

Chris Scott, Ed.D.

PERSONAL DATA

University of North Carolina at Chapel Hill
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I. BACKGROUND INFORMATION

A. Professional Preparation

- Ed.D. (2008) University of North Carolina at Chapel Hill, Chapel Hill, NC.
Educational Leadership
Dissertation: *An Investigation of the Impact of Speaking the Lumbee Dialect on the Academic Achievement and Ethnic Identity Development of Native American College Students*
Chair: Dr. Kathleen Brown
- M.S.A. (2003) University of North Carolina at Chapel Hill, Chapel Hill, NC.
School Administration
- B.S. (1995) Appalachian State University, Boone, NC.
Secondary Education
Concentrations: Science and English

B. Professional Experience

- 2017-Present Clinical Assistant Professor, Educational Leadership
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina
- Served as the professor of record to master's and doctoral educational leadership students.
 - Supervised second-year master's students during full-time internships in consult with building principals and in alignment with the state and national preservice leadership standards and the School of Education's Conceptual Framework.
 - Redesigned the MSA Flex program to a hybrid instructional model to increase access for full-time educators and to diversify geographic representation in educational leadership programs.
 - Partnered with EPOL faculty and SOE staff to lead and support recruitment and marketing strategy in response to enrollment trends.
 - Redesigned and implemented the MSA portfolio assessment to support alignment to state and national licensure and accreditation standards.
 - Revised MSA application process and rubrics to include a supervisor reference form and interview.
 - Reviewed MSA syllabi to identify content alignment to the *NC Standards for School Executives*, *Professional Standards for Educational Leaders*, and *National Educational Leadership Standards*.

2016-2017

Learning Improvement Officer (Assistant Superintendent)

Federal Way Public Schools

Federal Way, Washington

- Provided district-level leadership as a member of the Superintendent's Cabinet, serving as the superintendent's designee to a diverse district of 22,000 students, 2,500 teachers, and 39 schools.
- Recruited, selected, supervised, and evaluated elementary and secondary principals to align school improvement systems as outlined in the district strategic plan.
- Provided differentiated, on-site, one on one coaching to principals and assistant principals to develop instructional leadership capacity as defined and measured by the *Center for Educational Leadership 5 Dimension Instructional Framework* and the *Association of Washington School Principals Leadership Framework*.
- Systematically used formative and summative evidence of student learning, teaching practice and principal performance to determine goals and success measures to evaluate principals as instructional leaders.
- Facilitated and brokered bi-monthly professional development to elementary and secondary principals in alignment with identified goals within the Strategic Plan, and specifically in the implementation and/or improvement of *Restorative Practices*, *Professional Learning Communities*, racial equity, and school improvement planning.
- Served as a liaison between schools and other departments in the central office to provide necessary resources to support principals' instructional leadership.
- Developed and sustained a partnership with *Community Matters* in support of developing student voice, teacher leadership, and parent engagement to improve and sustain safe secondary school environments conducive to effective teaching and learning.

2015-2016

Principal, Stevenson STEM/Dual Language Elementary School

Bellevue School District

Bellevue, Washington

- Developed and coordinated supports for the School Improvement Plan that supported the implementation of Science, Technology, Engineering, and Math (*STEM*) and *Dual Spanish Language* program models to support improved learning outcomes for 500 linguistically, economically, and racially diverse students.
- Recruited, evaluated and supported the professional development for a staff of over 50 certificated and classified.
- Secured and distributed material and human resources equitably to meet accountability and compliance standards as outlined by federal *Title 1* guidelines.

- Created framework for data-focused professional development to address academic and social/emotional growth by revising *Professional Learning Communities* and *Positive Behavior Intervention Supports* as part of the school improvement plan.
- Restructured professional committees to distribute leadership among teachers and to create an advisory team to ensure the equitable distribution of resources and to inform administrative decision-making.

2012-2015

Principal, TOPS K-8 School
Seattle Public Schools
Seattle, WA

- Unified a diverse preK-8 school community with a social justice mission around a common vision for continuous improvement, yielding increases in both achievement and school climate, as measured by state and local accountability standards including the Alliance for Education Student Growth Award.
- Coordinated operational procedures inclusive of budget, scheduling, transportation, recruitment, hiring, services and instructional programming for preschool, elementary and middle school programs.
- Collaborated on district level transportation standards committee to improve communication protocols for second-language families.
- Recruited, retained and supported a professional represented staff for pre-K through eighth grade, special education, visual and performing arts, counseling and classified staff.
- Facilitated action research as part of a comprehensive needs assessment and led School Improvement Team through a data-driven school improvement plan to support the mission, vision and guiding principles of the school community.
- Secured funding to implement middle school instructional enrichment program to support academic enrichment (STEM, Civil Rights), arts (Young Playwrights Program, Spanish, Digital Media), physical education programs (Rowing, Archery) and technology.

2006-2012

Principal, Fuller Gifted and Talented Magnet Elementary School
Wake County Public School System
Raleigh, North Carolina

- Fostered a school community that achieved successive “High Growth” as measured by state accountability standards by implementing results-driven teaching and learning practices, securing effective data management and analysis tools and creating systems to support teacher leadership, professional growth, and parent engagement.
- Recruited, retained and provided professional development for a professional staff of over 65 teachers, 2 assistant principals, one principal intern and professional support personnel in an urban elementary school serving approximately 600 students.

- Aligned systems and processes to support the school vision, increasing the percentage of economically disadvantaged and African American students meeting growth targets by >30% in Reading and Math as measured by standardized summative assessments.
- Revised and implemented Title 1 Plan that included identifying effective instructional practices, disaggregating relevant data and developing/implementing a school-wide reform model that required the collaborative support from staff and parent advisory council.
- Mentored newly hired principals to support retention and leadership development initiatives.
- Facilitated professional development for Southwestern Wake elementary school principals on topics such as *Common Core Standards*, *21st Century Learning* and *Teacher Evaluation Practices*.
- Implemented Intervention Alignment (RTI) Model that included web-based data capture and progress monitoring to reduce school failure and suspension rates.

2003-2006

Assistant Principal, Hunter Gifted and Talented Elementary School
Wake County Public School System
Raleigh, North Carolina

- Collaborated with principal to interview, hire, and evaluate staff of over 70 teachers, teacher assistants and support staff serving approximately 750 students in an urban school setting.
- Coordinated and supervised student support personnel, including school counselor, social worker and Community-In-Schools coordinator.
- Implemented magnet school transportation plan for 31 bus routes and served on the district transportation advisory committee; coordinated transportation plan for all field trips.
- Collaborated with YWCA to implement *Study Circles*, an initiative designed to engage staff and parents in dialogue about race and equity aimed at combating institutional racism.
- Formally mentored two new assistant principals in the Administrator's Induction Program.

1999-2001

Earth Science Teacher, Durant Road Year-Round Middle School
Wake County Public School System
Raleigh, North Carolina

- Designed and delivered aligned science instruction for approximately 120 academically, racially and socio-economically diverse students in a multi-track, year-round setting.
- Conducted site-based study to analyze and revise standards-based grading practices.
- Provided staff development on Inquiry-Based Learning as the Chair of the science department.
- Coordinated district track meets as the Boy's Track Coach.

1995-1999 English Teacher, Southeast Guilford Middle School
Guilford County Schools
Greensboro, North Carolina

- Designed and delivered Language Arts and Science instruction for approximately 120 academically, racially and socio-economically diverse students.
- Chaired the English/Language Arts department.
- Developed interdisciplinary unit and aligned resources to organize field trips to Montreal and Quebec City, Canada and Washington, DC.
- Organized and facilitated initiatives to support the school vision as the co-chair of the School Improvement Leadership Team.
- Coordinated track meets as the coach of the Boy's Track Team and assistant coach of the Cross-Country Team; advised Beta Club and Students Against Violence Everywhere (SAVE).

C. Professional Certification

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| • Superintendent's Certificate | North Carolina and Washington |
| • Principal's Certificate | North Carolina and Washington |

D. Professional Honors and Awards

- Student Achievement Award, Washington Office of Public Instruction (2016)
- School of Distinction, Center for Educational Excellence (2015)
- Student Achievement Award, Washington Office of Public Instruction (2013)
- Community Partner Award for Service Excellence, NC State University (2012)
- NC Green Ribbon PBS School, NC Department of Public Instruction (2011)
- School of Distinction, Magnet Schools of America (2009)
- Qualitative Dissertation Research Honorable Mention, American Education Research Association (2009)
- Clark Scholar, American Education Research Association (2007)

II. SCHOLARSHIP

A. Publications

Scott, C. (2020). ‘Country, Color, and Class: Talking Right, Talking White for Educational Attainment in the Academy’ in Clements, G. (ed.) *Linguistic Discrimination in U.S. Higher Education: Power, Prejudice, Impacts, and Remedies*. Manuscript submitted for publication.

Scott, C., & Brown, K. (2008, Fall). Rising Above My Raisin'? Using Heuristic Inquiry to Explore the Effects of the Lumbee Dialect on Ethnic Identity Development. *American Indian Quarterly*, 32(4), 485-521.

Scott, C. (2008). *An Investigation of the Impact the Lumbee Dialect Has on the Academic Achievement and Identity Development of American Indian College Students*. UNC Chapel Hill, Unpublished Dissertation. (223 pages).

Scott, C. (2007) Qualitative Research Assistant. *Leadership, Organizational Characteristics, and Performance in North Carolina High Schools*. NC State Department of Education.

B. Grants and External Funding

Developer and Facilitator: Nazarbayev Intellectual Schools Leadership Professional Development (2019-Present)

Collaborator: Deeper Learning Leadership Preparation Collaboration Initiative, EdPrep Lab (Fall 2019)

C. Lectures and Presentations

Scott, C. & Vandiver, J. (2019). “Developing School Leaders to Lead and Sustain Change, Leverage Instructional Leadership for Continuous Improvement, and Implement Data Teams to Align Teaching and Learning Practices.” Nur-Sultan, KZ.

Scott, C. (2014). Panelists for “King County WaKids Convening: Engaging Families.” Pacific Sound ESD. Renton, WA.

Scott, C. (2013). “Successes and challenges of year-round Schools.” Lecturer at Northeastern University. Boston, MA.

Scott, C. (2012). Panelists for “Closing the Achievement Gap: Implications for School Counselors.” NC Central University. Durham, NC.

Scott, C. (2011). Co-Facilitator for “Pathways to Educational Equity Collaborative: Peace College, NC State University, Meredith College, St. Augustine’s College.” Raleigh, NC.

Scott, C. (2011). Panelist for “Demanding equity for our children”. Wake County YWCA, Raleigh, NC.

Scott, C. (2011). Panelist for the Annual Meeting for the North Carolina Commission on Indian Affairs. Raleigh, NC.

Scott, C. (2010). “Critical issues for new teachers”. Lecture Presented at the North Carolina Teaching Fellows Seminar. Pembroke, NC.

Scott, C. (2009). “Closing the achievement gap: What works”. Panelist for the WCPSS Annual Continuous Improvement Meeting. Raleigh, NC.

Scott, C. (2008). The Principal-Intern Mentorship: Growing School Leaders. Lecture Presented to Graduate School Administration Students. Chapel Hill, NC.

Scott, C. (2007). An Investigation of the Impact Speaking the Lumbee Dialect Has on the Academic Achievement and Identity Development of American Indian College Students. Presented at the Annual Meeting of the American Education Research Association. Chicago, IL.

Scott, C. & Watts, T. (2007). Leadership Training. Co-Facilitator for Student Development Graduate Students, Appalachian State University, Boone, NC.

Scott, C. (2007). Student Assignment in Wake County. Lecture Presented for Master of School Administration Students, Chapel Hill.

Scott, C. (2006). Risin' Above My Raisin'. Session Presented at the Gathering of Emerging American Indian Scholars Conference, Chapel Hill, NC.

D. Continuing Education

- Carnegie Summit on Improvement in Education (April 2020)
- EdPrep Lab, Learning Policy Institute and Bank Street School (Spring 2019)
- Tribal Community Perspectives on Higher Education (October 2017)
- Washington Association of School Administrators Conference (June 2017)
- Black and Brown Male Summit: Reviving Our Roots Through Courageous Conversations (December 2016)
- *Beyond Diversity, Courageous Conversations on Race*, Federal Way Public Schools (October 2016)
- La Consecha Dual Language Annual Conference (November 2015)
- Equity Summit, Pacific Consulting Group (July 2015)
- *Race and Equity Training*, Seattle Public Schools (June 2014)
- *Professional Learning Communities at Work* School Leaders Workshop, Solution Tree (2013)
- *Common Core Standards Implementation* for School District Leaders, NC Department of Public Instruction (2011)
- National School Leaders Network (2010, 2011)
- "Looking to the Future: Legal and Policy Options for Racially Integrated Education in the South and in the Nation" (2009)
- North Carolina Association of School Administrators Legislative Conference (2007)
- American Education Research Association Annual Meeting (April 2007)
- Principal's Executive Program for New Principals and Assistant Principals (2006)
- Education Leadership Summit (2004)

III. ACADEMIC TEACHING

A. Courses Taught

Social Context of School Leadership (Fall 2017, Spring 2018, Fall 2018, Spring 2019, Spring 2020)

Cultural Leadership for the School Executive (Fall 2017, Fall 2018, Spring 2019, Fall 2019)

Internship Seminar on Instructional Leadership and Supervision (Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020)

Cultural Aspects of Leadership and Instruction in School Reform (Spring 2018)

Independent Study (2) (Spring 2020)

B. Leadership Advising and Supervision

1. Internship Supervision

- Deborah Brown, Durham Public Schools (2019-Present)
- Lauren Daugherty, Wake County Public School System (2019-Present)
- Hagen Donahue, Cardinal Charter Academy (2019-Present)
- Jamie Horner, Randolph County Schools (2019-Present)
- Dwayne Johnson, Person County Schools (2019-Present)
- Jason Norton, Wake County Public School System (2019-Present)
- Shane Arce, Wake County Public School System (2018-2019)
- Robert Benson, Wake County Public School System (2018-2019)
- Ashley Clark, Alamance-Burlington Schools (2018-2019)
- Kelly Parks, Orange County Schools (2018-2019)
- Sarah Stephens, Wake County Public School System (2018-2019)
- Michael Sutton, Wake County Public School System (2018-2019)
- Amy Clemmons, Wake County Public School System (2017-2018)
- Jeff Kleibler, Wake County Public School System (2017-2018)
- Daniel Watson, Alamance-Burlington Schools (2017-2018)
- Breanne Ball, Federal Way Public Schools (2015-2016)

2. Advising

- Jamison Lowery, McNair Scholars Program (2018-2020)

3. Dissertation Committees

- Casey Elrod, Doctor of Education (2020)
- Jamie Kudlats, Doctor of Philosophy (2019)
- Travis Duncan, Doctor of Educational Leadership (2019)
- Drew Ware, Doctor of Educational Leadership (2018)
- Maureen Finley, Doctor of Educational Leadership (2018)
- Will Okun, Doctor of Educational Leadership (2017)

- Jason Sinuefield, Doctor of Education (2017)

C. Areas of Professional Interest

School/District Leadership Preparation and Practice

Principal and Teacher Supervision (Instructional Leadership, Evidence-based Feedback Systems, School/District Improvement Planning

Social Justice and Equity in Education

American Indian/Alaskan Native and Indigenous Experiences in K-12 and Higher Education

Linguistic Discrimination in K-12 and Higher Education

Qualitative Research Methods

IV. SERVICE

Member: First Nations Circle, University of North Carolina at Chapel Hill. (2019-Present)

Representative: School Advisory Committee. (2018-Present)

Member: School of Education Student Appeals Committee. (2018-Present)

Member: Kindergarten Transition Data Roundtable. (2018-2019)

Member: NC Principal Standards Commission. (2018-2019)

Ally: UndocuCarolina. Sponsored by Carolina Latinx Center to increase support for DACA and undocumented students. (Fall 2018)

Presenter: Reconcilable Differences: Changing the Diversity Narrative by Examining Issues of Power and Privilege in Schools. Presented at the Annual Conference for World View. Chapel Hill, NC. (Spring 2018)

Panelist: “Graduate School Planning for Native Students.” Sponsored by The Carolina Indian Circle. (Spring 2019)

Presenter: “You Can’t Fix What You Can’t See: Creating and Sustaining a Globally Competent School Culture.” Presented at the World View Symposium. Chapel Hill, NC. (Fall, 2018)

Reviewer: “The Principalship (Headmaster) International Comparisons” in *Oxford Research Encyclopedia of Education*. (Spring 2018)

Presenter: “More Than Just a Student: Navigating Social Spaces in College.” Presented at The United Network of Native Scholars. Raleigh, NC. (Fall 2017)

Reviewer and Panelists: Robert Noyce Teacher Scholarship Program, *National Science Foundation*, Washington, D.C. (Fall 2017)

Panelist for “Graduate School Preparation Seminar.” (Fall 2017)

Member: Board of Directors, Friends of TOPS (2012-2015)

Volunteer: Rainier Valley Food Bank (2012-2015)

Member: North Carolina Advisory Council on Indian Education (2010-2012)

Member: Board of Directors, Smiles for Life (2010-2012)

Member: Wake County Racial Justice Committee (2009-2011)

Facilitator: “Study Circles: Building Community through Racial Understanding and Unity” (2009-2010)

Member: Board of Directors, Wee Care (2007-2009)