

Albuquerque Public Schools / Superintendent Online Application

Finke, Kimberly - AppNo: 20988

Date Last Submitted for Job ID 1099:
2/22/2020

Personal Data

Name: Finke DR Kimberly
(Last) (First) (Middle Initial)
Other name(s) under which transcripts, certificates, and former applications may be listed:

Other: Orr Kimberly
(Last) (First) (Middle Initial)

Email Address:

Postal Address

Permanent Address

Number & Street:

Work Address

Current Personal Data

Current Employer:	Albuquerque Public Schools
Current Position:	Principal
Years in Position:	4
Enrollment:	300
Number of Staff:	57
Annual Budget:	\$2.7 million
Current Gross Income:	
Type of District/Organization:	K - 12
Most Recent Degree From:	Arizona State University
Degree Earned:	Ed.D.

Past Salary Disclaimer

All past salary information may be voluntarily provided. It is at the applicant's discretion whether to include this information.

* Continue?

Yes

Sunshine Notification

FLORIDA: Florida Sunshine Statutes ensure open records for all Florida School Boards. A submission becomes public at the time of submission. OHIO: If requested under the Ohio Public Records Law, the Board of Education and/or its agent, Hazard, Young, Attea & Associates (HYA) are legally obligated to release to any requester, including the press, any application and related material either started or completed for this position. Applicants need to be aware that Hazard, Young, Attea & Associates (HYA) receives all application material as prepared by the applicant, even prior to an applicant's formal submission of the application. If an applicant prefers to complete the application prior to having it available for public scrutiny under the Ohio Public Records law, the applicant can choose not to select any specific search while completing the application, and then adding the search(es) for which one desires to be considered upon completion of the application. If there are any questions relative to this, please feel free to contact Therese Meyer in the HYA office at 847-724-8465.

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Sunshine Notification continued

* Sunshine Notification. Continue?

Yes

Military

If you are applying for a position in Oregon, please answer the following: (optional for all other applicants)

Are you a qualified military veteran? Click the box if yes.

-

If you are applying for a position in Oregon, please answer the following: (optional for all other applicants)

Are you a qualified disabled military veteran? Click the box if yes.

-

Albuquerque Disclaimer

* New Mexico's Inspection of Public Records guidelines do not permit confidentiality in the application process for a school superintendent. Thus, all submitted applications are subject to public records requests. (Letters of reference in particular are specifically not subject to public records requests.) Candidates for this position are advised to consider this before submitting their application.

Yes

Administrative Experience

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
Albuquerque Public Schools, Principal	Albuquerque, NM	07/16 02/20	Gabriella Blakey Yvonne Garcia

Significant accomplishments in this position:

-Selected by APS to lead MRI turnaround school, per Public Education Department requirement that new leader have "a proven track record in school turnaround"

-Led expansion of ABQ Reads program, cooperatively with Chamber of Commerce and APS Title I Department

-Consistent gains in test scores throughout first year of improvement (3.5% Math, 4.5 % ELA on PARCC assessment; significant gain in student stability (+11%); significant gain in staff stability (+43%); 0 union complaints or grievances; increased enrollment (+35 students over first year of improvement)

-At Corrales, saw a 10-15% gain in PARCC test scores over two years, and increased grade in state accountability system from F to B in one year

Reason For Leaving: Still employed

Last Annual Salary:

Last Annual Gross:

Enrollment: 300 District Type: K - 12

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Admin Experience Continued

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
Gallup McKinley County Schools, Principal, Assistant Principal	Gallup, NM	04/04 06/16	Joe Menini, Board President
<p>Significant accomplishments in this position:</p> <ul style="list-style-type: none"> -Gallup High School Principal- Lowest dropout rate in district; best high school attendance rate in district; pilot school for Early Warning Systems project for Public Education Department -Jefferson Elementary Principal- National and state recognition for winning Glidden's Colorful Classrooms Contest; steady improvement in NMSBA test scores (app. 12% overall); leader of Gallup Elementary Principals Association; ran a robust 21st Century Learning Center grant -Gallup High/Gallup Jr. High Assistant Principal- Successful SLIVER Grant author; <p>Reason For Leaving: New opportunities</p> <p>Last Annual Salary: _____ Last Annual Gross: \$ _____ Enrollment: 950 District Type: K - 12</p>			

Professional Experience

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
Western New Mexico University-Gallup Branch, Adjunct Faculty	Silver City, NM	06/04 05/14	Linda Hoy, Associate VP for Academic Affairs
<p>Significant Accomplishments at this position:</p> <p>On an adjunct basis, taught a variety of graduate coursework for Western New Mexico University-Gallup Branch, including:</p> <ul style="list-style-type: none"> -Characteristics of Effective Leadership -Educational Leadership in the Public Domain -Secondary Curriculum and Instruction -Child Development -Beginning Administrative Internship -Advanced Administrative Internship <p>Reason For Leaving: Branch closed</p> <p>Last Annual Salary: _____ Last Annual Gross: _____</p>			
Gallup McKinley County Schools, Teacher	Gallup, NM	07/99 04/04	Richard Carpenter, contact unknown
<p>Significant Accomplishments at this position:</p> <p>As a band teacher:</p> <ul style="list-style-type: none"> -Maintained an enrollment of approximately 140 students in grades 8-9 bands -Several places in open middle school and junior high divisions at NMMEA State Competition -Consistent superior ratings at NMMEA District Festivals -Averaged approximately 25 students annually at District Honor Band, and 3-5 students annually at All State Band <p>Reason For Leaving: Moved to administration</p> <p>Last Annual Salary: _____ Last Annual Gross: \$42,000</p>			

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Education

High School Attended: Billings Senior High School, Billings, MT

Colleges, Universities and Technical Schools Attended:

Name and location	Major	Degree	Date Conferred
AZ - Arizona State University, West Campus	Education Administration and Supervision	Ed.D.	05/2011
NM - Western New Mexico University	Educational Leadership	MM	05/2004
IL - Northwestern University	Music Performance	MM	06/1999
IL - Northwestern University	Music Education/Music Performance	BM	06/1998

List honors, awards or distinctions:

SLIVER Grant Award Recipient- 2005-06 School Year
Honored by New Mexico Legislature for Glidden Colorful Classrooms win (Feb. 2013)

Please list your professional memberships - please indicate leadership roles you may have had with any of them.

Former member, New Mexico Music Educators Association
Former member, National Association of Secondary School Principals
Former member, National Association of Elementary School Principals- President, GMCS Elementary Principals Association

Please list your community and civic memberships and participation.

NA

Please list any publications you may have, including your doctoral and/or master's dissertations, if appropriate.

Doctoral Dissertation, ASU, 2011:
White Dream, Another World: Exploring the Racial Beliefs of White Administrators in Multicultural Settings (Published under Kimberly Orr)

"Playing Every Position," Principal Leadership, December 2005. pp. 29-31

Please list major presentations made to national, state or regional audiences.

NA

Please list significant workshops or conferences which you would like to highlight.

Former trainer, Crisis Prevention Institute

School Turnaround Leaders, Harvard Graduate School of Education, June 2018

Aspiring Superintendents Cohort, New Mexico Coalition of School Leaders, 2014-15

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Certifications

Do you hold the appropriate certificate for this position? Yes

Type	State	Certificate Number	Expiration Date	Active?
PreK-12 Administrative (Type 3B)	NM		06/30/22	Yes
PreK-12 Specialty Area (Type 3A)	NM		06/30/22	Yes

Please list all of the endorsements and/or verifications documented on your teaching/administrative certificate(s):

Music

Open Ended Questions

For Albuquerque Public Schools / Superintendent:

1. Please share why you are interested in this position and your unique qualifications for it.

Famed French emperor and military leader Napoleon Bonaparte is credited with saying, "Leaders are dealers in hope." I believe that is what Albuquerque Public Schools needs right now-- a dealer in hope--, and I believe I am that person. These are a few of the qualities and knowledge I possess that make me uniquely qualified to be Superintendent of APS:

I have strong experience in school turnaround and systems thinking. As a school-level leader for sixteen years, I have been repeatedly tasked with taking on severely underperforming schools, addressing organizations that are out of compliance with state and federal regulations, and taking organizational cultures from toxic to healthy and productive. I am skilled at doing it quickly, with high staff retention rates, low complaint rates, and visible results. Each school I have led has shown increased enrollment, higher test scores, and improved graduation and attendance rates. I believe strongly in accountability and believe that it should be expected at all levels of an organization like APS.

I have extensive experience working with low-income and high-minority populations. The bulk of my career has been spent in a border town to the Navajo Nation, and the schools I served had largely Native American and Hispanic populations. My dissertation specifically addressed racial inequities in border town schools and the racial attitudes of White administrators in those school districts. I am comfortable speaking openly and frankly about race and class inequities and believe that this is one of the biggest issues to be addressed in APS, as school performance is directly correlated to ZIP codes in the Albuquerque area. Additionally, my doctoral coursework is in the field of Native American Educational Leadership, as it was a program built specifically to address the shortage of high-level school leadership on the Navajo Nation, and we spent much of the time studying language acquisition of students and cultural preservation models in schools, including a field studies experience in Hawaii studying culturally based charter school models, language immersion schools, and the King Kamehameha School. I am highly qualified to address the findings of the Yazzie-Martinez lawsuit and have specific ideas on how APS can address compliance with the court's findings.

I have a track record of strongly student-centered cultures at my schools. While the consistent growth in student test results is easy to document, what is not as easy to track are the positive changes in overall school culture. As schools, we have worked intensively on building wraparound services through use of a community schools model, developed strong mentoring and social emotional learning programs, focused on parent involvement opportunities, and increased students' opportunities for enrichment during the school day, after school, and during the summer.

I am great at developing leadership skills in others, and I utilize a distributive leadership style. Early in my career, I learned the valuable lesson that I cannot do everything myself. In each site I have improved, I have placed skilled leaders in key positions and given them license to do what they need to do to create great programs. They invariably shine in these roles. Many have gone on to formal leadership roles as principals, central office directors, and superintendents. Others have stayed on at these schools to ensure sustainability and carry on a strong tradition of teacher leadership.

I am a skilled communicator. Kindly refer to my responses to the second essay question for a specific, powerful example of public relations at one of my former schools. In addition to this, I am frequently used by district leadership to speak to the media, the Legislative Education Study Committee, boards of education, and to political and business officials. I am very comfortable in this role and exercise good judgment. I am good at distilling my district or school's needs into a meaningful message and helping us get what we need from the people who can provide it.

I believe in our district! As I referenced in my opening statement, our district desperately needs a dealer in hope. I believe that our schools can and should be the center of our community. I believe that they should be a driving force in the economic health of our city and state. I believe that public schools should be schools of choice that private schools and charters do not have the sole rights to this claim. Most of all, I believe that the problems we are experiencing as an organization can be solved by the people currently within the district. With creativity and calculated risk, we can tackle any issue that arises. With a student-centered focus and faith in our

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Question Continued

professionals, we will become a nationally recognized district.

For Albuquerque Public Schools / Superintendent:

2. Please list the five accomplishments in your professional career of which you take the greatest satisfaction and why you do so.

There are lots of great accomplishments that I am proud to have been a part of in the past two decades. However, before recounting some, I very strongly want to express that these accomplishments are not mine alone. They were a result of incredible work by hardworking teachers, staff, students, and parents. These people have become my support system and my valued colleagues over the years, and it is their hard work and accomplishments that I am recognizing:

1. In 2012, our school in Gallup, Jefferson Elementary, entered the Glidden Colorful Classrooms Contest. We wrote an impassioned plea to be considered to be a finalist in the competition, because the exterior paint on our school was peeling in large sheets, and our school, which was situated at the entrance to our neighborhood, was a huge eyesore. When I wrote the initial application, I promised Glidden that if we were selected as finalists, we were guaranteed to win their online voting contest. Our staff had a passionate belief that the Native students who attended our school deserved to come learn in a beautiful environment. When the three-week window of online voting ended, little Jefferson Elementary garnered 27,000 online votes, which was 45% of the vote total. Our staff had come together to build an aggressive campaign that relied on social media, formal and informal networks in education and across Indian Country, and local newspapers and television stations. In addition to approximately \$50,000 in services provided by Glidden, a local grant organization stepped up to do painting prep and repairs on the building, using young men and women who were learning construction job skills while working on their GEDs. We were honored by the New Mexico Legislature, featured on the front page of the Albuquerque Journal, granted the key to the city of Gallup, and covered by every major New Mexico television news station. The lesson we learned was that community will get behind a great cause, and we learned that "community" can mean a city, it can mean educators from across New Mexico, it can mean alumni, or it can mean Native advocates; it was so much broader than we ever knew. For months afterwards, staff reported that they would be stopped at the grocery store or the mall when they were wearing Jefferson shirts and told by proud community members, "I voted for your school." Every single one of them knew they had cast the winning vote, and they were right!

2. In 2016, I moved to Albuquerque Public Schools to take over a beautiful country school in the village of Corrales. This school had an F rating, despite its relatively high-income population, and any grade it was bound to earn in the state's accountability system was going to be reduced because there was a solid group of staff and parents who actively picketed the PARCC test, and opt-outs were rampant. When I interviewed for the position, I was very open in my belief that assessment is a healthy and necessary part of education, and that assessment data could be one important indicator of the health of a school. I also expressed my belief that it is necessary to have multiple sources of data on individual children, in order to make appropriate decision about their learning. We all knew that it was going to be a tough sell at Corrales Elementary, where parents and staff were (rightfully) upset at how testing had been weaponized against teachers and schools by PED administration. My first week with staff was spent evaluating the current state of the school and discussing what our data was telling us. With the school leaders appointed to the instructional council, I led very emotional discussions about barriers to our improvement, and we set specific goals and plans to embark on our improvements; the caveat was that all of it was based on data. I spent time speaking with parents about the importance of assessment and their hopes and aspirations for their children. A robust system of assessment was at the heart of our school efforts, with data analysis and collaboration among teacher a regular occurrence. Within one year, our school grade rose to a B. We went from 32 parent opt-outs on the test to just two. Over the course of two years, scores rose by 10-15%. The biggest change, however, is that the school adopted a solidly data-driven culture. In a recent conversation with some of my former Corrales colleagues, they were recounting a debate that occurred this year among the staff. Emotions ran high. Their solution? Rely on the data, set aside personal differences, and take the risk. This is what every school needs.

3. In 2017, Whittier Elementary was designated an MRI (More Rigorous Intervention) school by the New Mexico Public Education Department. Shortly after being moved to the school, I was informed that the PED was threatening to shut the school. Our staff was caught in a political maelstrom that appeared to have more to do with longstanding conflict between Albuquerque Public Schools and the PED than with building a great school environment for children. The only choice was to put our heads down and get to work, with our purpose of silencing the voices of criticism. Within all of the chaos, our staff quietly discussed our skepticism at the state's commitment to true improvement at the school and made plans as if the funding might not last (it didn't). While the state had promised a three-year timeline to complete a turnaround, we know that instant results were a must. How did this incredible group of professionals do in one year? The school experienced a 3.5% and 4.5% increase in PARCC proficiency rates in math and ELA, respectively, which puts the school's growth in the top quartile for the state. On iReady, which is used as our interim assessment, students showed a 33% shift in tier designations, one of the largest growths in the district. The student stability rate rose approximately

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11%, after being the lowest in the district. Enrollment grew by nearly 30 students in the second year of turnaround. Staff retention grew from around 50% to 93%. But the biggest change is perhaps not measurable. Our teachers, who were once labeled as failures by the PED, know that they are capable professionals with the power to make a difference for students. Parents choose our school over others in the area. School events are well attended, and parents and staff interact happily and positively. But most of all, our children smile and enjoy their school days; they show growth and know that they are capable. We have become a place of hope.

4. During the summer of 2014, I returned to Gallup High as its principal at the request of my superintendent. I had recently spent five years down at the elementary level as a principal, and I had learned so much there about creating joy in learning, as well as about technical aspects of teaching. What I walked into was a place of low morale, low expectations, and defeat. Our school had lost a lot of enrollment to our cross-town rivals and to the local middle college high school charter school. Our first days of professional development together were focused on difficult conversations about the community's perception about our school, our hopes for our students, and barriers to getting great things done. We created a no-excuses culture, and we rebuilt our Building Leadership Team, giving them a much stronger voice in school governance. The team at Gallup High spent the next few years cobbling together some amazing programs. We retooled our gifted program to allow high-achieving students to access the classes. We focused strongly on dual credit opportunities, and more than doubled the number of students earning college credits in two years. We forged new relationships with Western New Mexico University and Navajo Tech. We capitalized on a strong Navajo language teacher's skills and allowed students to drive our first ever Native Heritage Week and create a Miss and Mister Gallup High Navajo Pageant. Then, in our second year of work, the middle college high school at UNM-Gallup successfully expanded its charter by 75 seats in the middle of the year; we held our breath, waiting for the exodus of students to occur. Only two students of the nearly 1000-count student body left, while our cross-town rival school lost 25 students. It was a huge professional epiphany for all us, as we realized that public schools can and should be schools of choice, too. The district in Gallup has made key changes to how they build high school opportunities for their students, and I believe that the work of the Gallup High School staff from five years ago was the seed that planted these system-wide improvements.

5. The best part of being an educator is seeing students and staff blossom. I love nothing more than to run into a former student while I am out and about and hear that they are in college, or that they are married and have children. Before I left Jefferson Elementary in 2014, a significant number of my parents were former students from Gallup Junior High and Gallup High. I have even had several former students come teach for me! As a principal, I have spent many years encouraging my staff members. Over a dozen former teachers who worked for me are now school administrators. During my last years in Gallup, about two thirds of our principals were folks who had taught for me, done their internships with me, or had taken classes from me at Western New Mexico University. I loved having trusted colleagues and feeling like I was contributing to the growth of our district. I knew I could pick up the phone and get help and support anytime I needed it. Last week, one of my educational assistants at Whittier came bouncing into my office, waving her admissions papers for her teacher preparation program. Why did she do it? She told me a text I had sent her just one little communication had been the impetus for her weekend spent completing her application. She is so excited to gain her teaching credentials. As educators, we all enter the profession hoping to make a difference, and we move into leadership hoping to expand that influence. Seeing success in others is what makes the job worth it every single day.

Language Skills

Do you know any language other than English? No

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Professional References

	Reference 1	Reference 2
Name:	Masika Sweetwyne	Valencia Tilden
School/Org:	Gallup McKinley County Schools/Zuni Public Schools	Gallup McKinley County Schools
Current Position:	Curriculum writer	Teacher
Home Phone:	NA	NA
Cell Phone:		
Work Phone:	NA	NA
Mailing Address:		
Email:		
Relationship to Candidate:	Former employee	Former colleague
Years Known:	6	10
	Reference 3	Reference 4
Name:	Maureen Torrez	Eulalia Gonzales
School/Org:	Whittier Elementary, APS	Albuquerque Public Schools
Current Position:	Transformation Coach	Transition Principal
Home Phone:	NA	NA
Cell Phone:		
Work Phone:		
Email:		E
Relationship to Candidate:	Employee	Colleague
Years Known:	2	16
	Reference 5	Reference 6
Name:	Terry Kominiak	Becky Kostelecky
School/Org:	Corrales Elementary, APS	Whittier Elementary, APS
Current Position:	Teacher	Dean of Instruction
Home Phone:	NA	NA
Cell Phone:		505-280-6287
Work Phone:		505-255-2008
Mailing Address:		
Email:		
Relationship to Candidate:	Former employee	Employee
Years Known:	4	2

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General Information

List any additional information which will support your candidacy.

Please note that my doctoral cohort through ASU was in the area of Native American Educational Leadership. I have extensive experience working with minority populations.

Are you presently under contract? Yes
When does contract expire? 06/30/20
Have you ever failed to have your contract renewed, be rehired, been asked to resign a position, or resigned to avoid termination? No
If yes, explain.
Have you ever had a credential or certificate revoked, suspended or annulled in any state, territory or foreign country? No
If yes, explain.
Where did you hear of our vacancy?

Referrals

How did you hear about employment with us?

Other: District website

Legal Information

1. Are you eligible to work in the United States? Yes
2. Have you ever been convicted of a felony or misdemeanor involving a sex offense or a controlled substance? No
If yes, explain, giving dates:
3. Have you ever had any indicated finding of child abuse filed in your name? No
If yes, explain, giving dates:
4. Have you ever been convicted of any crime? No
If yes, explain, giving dates:

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Confirmation

I authorize the organization(s) to which I am applying and Hazard, Young, Attea & Associates, Ltd. to contact my references or any other references deemed necessary to ascertain the merits of my candidacy for this position. I authorize references to discuss my application and/or release information concerning me, and agree to hold them, the District, and the consultants harmless for providing and/or utilizing any information requested and/or provided.

I also request that my application and interest in the administrative position remain as confidential as possible under the applicable laws of the state. I understand that my candidacy may become a matter of public record when I am presented to the Board. I further understand that elements of my resume may be available to the public and the news media at such time. However, I request that reasonable effort be taken to maintain the confidentiality of this application and other documents and information which accompany my application for the position for which I am applying. (Note: In some states, such as Florida, there can be no confidential written correspondence. Please call HYA if interested in one of these positions.)

If you answer "yes" to any of the above questions, you must submit official copies of court records including disposition of the case(s).

I hereby affirm that there are no misrepresentations, omissions or falsifications in the foregoing statements and answers, and that the entries made by me are true, complete and correct to the best of my knowledge and belief. I acknowledge that any misrepresentations, omissions or falsifications might be grounds for dismissal if employed for this position.

Kimberly . Finke
(agreed online)