



# MICHELLE AMIOT

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## Education

### **University of Utah**

College of Education

Educational Leadership & Policy

**Ph.D. 2019**

Utah Professional Educator License

Educational Leadership & Policy

**Administrative Supervisory K-12 Certification 2007**

### **University of Utah**

College of Earth Science & Mines

**Master of Science 2001**

Atmospheric Sciences-Meteorology

Focus on math models and climate change

### **University of Utah**

College of Science

**Bachelor of Science 1993**

Mathematics

Associated Students of the University of Utah- Assembly Member

College of Education

**Utah Professional Educator License 1993**

Endorsements: Physics, Physical Science,

Mathematics (Level 4), & Political Science

## Experience

### **University of Utah**

**Adjunct Faculty**

College of Education; Department of Educational Leadership & Policy

Evidenced-Informed Leadership courses

Master and Doctoral students

2022- present

**Salt Lake City School District**  
**School and District Administrator**  
2011 – present

**Salt Lake City District - Central Office**  
2017 – present

**Assessment & Evaluation, Director**

Oversight of three divisions; Research & Evaluation, Data Analytics, and Assessment.

The *Research and Evaluation* division provides accurate information and produces mixed methods reports for small- and large-scale studies to all stakeholders including for presentation to Board, Cabinet, the SLCSD Foundation, district and school leaders, teachers, and parents. Works directly with higher education to support research that provides evidence-based information in support of best practices in urban K-12 schools. Conduct ongoing program evaluations to guide decision making and to support any grant funding required reporting. Directly supported *Focus School cohorts* using America’s Best Urban School indicators and supported the Professional Learning Communities with data analysis for review. All but one school designated as eligible for Comprehensive Support & Improvement (CSI) status exited, with no schools in Targeted Support & Intervention status escalating to CSI status.

Engagement with *external stakeholders* such as state legislators, Utah State Board of Education departments, Utah Association of Assessment Directors, and higher education researchers is also part of the department work. Support school leaders in providing analysis and reporting for stakeholders, including School Community Council, School Improvement Committee, and the school community.

*Data science and analytics* work are comprised of statistical calculations and growth measure calculations at student and teacher levels, as well as grade levels and school levels to determine student and school performance over time. Conduct analyses of data using analytics tools including business intelligence tools to create interactive data visualization dashboards and reports for school and district leaders, as well as use of SPSS, R Studio, SQL and Qualtrics as part of support to schools, district, and stakeholders.

Federal and State mandated *assessments* are supported by this department.

**Glendale Middle School**  
2011-2017

**School Administrator – Led Transformational Change & Implemented Steps for Continuous Improvement**

Glendale Middle School was a School Improvement Grant designee- transformation school for SY 2010-2011

Glendale Middle School had a federal designation- Priority Status School- lowest performance of Title I schools.

### Evidence of leading change:

School exited out of Priority Status and was no longer designated as a transformational school. This occurred within two school years (2011-2012, 2012-2013)

- Performance was rated with a F school grade; then earned a B+ school grade for the SY 2012-2013
- This leading work generated great interest, acceptances of paper presentations and publications.
- Earned “Best Performing Middle School” in SLCS D for the SY 2012-2013
- Leadership team: Amiot, M., Erlacher, J., Mayer-Glenn, J. (SY 2011-2013)

### Presentations and Publication associated with this work:

Amiot, M., Mayer-Glenn, J., & Parker, L. (2014, November) *Equity Roadmaps: A Case Study*. [Conference paper presentation]. University Council for Educational Administration Convention, Washington, DC, United States.

Parker, L. & Amiot, M. (2019, November) *Critical Race Theory and Educational Leadership: Applied Possibilities for Administrative School Change*. [Conference roundtable presentation]. University Council for Educational Administration Convention, New Orleans, LA, United States.

Amiot, M., Mayer-Glenn, J. & Parker, L. (2020). Applied critical race theory: educational leadership actions for student equity. *Race Ethnicity and Education*, 23:2, 200-220.

### Three leadership moves:

#### 1. Implementation of transformational processes

Previously conducted Comprehensive Needs Assessment (CNA) report was reviewed for areas of improvement, and action taken to address gaps. Areas identified were teacher and student realignment to provide support, families needed to feel connected to the school, students were not academically identifying with the school. Teachers cared about the students but needed support and direction.

**Steps:** 1) Implemented a *systems and structural change* to address systemic barriers for students in accessing rigor and on grade level core content. 2) *Climate and culture shifts* to address prevalent beliefs about students, student beliefs about themselves as part of the school community, community beliefs about the school and students, teacher and staff beliefs about the community and students was the focus, as well as processes linked to 3) *instruction associated with evidence-based practices* including support in student level data analysis, instructional shifts, and professional learning communities. 4) *Equity audits* informed the re-structuring of each grade level to increase access to appropriate core content for increased student learning. 5) *Community Dialog* dinners held at the school were established to understand and to address misunderstandings between stakeholders, parents, community members, and teachers.

## 2. Instructional leadership, teacher & student focused

*Planned* appropriate ongoing professional learning using frameworks of equity, instruction, with equity audit data. *Supported*, evaluated, and collaborated with teachers in transformational practices to increase student learning. *Implemented* instructional support through a collaborative process in support of teachers and with best practice. *Data driven decisions* to support the writing and implementation of School Improvement Plan.

*Designed* the plans for the implementation of blended learning models which later supported the technology roll out provided by the Apple Ed Connect grant.

*Oversight and collaboration* with instructional coaches and specialists (math, reading, English Language Arts, science, English Language Development) with knowledge of core standard strands, and learning objectives.

*Architect* of the elementary model as it tied into a traditional block schedule (7<sup>th</sup>/8<sup>th</sup> grades) with use of data to determine courses/schedules.

*Oversight* of all special education and resource student schedules.

*Conducted ongoing data analysis* for school as it related to instructional goals, school wide goals, and individual students to support teachers and students.

*Implemented and supported* the initial roll out of Dual Language Immersion and new Utah science standards in support of 6<sup>th</sup> grade teachers.

## 3. Family, parent and student engagement and best practice

*Communication* with parents during weekly “coffee and pastries” parent meetings, community walks, and home visits.

*Ongoing professional learning* support in use of best practices associated with student behavior through use of restorative and trauma informed practices.

*Understanding of Adverse Childhood Experiences* (ACEs) in support of best practice with restorative practices.

Implementation and support of *mindfulness* practices in math and PE classes.

*Identity development* support to increase sense of belonging for students in an academic setting (i.e., Latinos in Action, the Village, Glendale Pacific Islander after school academic and dance club, and AVID).

*Supported* the establishment of the first *Family School Collaboration specialist* as part of the community school model at Glendale Middle School and the *Community Learning Center* in support of student and families, later implemented model districtwide by the Director of Family School Collaboration.

## Apple Ed Connect School

Program Goals:

1. Introduce and build capacity of Glendale Middle in implementing a blended learning model. Led professional development on blending learning models with support from instructional coaches.
2. Generate models for 21st Century learning based on high quality instruction, assessment, and standards to increase performance of students to attain career and college-readiness.

Apple Ed Connect Grant funding proposal – author.

Fair market value of awarded grant funding as designated by Apple \$1.3M.

Each student received their own iPad for school and home use throughout the school year. Teacher laptops, and smart technology installed in all classrooms.

## Utah School Board of Education - Title I Principal Institute

Cohort SY 2014 – 2015

### Canyons School District

#### Education Specialist

Newly formed Canyons School District

2009 – 2011

Equity Audit team and School Appraisal team member

Conducted school appraisals, and equity audits for the newly formed Canyons School District

Reported to district leadership for Board reporting

USTAR (STEM)-district program director

Grants authored and awarded

\$312K Grant Science, Technology, Engineering, Math (STEM) Innovation

\$279K Grant Science, Technology, Engineering, Math (STEM) Innovation

Developed and supported new STEM summer course for Jordan High School

Secured USOE (USBE) physical science credit

Math, Engineering, Science Association – MESA

Grant authored and awarded \$26K

Student Space Experiment Project- **Space Shuttle Endeavor**

**Program Director-** Worked directly with Dr. Jeff Goldstein at the *National Center for Earth and Space Science Education (NCESSE)*

Student science experiment flew on the Space Shuttle Endeavor

Collaborative partner with Dr. Dave Kieda, Department Chair of Physics, University of Utah

Professional Learning

Supported middle and high school principals in support of implementation of evidence-based practices and identifying needed professional development for school leaders and teachers, particularly around PLCs and data analysis, and identifying action steps.

Developed and provided districtwide professional development for implementation of new math core K-8 for all K-8 teachers/summer professional development and ongoing support.

Instructional Coaching

Support to schools for science and math teams where needed/requested;

Supported K-8 teachers as part of a team in implementation of evidence-based practices for early learning; reading & math, K-3

UBOE (USBE) supported early roll out of K-6 new Utah Math Standards – piloted in collaboration with Box Elder School District, Utah.

Federal Programs Department

Outreach science coordinator for Title I schools

Partnerships and Business Department  
Development of higher education partnerships  
Secured partnerships with University of Utah  
Secured placement of high school students into university science research positions which created a winning pattern at the Intel ISEF science fairs, securing scholarships for CSD students

Math, Engineering, Science Association for CSD students  
Coordinator

Utah State Board of Education (USBE)  
Science Steering Education Committee member  
Math Steering Education Committee member  
Reviewed and recommended items for the math Common Core States Standards – in support of the newly developed math Utah Core State Standards.

International Science & Engineering Fair ISEF -SLCSEF Region Fair  
Canyons School District Coordinator  
School and District Fair Judge  
ISEF Region Judge

Canyon School District Benchmark Testing team for K-8 math & reading (CBMs)  
Supported schools with professional development in analysis of these data.

Utah New Math Core State Standards – implementation during pilot year  
Team Lead for district implementation, 7<sup>th</sup> & 8<sup>th</sup>  
Team member for support and development of summer PD for K-6 teachers  
Title I CSD Elementary Schools support and coordinated University of Utah outreach to support science/STEM.

### **Granite School District**

1993 – 2009

#### **Physics, Chemistry, Mathematics Teacher**

Olympus High School

1998 – 2009

#### **Science Teacher**

AP Physics, General Physics, Honors Physics,  
General Chemistry, Meteorology

#### **International Science & Engineering Fair**

**Grand Champion Winner, mentor to student**

#### **School Leadership Team & High School Accreditation**

2002 – 2009

Olympus Network Schools PLC - Vertical Team  
Sterling Scholar Committee

#### **Women's Soccer Head Coach**

1994 – 1999

**3 Time 4A State Champions** 1994, 1995, 1996

Youth Educational Support Services

2004 – 2008

\$270K **grant author** for youth-in-custody/care educational programs

Juvenile Detention Center – YESS

**Teacher- Summer** school program- physical science

Evergreen Jr. High

1997 – 1998

**Mathematics Teacher**

Eisenhower Jr. High

1993 – 1997

**Mathematics Teacher**

**Department Chair** 1996-1997

## **Western Governors University**

2006 – 2015

Teaching College

**Adjunct Faculty**

2009 – 2015

**Science Content Evaluator**

2006 – 2015

College Exit Exam co-author for physics teaching majors

## **Consulting**

2003 – 2011

Utah State Board of Education

High School Accreditation

Visiting Team Member, Bonneville High School

Environmental Literacy State Committee

Physics Validation & Standard Setting Panel, 2003

Physics and Physical Science -Textbook Review 2008/2009/2010

## Scholarship

### **Publications:**

Parker, L., Amiot, M., & Ojeda Johnson, V. (2021 July). Disrupting the normalization of failure: Educational Leadership and Critical Race Theory/Praxis. Book prospectus accepted by Teachers College Press.

Amiot, M.N., Mayer-Glenn, J. & Parker, L. (2020). Applied critical race theory: educational leadership actions for student equity. *Race Ethnicity and Education*, 23:2, 200-220

Amiot, M. (2019). Linking the relationship of early experiences in STEM to long-term retention in STEM fields for underrepresented groups. *ProQuest*, dissertation, University of Utah.

### **Presentations & Conference Sessions:**

Amiot, M. & Parker, L. (2023, October 21). Guest lecture: *Disrupting the normalization of failure in public schools: educational leadership actions for student equity*. University of Wisconsin-Madison.

Amiot, M. & Parker, L. (2023, June 27). Invited speakers at Tanner symposium series for Utah teachers: Teachers under censorship around race, explaining critical race theory and its connection to education. University of Utah, Salt Lake City, UT.

Amiot, M. & Hall, T. (2022, November) *Parent Voice in the Midst of COVID-19*. [Conference roundtable presentation]. University Council for Educational Administration Convention, Seattle, WA, United States.

Parker, L. & Amiot, M. (2022, November) *Disrupting the Normalization of Failure: Educational Leadership and Critical Race Theory for School Equity* [Conference roundtable presentation]. University Council for Educational Administration Convention, Seattle, WA, United States.

Amiot, M. & Parker, L. (2022, June 18). Invited speakers at Tanner symposium series for Utah teachers: Teachers under censorship around race, explaining critical race theory and its connection to education. University of Utah, Salt Lake City, UT.

Parker, L. & Amiot, M. (2021, August). Invited speakers at the New DEEL: Democratic Ethical Educational Leadership College. Temple University.

*A podcast for today's educators and school leaders. The New DEEL team made up of school leaders, higher education faculty, school counselors and researchers.*

Parker, L. & Amiot, M. (2019, November) *Critical Race Theory and Educational Leadership: Applied Possibilities for Administrative School Change*. [Conference roundtable presentation]. University Council for Educational Administration Convention, New Orleans, LA, United States.

David S. Clark Scholar, 2017. University Council for Educational Administration. Presentation: *Linking Relationships of Early Experiences in STEM to Long-term Retention in STEM Fields for Underrepresented Groups*. David S. Clark Scholars are nominated for outstanding work as doctoral students in PK-12 educational leadership and administration.

Bergerson, A.A., Medina, K.C., Colin, B., Lewis, Y.V., Amiot, M., Molloy, & J., Walker, K. (2015, April) *Say What You Do, Do What You Say: Closing Gaps Between College Students' Expectations and Realities*. [Conference poster presentation]. American Educational Research Association, Chicago, IL, United States.

Amiot, M., Mayer-Glenn, J., & Parker, L. (2014, November) *Equity Roadmaps: A Case Study*. [Conference paper presentation]. University Council for Educational Administration Convention, Washington, DC, United States.

Bergerson, A.A., Medina, K., Colin, B., & Amiot, M. (2014, October). Invited speakers at Educational Leadership & Policy: Higher Education symposium series: *Say What You Do; Do What You Say: Closing Gaps*. University of Utah, Salt Lake City, UT.



Bergerson, A.A., Medina, K., Colin, B., & Amiot, M. (2014, July). Invited speakers at Student Affairs symposium series: *Say What You Do; Do What You Say: Closing Gaps*. Marriott Library, University of Utah, Salt Lake City, UT.

Bergerson, A.A., Amiot, M., Colin, B., Jin, J., Medina, K.C. (2013, November) *Exploring the Tension between Student Resourcefulness and Validated Campus Engagement: A Case Study*. [Conference roundtable presentation]. Association for the Study of Higher Education, St. Louis, MI, United States.

Riddle, P. & Amiot, M. (2011, January). *Common Core States Standards, & NAEP-TIMSS Longitudinal Data Correlation*. [Session Presentation]. Utah Council of Mathematics Teachers Conference, Salt Lake City, UT, United States.