regionally accredited institutions; however, Capella may consider transfer credit from international institutions and some non-regionally accredited institutions based on alternate accreditations. As of January 28, 2008, transfer credits reflect only those applied to current program.

Course Numbering System

Course levels determined by prefix:

- 9 Graduate course
 - 8 Graduate course
 - 7 Graduate course
 - 6 Graduate course (Prior to January 28, 2008, course numbers beginning with a 6 were professional development courses.)
 - 5 Graduate course
 - 4 Upper-division undergraduate course
 - 3 Upper-division undergraduate course
 - 2 Lower-division undergraduate course
 - 1 Lower-division undergraduate course
 - FS Residency (course prefix)
- Any course with the prefix "I-R" includes a face-to-face component.
Any course with the prefix "I-FP" was taken within a direct assessment program.

Harold Abel School of Psychology course numbering system prior to Jan. 28, 2008:

- 5500 - 5999 Graduate course
- 6000 - 6999 Non-credit residency and colloquium
- 7000 - 9999 Graduate course
- PSY-R Psychology residency and colloquium (course prefix)
- FS Residency (course prefix) prior to September 2003

Release of Information

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, prohibits the release of this record or disclosure of its contents to any third party without the written consent of the learner.

Alteration or forgery of this document is a criminal offense.

Transcript key revised December 2013

REFERENCES

Dr. Victoria L. Greer

Cambridge, MA 02140

Manikka Bowman

Cambridge School Committee (Vice-Chair)

Mirko Chardin

Cambridge Public Schools Principal

Fern Fergus

Sharon School Committee (2018-2020)

Gordon Gladstone

Sharon Standing Building Committee (Chair)

William Heitin

Sharon Select Board and Former Chair

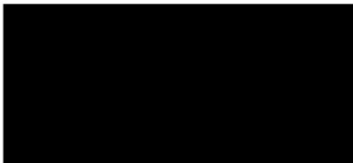
Claire Jones
Sharon METCO Director



Aparna Padmaja
Parent Advisory Board/PTO Executive Board



Dr. Kenny Salim
Cambridge Public Schools Superintendent



Fred Turkington
Sharon Town Administrator



Dr. Jeffrey Young
Teachers College-Columbia
Director of Programs in Education Leadership
Former Superintendent-Cambridge Public Schools



September 10, 2020

To Whom It May Concern:

I am honored to be asked to give my recommendation on behalf of Dr. Victoria Greer. I just finished my tenth and final year on the Sharon School Committee, the last two I served as chair. It is with great pleasure and confidence that I write this letter of recommendation on her behalf.

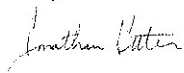
Dr. Greer became our superintendent in July 2017. At that time we were looking to hire a leader to help us reshape the culture of our district. From Day 1, Dr. Greer hit the ground running. It started with her comprehensive entry plan, embarking on a new strategic plan for the district, providing comprehensive PD to the district and overall improvements and efficiencies throughout the district. Not an easy task, but Dr. Greer has been successful in developing our district vision, mission and guiding beliefs.

Some of Dr. Greer's accomplishments over her term as superintendent are as follows:

- Sharon was just at the beginning of an MSBA building project for Sharon High School when Dr. Greer was hired. Over the course of the last several years, Dr. Greer worked tirelessly on all aspects of the project, culminating in a unanimous approval for the feasibility study, a 2/3 approval of the project at town meeting and a successful ballot initiative. Groundbreaking on the new High School was just completed.
- The development of the district strategy and plan and the collaborative, community process that was undertaken to develop and implement the plan.
- Improving elementary literacy curriculum, including the implementation of a phonic-based literacy program at the elementary level.
- Development of a zero-based budgeting process to improve the development and prioritization of the annual budget.
- Improved effectiveness and efficiency of central office functions.

I have always known Dr. Greer to be professional and respectful. Every decision and recommendation Dr. Greer makes ALWAYS has the best interest of the children at the forefront. I have NEVER seen her make a decision or recommendation otherwise. Dr. Greer is a person of integrity, passion, humility and a tireless leader. I have no doubt that whatever the next step is in her career, Dr. Greer will be a successful leader and will be an asset to any district or organization that employs her. Should you need to, I would be happy to discuss this recommendation further.

Sincerely,



Jonathan Hitter

Former Chair, Sharon School Committee '18-19, '19-20



July 28, 2020

To Whom It May Concern,

I am writing to offer my strongest personal recommendation for Dr. Victoria Greer, currently Superintendent of Sharon Public Schools (SPS) for a leadership position in public education and to share with you some of the many reasons why I believe Dr. Greer is a very talented, dynamic leader who would be an extraordinary asset to any public school system.

I have been a member of the Sharon Finance Committee for the past 10 years and I also served on the Superintendent Search Committee and was involved in the process that brought Dr. Greer's candidacy to the Sharon School Committee. I worked closely with Dr. Greer after she was hired in my capacity as the School Department liaison for the Finance Committee. In that role, I was fortunate enough to work closely with Dr. Greer and to get to know her and her leadership style and skills very well.

Dr. Greer is a dynamic leader who is engaging, intelligent, knowledgeable and highly skilled. I particularly value Dr. Greer's background and passion for teaching, her knowledge and adept management of school administrations and organizations, her strategic planning and communication skills, and her commitment to respect the work of the dedicated professionals of SPS while not being afraid of leading necessary change to help move SPS into the future. I offer you a few examples from my viewpoint of the very positive impact Dr. Greer has had on SPS and the Town of Sharon which demonstrate, I believe, her strengths and character.

First, one of Dr. Greer's initial focus in Sharon was to reorganize and refocus the Administration Office to promote accountability, streamlining resources and valuing direct educational services to the children over administrative convenience. Her ability to manage change and her efforts in realigning the Administration Office to prioritize its focus on the support needs of the teachers and children is nothing short of impressive. She made substantial, thoughtful changes in her first budget and presented a very well thought out updated plan for the Administrative Office for FY2020. In that process she managed necessary (as well as unanticipated) changes in personnel and function, while reducing overall Administrative Office costs and improving focus and accountability. From my personal perspective as a member of the Finance Committee, she managed that process and continues to manage the Administration Office very professionally and to the benefit of the entire SPS.

Second, Dr. Greer developed quick and lasting meaningful relationships with the stakeholders of SPS, including the children, teachers, parents, administrators, town officials and other town boards, including the Finance Committee. Dr. Greer did this through a very strong commitment to honesty, integrity, information sharing and collaboration. As it relates to the Finance Committee, she came asking questions seeking to understand what was important to the town and she developed action items and plans within the parameters she felt met the needs of SPS and the Finance Committee. She listened and she adjusted where she could, but she held firm to those principles that the School Committee, herself and the SPS community are firmly rooted

upon. In that process, she developed and continues to develop substantial trust and credibility with the Finance Committee and I believe with the Town as a whole.

Third, Dr. Greer led a broad based, inclusive visioning process early on in her administration and again recently in 2019 and 2020 around school climate and culture, going on listening tours, seeking out all constituencies within the Town in the process, and continuing to focus on what matters most to our community – providing an educational community and culture that nurtures each student on their journey of becoming a lifelong learner. She has lead the visioning process proactively as a planning tool and she lead the current community building process which was a well thought out response to a very, very difficult situation which by all accounts was almost entirely inherited, having built up over many years under prior administrations.

Fourth, Dr. Greer has sought to hold herself and her administration accountable to the vision and values of SPS and of the complex legal and regulatory framework that some issues have presented. She has acted selflessly in carrying out the responsibilities of the Superintendent's Office. She easily could have publically thrown others under the bus for things that occurred long before she became Superintendent, but instead she sought to guide a careful and thorough process to obtain facts and address the truths that need be addressed. Dr. Greer has performed with substantial grace under pressure and continues to lead with integrity and with only the best interest of the SPS in mind and not her own personal interests.

As someone who has lead very large organizations for years as an executive and counseled organizations for years as an attorney and Human Resources professional, I believe that she has faced substantial challenges in her three plus years of office that would have taken down many seasoned leaders and professionals in a few months. She has endured hostility from fringe elements of the School Committee and a vocal small group within the community who were threatened by change, innovation and forward thinking.

In closing, I believe that Dr. Greer possesses and has demonstrated significant management and leadership skills and has had a significantly positive impact on SPS. While I wish she was staying with SPS, I know that she has the leadership skills, knowledge and passion to help any school district fortunate enough to have her join them toward in achieving their goals, especially during these challenging times.

It is my privilege to be a reference for Dr. Greer and I am happy to discuss Dr. Greer's candidacy further.

Thank you

Bill Brack

September 30, 2020

To Whom it May Concern,

I am honored to write this letter of recommendation for Dr. Victoria Greer. Dr. Greer is an exceptional school district leader.

Dr. Greer is one of the superintendents I have worked with in the three-year MA New Superintendent Induction Program (NSIP) which I have co-led since my retirement as Deputy Commissioner, and after nineteen years as a superintendent including nine years in Wellesley and then eight in Lowell. As her coach for the first two years of her work in Sharon, I observed her "in action" planning and facilitating Leadership Team meetings, presenting and responding to questions at School Committee meetings, conducting school visits with principals, and planning and conducting supervisory meetings. Additionally, I met regularly with her as she developed strategies for advancing district priorities and troubleshooting challenging situations. Finally, I observed her engaging with colleagues and other coaches in more than a dozen day long NSIP seminars and workshops over the past three years.

In all those encounters, Dr. Greer demonstrated a high level of leadership skill and knowledge. For example:

- She has deep knowledge of what excellent teaching and learning look and sound like. She knows, too, what high quality student support service requires. Importantly, she used effective systems and processes for supporting school and district leaders to grow and develop so that they can serve as effective instructional leaders as well. For example, the administrative team meetings I observed and/or discussed with her were built on purposeful agendas, distributed leadership, and intentional activities designed to elicit active engagement. She made visiting schools and classrooms with each principal a priority, along with a regular cycle of observation, shared reflection and feedback, both verbal and written, for each administrator she supervised.
- Dr. Greer works very hard and, at the same time, has been strategic about how she spends her time. This was especially evident in her successful leadership of the Sharon High School Building project. When the high school principal was not able and later not available to play a significant role in the project, she assumed internal leadership and oversight of both the big picture vision for the project and the myriad details required by the State. She also spent countless hours in public meetings with town officials, parents and others as the project's leading "public face". She delegated effectively, making clear her expectations, monitoring progress, and supporting administrators and staff members when they needed it.
- Her work on the High School building project also demonstrated Dr. Greer's strong administrative and interpersonal skills. She managed every logistical, financial and communication detail of the project, never missing a deadline. The materials she developed to explain the project were both informative and comprehensive. She managed the complexity of representing the school department with local and state boards and committees effectively. She responded to local feedback – including some mis-informed fear about program "standards" - while maintaining a compelling vision for the project. She engaged effectively with local officials, town administrators and staff, and state level officials.
- Dr. Greer has a deep commitment to high standards for herself and others. Fairness, integrity and putting student needs first are core values of hers. For example, she tackled several complicated,

often controversial personnel issues with sensitivity, patience, resourcefulness and resolve. All of those qualities were especially tested (but not abandoned) by the unfortunate circumstances surrounding the nearly year-long leave of absence and eventual resignation of the long-time high school principal.

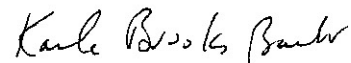
- Dr. Greer is a strong and confident leader who is also a learner. Her office is filled with well-used references ranging from "classics" in the field to some of the latest work on leadership. She is eager to learn how to improve her own practice. She is resourceful in identifying and reaching out for legal, technical and strategic support when that is appropriate. She poses questions with genuine interest in hearing the response in hopes that she will learn something new and important about an issue, a person and/or herself. This was evident, for example, in the work she did during her entry process related to the District's priority on equity. Dr. Greer had no intention of proposing equity and cultural proficiency as district priorities in her first year. Yet the data that emerged during her first-year entry process – along with pleas from a variety of stakeholders – led to an explicit commitment in the District's Improvement Strategy to foster respectful and culturally competent relationships. That commitment and her ensuing work on its implementation led eventually to Dr. Greer inviting a group of Sharon students of color to address the School Committee about their experiences as students. The students' powerful testimony offered staff and the public evidence of the urgent need for greater cultural competency.

Beyond all this knowledge and skill, Dr. Greer is a warm, caring person. She smiles easily, laughs warmly and asks after people's well-being often. She is a woman whose faith, family and deeply embedded optimism animate her.

Dr. Victoria Greer came to Sharon as an accomplished educator. She had been a strong teacher, respected director of curriculum, and effective assistant superintendent in prior districts. In her three plus years in Sharon, she has had the opportunity to tackle the full range of superintendent leadership opportunities and challenges, including: managing school committee – superintendent relations; developing, implementing and monitoring a district strategy and plan for improvement; responding to substantial school committee, central office and principal turnover; managing labor relations and collective bargaining; developing and winning support for a major school building project; building, monitoring, reallocating and cutting budgets; supervising and disciplining employees; managing crises and communication; and, now, planning for sustaining learning during Covid-19 and responding to a national racial justice "awakening". Dr. Greer is more than ready to take on her second superintendency and make her new district proud.

Please do not hesitate to reach out if I can be of further assistance in assessing the candidacy of Dr. Greer. You can reach me at [REDACTED]

Yours truly,



Karla Brooks Baehr



September 14, 2020

Dr. Victoria Greer
Superintendent of
Schools

Ms. Elizabeth Murphy
Assistant Superintendent

Ms. Angela Burke
Director of Curriculum

Ms. Jessica Murphy
Director of Student Services

Ms. Nerlande Minton
Business Manager
Director of Human
Resources

Mr. Anthony Kopacz
Director of Facilities

Ms. Meg Dussault
Director of Art &
Community Education

To Whom It May Concern:

It is with great pleasure that I write this letter of recommendation for Dr. Victoria L. Greer, Superintendent of Schools. Working under her leadership as the Assistant Superintendent of Schools for the past three and a half years, I have come to know her competencies quite well. In my thirty seven years of experience in the Sharon Public Schools I have never worked under a leader more focused and responsive to the needs of ALL students. Dr. Greer is a champion for students, and her core values of equity and access are the basis of all of her work.

Upon her hiring, Dr. Greer was given the charge to support a high performing school district with a focus on continuous improvement. As a new superintendent she created a detailed entry plan where she provided analysis of the structure and alignment of the district, with an extensive review of student data and culture and climate. This refreshing, "fresh set of eyes," helped to identify areas of growth, and she presented this data as a framework for our work. It should be noted that as the needs for improvement were identified many members of the school committee and community had difficulty accepting the findings and the importance of the changes that would be necessary to create an environment supportive of all students. Dr. Greer persevered in her continued work with the district and in collaboration with a team of instructional leaders, teachers, parents, community members and students, Dr. Greer helped us to chart the course for our work as we created our district improvement plan. Based on four major goals our focus aligned. The plan emphasized the importance of the social and emotional well-being of students, creating a culturally inclusive and respectful environment, promoting a safe physical plant, and the establishment of a consistent curriculum responsive to the needs of all learners. This plan has anchored all of our work and with the use of our school data and research on best practice all educational, budgetary, and professional development decisions have been made based upon these tenets.

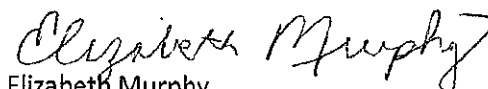
Dr. Greer builds strong relationships with community partners to support our schools. Her collaborative approach and outreach were clearly evident when she worked tirelessly to support the approval and construction of a new Sharon High School. In an effort to prepare an environment for the future, Dr. Greer led a team of stakeholders to create a vision for the space and structure of the building based upon the opportunities in education for all students. In her efforts to secure funding, she became the face of the district, and met with all constituents to gain public support which yielded the budgetary approval and general excitement for a new Sharon High School.

To say that Dr. Greer has extensive knowledge and understands teaching and learning is an understatement, frankly she wrote the book about it. As a co-author of Instructional Practices That Maximize Student Achievement: For Teachers, By Teachers Dr. Greer provides our district with sound instructional practices and has led us to develop a framework for a multi-tiered system of supports for all learners. Recognized as an educational leader in the state, Dr. Greer was recently appointed as the chairperson of the Department of Education Gifted and Talented Education Advisory Council, and she was the recipient of the Back Excellence on the Hill award for excellence and achievement in the commonwealth.

75 Mountain Street
Sharon, MA 02067
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Sharon Public Schools does not discriminate on the basis of age, color, disability, gender identity, homelessness, national origin, religion, sex or sexual orientation.

Dr. Greer is a life-long learner who sets high standards. She continuously seeks ways to improve her effectiveness as a leader. Her interest in learning and growing professionally stimulates those of us who work with her. She is extremely thoughtful and deliberate in thinking about district issues and is able to reflect analytically in making decisions based on input from different groups. Her motivation, energy and initiative are all characteristics that serve her well as superintendent. Dr. Victoria Greer is a transformational leader who puts the needs of students first. She has extensive skill and ability to utilize data and research to identify district needs and to create a plan for continuous improvement. She has my highest recommendation. Please feel free to contact me as I look forward to speaking to you about her qualifications.


Elizabeth Murphy
Assistant Superintendent

October 7, 2020

To Whom It May Concern:

We are writing to you in support of Dr. Victoria Greer. For the past two years, we were fortunate to have Dr. Greer as our Superintendent in Sharon.

Shortly after Dr. Greer began in her role as Superintendent, an unfortunate situation with our son's IEP led us to seek her assistance. She did not hesitate to take the time to meet with us in person and listened to our concerns intently. What was most impressive to us was there was no "I'll get back to you." Dr. Greer had a plan to handle our concerns immediately, which helped to turn our son's academic year around.

Dr. Greer successfully guided the town through the difficult process of getting the approval to build a new high school, something the town of Sharon has needed for a long time. In the many meetings with the public, her presentations were always delivered with confidence and brevity, without missing any important details. The same held true with curriculum and staffing issues. In short, it is clear to us that Dr. Greer can lead any district to academic and social success, if the district wants to be led there.

What most impressed us about Dr. Greer was her genuine relationship with the students. She often sought them out and was a popular visitor to our elementary schools while listening to both our middle and high school students and giving them a voice. At my son's elementary school, we held a fundraiser that included a limo ride to school. The livery company needed an adult to ride with the winning group of girls. Dr. Greer said "I'll go for the limo ride!" without any hesitation. The students had a great time riding to school with Dr. Greer that day.

We hope this letter conveys to you not only who Dr. Greer is as a Superintendent but who she is as a person. While her job is always about the kids, she cares about the community she serves as well. Her kindness and caring personality makes both parents and students feel like she is one of them.

We wish your district all the best in your search, but we hope it will stop with Dr. Greer. If we can be of further assistance, please do not hesitate to contact us.

Sincerely,

Adam and Maureen Silverleib



September 15, 2020

To Whom It May Concern:

It is an honor to offer this recommendation for Dr. Victoria Greer, just as it has been an honor to work with her over the past three plus years. It is truly my belief that Dr. Greer will have a long and important career in education, in whatever path she chooses, and that public education will benefit from her passion, leadership, and expertise.

Dr. Greer came into Sharon as its first Superintendent to be hired from outside of the district in many, many years. She came at a time when our district believed itself to be looking for a dynamic leader with fearless vision who would focus on the needs of students, all students. She brought a very clear vision of her leadership style, "Listen. Learn. Lead." She also brought with her core values of "equity and access." She offered an overall organizational structure to our small but growing town which included the creation of vertical and horizontal alignment in or district and the alignment our goals to our strategic plan and our budget. She was data driven and results oriented. In short, she brought a determination to move our district forward in accordance with best practices.

Specifically, Dr. Greer created an comprehensive Entry Plan, reorganized our Central Office staff and created a Human Resources Department, lead a community-wide strategic planning process, oversaw the creation of a successful MSBA application process, began a yearly State of School address, oversaw the transition to a zero based budgeting process, prioritized a review of the entire special education program, lead a hiring process which diversified our Central Office staff, managed challenging personnel challenges, and supported our high school students in their efforts to be heard on essential concerns.

Dr. Greer has a truly dynamic personality and puts the students' need, all of the students' needs, at the forefront of all her decision making. In fact, she would offer students her cell phone number to text her personally if they needed her. Dr. Greer always identified as a teacher first and administrator second. As a School Committee member, I found her to be available to discuss my concerns and thoughtful. Even if we disagreed, it was respectful. Many times, the School Committee would follow its own path and Dr. Greer would need to adjust to that course. She did so respectfully and professionally.

As I said above, I would recommend Dr. Greer for any position to which she applied. I would be very happy to follow up if you anything additional regarding Dr. Greer. It has been a pleasure to work with, and learn from her.

Sincerely,

Marcy Kaplan
Sharon School Committee Member 2013-2020
School Committee, Chair 2016-1-2018

VICTORIA L. GREER, PhD

Cambridge, MA 02140

Glenn Koocher
Massachusetts Association of School Committees
Boston, MA
gkoocher@masc.org

October 8, 2020

RE: Arlington Superintendent Search

Dear Search Committee,

In your search for an experienced, innovative and collaborative leader, I ask that you accept this letter of interest for the position of Superintendent of Schools. As Superintendent in one of the highest performing school districts in the Commonwealth, Sharon Public Schools, I have been committed to ensuring the social, emotional and intellectual growth of each and every student. To that end, I have tackled the challenging issues that most would avoid; from ensuring that every decision and every initiative is addressed through an equity lens to promoting and facilitating the engagement of a broad sector of the community that includes students, teachers, families and community partners. My goals are to build upon the strengths of your district and expand on the opportunities afforded for continuous improvement.

As the Superintendent in Sharon and one who thrives in high-pressure and fast-paced situations, I implemented a five step continuous improvement model which led to increasing the number of teachers and administrators of color by 33%, the approval of a \$163M high school building project, the development and implementation of a comprehensive three year strategic plan, and improved fiscal processes and management. Additionally, I developed strong leadership teams at all levels and led the adoption of a more culturally relevant curriculum. I am able to visualize success and identify innovative and effective strategies for achieving it. By designing and executing innovative and effective strategies, I addressed equity issues related to special education and English Language programs and services within the first year of my arrival to Sharon. I adjusted resource allocations in both of these areas and realized efficiencies that led to the hiring of additional staff and the adoption of appropriate curriculum for students with academic, medical and behavioral needs. I am also proud to have turned a high profile controversy related to student-staff relations at Sharon High School into an opportunity for learning, healing and growth throughout the district, implementing a culture and climate initiative in all schools which led to improved policies and practices, as well as safer school environments. During my tenure, Sharon High School rose from #10 to #6 of public high schools in Massachusetts by Boston Magazine.

While I have experienced much success during my tenure in Sharon, regrettably, the Sharon School Committee placed me on paid administrative leave in mid September and has not yet provided me or the community an explanation for this action. The decision occurred three days after I brought complaints of discrimination and harassment against two members of the committee, including the newly elected chair of the committee, an action I took with great reluctance. The two former School Committee Chairs have attested to the caliber of my work in the attached letters, and I have been grateful for an outpouring of public support from parents and many others in the community. I am currently awaiting a resolution to this matter, but regardless of the outcome, I know that it is time for me to explore new leadership opportunities.

My success in Sharon would not have been possible without my experience as an Assistant Superintendent in Cambridge Public Schools. While in Cambridge, I had the opportunity to realign the curriculum and instructional practices, improve educator morale, and provide more equitable access to resources for all Cambridge families.

In review of my resume, you will see that I have a broad array of experience including being a special education teacher, instructional coach, coordinator and Director of Instruction. I worked with students with exceptionalities, including developing and implementing gifted and talented programs for students in grades PK-12. I am a leader who values integrity and one with a proven track record of success. Improving educational outcomes and opportunities for students has always been my primary focus. By keeping this focus at the forefront of my work, I have led teams that have narrowed achievement gaps, improved student achievement, enhanced district operations, developed school and district leaders, promoted authentic and effective community engagement, facilitated strategic planning and implementation and enhanced district facilities.

Those experiences contributed to my success in Sharon and will be beneficial to my success if chosen to lead the Arlington Public Schools. I believe that I am the right person to build on the strengths of the Arlington Public Schools, articulate a clear vision, build community support for that vision and effectively communicate with all stakeholder groups.

I hope that I have piqued your interest and welcome the opportunity to share more about my experiences and what I have to offer Arlington Public Schools. I look forward to participating in the selection process.

Sincerely,

Victoria L. Greer, PhD

Victoria L. Greer, PhD