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Dear Sir or Madam,

I am very excited at the prospect of helping lead your school to new heights of student achievement as we prepare all students for college, career, and personal success. I am a former high school English teacher with 8 years' successful classroom experience and currently serve as the Assistant Director of the Urban Scholars Program at the University of Massachusetts Boston, a position I have held for over two years. I have recently earned my M.Ed. in Education Leadership from Boston College and hold an Assistant Principal/Principal (9-12) license. In addition, I completed my year-long leadership practicum at New Mission High School in Boston, a 2013 National Blue-Ribbon school.

During my practicum at New Mission I led the English Department's data-driven year-long cycle of inquiry targeted at increasing college and career readiness as measured by the PSAT, SAT, AP and school rubrics aligned to MA frameworks and Common Core State Standards. By employing a collaborative model to facilitate a teacher-driven experience, I succeeded in seeing that teachers developed the skills to structure lessons with aligned formative assessments, interpret this data, and use it when designing future lessons and units. Furthermore, I fully evaluated English and Special Education teachers using the district's comprehensive system of observations, performance ratings, and improvement plans. This experience strengthened my instructional leadership practices and my ability to effectively innovate, drive improvement, and build teacher capacity to address the needs of all students via rigorous and differentiated lessons. In addition, I was able to further my understanding of Special Education services and how they are effectively implemented with parents and teachers as vital partners.

The Urban Scholars Program is a year-round college preparation, access, and success program for 120 low-income/first-generation students in grade 8-12. I recruit, hire, develop, and evaluate a diverse cohort of high-quality educators throughout the Boston Metro area (over 20 each year) and manage all program attendance, discipline, and scheduling systems along with the teaching and learning budget of over \$160,000 annually. I have developed strong systems that clearly communicate high expectations and commitment from all stakeholders. Through envisioning a more impactful program and linking this to measurable GPA and college admissions/persistence data, I have brought cohesion to our work, achieving

100% four-year college acceptance rates and over 90% retention rates while expanding programming from two to four days per week (under a shrinking budget), developing an “Achievement Academy” for struggling students, adapting a strong, research-based framework (“Achieving-Connecting-Thriving”) for post-secondary student success, and creating our quarterly advising program. After our 2014 summer program, the Period 1 average GPA of over 40% of students increased by .25 points from their previous year’s average while 83% of our students earned a GPA growth of at least .25 points from Period 1 to 3 this year. I hope to magnify these results at your school and see that all students, faculty, families, and staff are afforded avenues to impact student development and live up to the district’s strong beliefs. Finally, as author of the Urban Scholars teacher and student/family handbooks, I well understand the importance of consistency and the role high expectations play in developing student character and mindsets. I approach the work of behavior management with a deep concern for students’ moral and ethical development and find relationships with students, families, and teachers coupled with clear expectations and consequences to be the key levers in developing young adults into self-directed, reflective, and community-minded individuals.

Through these formative experiences, I have developed into a leader who understands the diverse needs of diverse students and can guide teacher development to ensure all students reach their fullest potential. I relish this work and bring an enthusiastic approach focused on continuous personal learning, strong communication and relationship building skills, and a commitment to all students. Overall, I hope to bring innovative and collaborative leadership to your district while ensuring that the day-to-day teaching and learning of all students is ever-improving. Finally, I am a strong team player, able to handle the myriad challenges of the school day while maintaining focus on leadership’s vision and the school’s mission while developing a vibrant and inclusive school culture.

I would very much appreciate the opportunity to meet with you in person to discuss the position, my portfolio, and how I can best serve your students, faculty, and families. Thank you in advance for your time and consideration.

Sincerely yours,

Kevin C. Dean