

# Albuquerque Public Schools 2020 / Superintendent Search Online Application

Shah, Ushma - AppNo: 21569

Date Last Submitted for Job ID 1123:  
1/7/2021

## Personal Data

**Name:** Shah DR Ushma  
(Last) (First) (Middle Initial)

Other name(s) under which transcripts, certificates, and former applications may be listed:

**Other:** (Last) (First) (Middle Initial)

Email Address: [REDACTED]

## Postal Address

### Permanent Address

Number & Street: [REDACTED]  
City: [REDACTED]  
State: [REDACTED]  
Zip Code: [REDACTED]  
Phone Number: [REDACTED]  
Fax Number: [REDACTED]  
Cell Number: [REDACTED]

### Work Address

Number & Street: [REDACTED]  
City: [REDACTED]  
State: [REDACTED]  
Zip Code: [REDACTED]  
Phone Number: [REDACTED]  
Fax Number: [REDACTED]

Where would you prefer to be contacted: Home

## Current Personal Data

<b>Current Employer:</b>	School District U-46
<b>Current Position:</b>	Assistant Superintendent of Elementary Schools, Instruction & Equity
<b>Years in Position:</b>	9
<b>Enrollment:</b>	38000+ PreK-12 Students
<b>Number of Staff:</b>	4800+
<b>Annual Budget:</b>	\$570,000,000
<b>Current Gross Income:</b>	
<b>Type of District/Organization:</b>	K - 12
<b>Most Recent Degree From:</b>	Harvard University/School of Education/Urban Superintendents Program Urban Superintendents Program
<b>Degree Earned:</b>	Doctorate

## 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.

-

## Administrative Experience

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
School District U-46 Title: Assistant Superintendent of Elementary Schools, Instruction and Equity	Elgin, IL	7/2012 Present	2011-2014: Dr. Jose Torres [REDACTED] 2014-present: Tony Sanders [REDACTED]
<p>Significant accomplishments in this position:</p> <p>*Portfolio of professional experience as Assistant Superintendent in the second largest school district in Illinois (&gt; 38,000 PreK-12 students) has included direct supervision of 40 school principals who oversee the impact of over \$100 million of the annual district budget as well as leadership of central office curriculum areas: Department of English Language Learners, the Department of Early Learners and the Office of Assessment and Accountability.</p> <p>*Major bodies of work outlined on attached resume</p> <p>Reason For Leaving: Employed/I am seeking a superintendent position.</p> <p>Last Annual Salary: Last Annual Gross: Enrollment: 38000+ District Type: K - 12</p>			
School District U-46 Title: Chief of Equity and Social Justice	Elgin, IL	8/2011 7/2012	Dr. Jose Torres [REDACTED]
<p>Significant accomplishments in this position:</p> <p>*Led the design of a new principal evaluation system with equity practices embedded in the performance rubric. As the Assistant Superintendent in 2012-13, implemented these new protocols, including 85+ practice-based formal observations and coaching of 40 principals and three district administrators.</p> <p>*Gathered input from stakeholders and framed a district equity strategy anchored in systemic changes around multi-tiered systems of support (MTSS)</p> <p>Reason For Leaving: Opportunity to serve as assistant superintendent</p> <p>Last Annual Salary: Last Annual Gross: Enrollment: 38000+ District Type: K - 12</p>			

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## Admin Experience Continued

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
Independent Consultant/Various Organizations	Varied,	08/2009 07/2011	District contacts varied
<p>Significant accomplishments in this position:</p> <p>*Chicago Public Schools, Curriculum and Instruction Coach - 1/2010-7/2011 Worked with the Chief Area Officer to coach instructional leadership teams of schools that were on academic probation. Goal was to build professional learning communities and to use teacher-led data inquiry to ensure high-quality instruction.</p> <p>*Sacramento Public Schools, Data Inquiry Consultant - 10/2010-7/2012 Provided technical support to schools using a data inquiry methodology.</p> <p>*Illinois State Board of Education, Module Development Consultant - 12/2009-6/2010 Served on committee to design module for the Illinois State Board of Education.</p> <p>*North Cook Intermediate Service Center, Curriculum Director, Gifted Education Grant - 8/2009-6/2010 Led the roll-out of a grant to educate classroom teachers on differentiating instruction to meet the needs of gifted students.</p> <p>Reason For Leaving: Seeking long-term investment in a district/community Last Annual Salary: Last Annual Gross: Enrollment: District Type:</p>			

North Cook Middle School Title: Principal	Des Plaines, IL	03/2007 08/2009	Director Dr. Rich Glinka <span style="background-color: black; color: black;">XXXXXXXXXX</span>
<p>Significant accomplishments in this position:</p> <p>*Founding principal of a new alternative middle program for students in grades 6-8 at risk of expulsion from public schools.</p> <p>*Focus was on building students' academic and social-emotional strengths as well as supporting reflection and resiliency. Implemented "Journey Portfolios" in which students self-advocated for staying at the alternative school or transitioning back to their original public schools based on their own goal achievement and performance data.</p> <p>Reason For Leaving: Opportunity to try consulting roles Last Annual Salary: Last Annual Gross: Enrollment: Varied District Type:</p>			

## Professional Experience

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
San Francisco Unified School District Title: Intern to the Superintendent	San Francisco, CA	06/2001 01/2002	Superintendent Dr. Arlene Ackerman
<p>Significant Accomplishments at this position:</p> <p>*As part of the requirements of the Urban Superintendents Program, worked directly with the Superintendent and top school officials in high-level strategy and decision-making.</p> <p>Reason For Leaving: Focus on completing graduate requirements for doctorate from Harvard Urban Superintendent Program Last Annual Salary: Last Annual Gross:</p>			

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## Prof Experience Continued

Employer and Position Title	Location: City, State	Dates: From - To	Primary Supervisor/Board Pres.
Chicago Public Schools Title: Collaborative Arts Connections Teacher	Chicago, IL	08/1996 06/2000	Principal Edward Peacock
<p>Significant Accomplishments at this position: *Proposed, designed and implemented a new K-8 arts instruction model that integrated fine arts and social-emotional learning competencies with core academic content.</p> <p>Reason For Leaving: Received graduate fellowship to attend Harvard University Last Annual Salary:    Last Annual Gross:</p>			
Chicago Public Schools Title: 5th Grade Classroom Teacher	Chicago, IL	08/1993 07/1996	Principal Edward Peacock
<p>Significant Accomplishments at this position: *Taught all core subjects with a focus on innovative math/science instruction through "Math Labs" model co-designed with grade-level colleagues and student-centered literacy writing workshops</p> <p>Reason For Leaving: Proposed a school-wide integrated arts program: Collaborative Arts Connections Last Annual Salary:    Last Annual Gross:</p>			
Associated Colleges of the Midwest - Urban Education Program Title: Adjunct Instructor	Chicago , IL	12/1996 1/1997	
<p>Significant Accomplishments at this position: Taught course entitled, "Dimensions of Multiculture and Global Awareness" to pre-service college students who were enrolled in a residential program focused on connections between the history/culture/diversity of Chicago and teaching students in its PreK-12 schools.</p> <p>Reason For Leaving: Course instructor role Last Annual Salary:    Last Annual Gross:</p>			
Columbia College, Chicago Title: Adjunct Instructor	Chicago, IL	08/1995 10/1995	
<p>Significant Accomplishments at this position: Taught a course entitled, "Methods and Materials for Teaching Social Studies"</p> <p>Reason For Leaving: Course instructor role Last Annual Salary:    Last Annual Gross:</p>			

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## Education

**High School Attended:** Rolling Meadows High School, Rolling Meadows, Illinois

### Colleges, Universities and Technical Schools Attended:

Name and location	Major	Degree	Date Conferred
IL - Northern Illinois University	Chief School Business Official (CSBO) Endorsement Coursework	CSBO Endorsement on Superintendent License	12/2021
MA - Harvard University	Urban Superintendent Program	Doctorate	03/2008
IL - University of Illinois, Chicago	Curriculum and Instruction	Master of Education	06/1995
IL - Knox College	Anthropology and Educational Studies	Bachelor of Arts	06/1992

### List honors, awards or distinctions:

\*Nominated by Superintendent Tony Sanders for YWCA of Elgin Harriet Gifford & Hattie Griffin Award for Education/received in May 2019

\*Graduate Fellowship to Urban Superintendents Program at Harvard University, 2000;

\*Golden Apple Teacher Finalist, 1999;

\*National Endowment for the Humanities Fellowship, "Derrumbando Fronteras: Exploring Latino Literature," 1998;

\*Fulbright-Hays Summer Fellowship, "The New South Africa," 1996

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

\*Illinois Coalition of Educational Equity Leaders (ICEEL)/Co-founder/ICEEL convenes district-based equity leaders to share practice and build field capacity/connections.

Initiated effort in 2014 with two colleagues and seven start-up participants. In 2020,ICEEL network has grown to over 300 equity advocates.

\*American Association of School Administrators;

\*Harvard Alumni Association/Harvard Club of Chicago

### Please list your community and civic memberships and participation.

\*Grand Victoria Foundation

Member of the Board of Directors (11/2017 - present)

\*Elgin Early Childhood and Education Community-based Committee (11/2020 - present)

Member of local team focused on strategic early childhood education investments

\*Advance Illinois

Member of "The State We're In" Advisory Committee (8/2018 - 1/2020)

\*Pathways to Prosperity Network

Member of the Illinois College and Career Pathways Endorsement Education Committee (9/2018 - present)

\*Illinois Advisory Council on Bilingual Education

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## **Please list your community and civic memberships and participation. (continued)**

Member of the Council (6/2015 - 6/2017)

\*Kellogg Foundation (1/1999 - 1/2001)

Learning In Deed Service Learning Initiative, National Steering Committee Member/Teacher

\*Annenberg Education Connection Network (8/1998 - 6/2000)

Annenberg Grant School Committee Member

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

Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice. Chapter entitled, "Moving from the Mandatory to the Worthwhile" in the book edited by Landon E. Beyer and published by Teachers College Press 1996

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

\*Panel discussion on racial equity with Executive Directors and Board Members at the 8th Annual Foundation Diverse Trustee Reception virtually hosted by the Lloyd A. Fry Foundation on October 27, 2020.

\*English Learners and the COVID Pandemic: Prioritizing Developmentally Appropriate Practice that Values Language and Culture Diversity. Virtual roundtable discussion hosted by Latino Policy Forum on August 17, 2020.

\*Voice from the Field: A Critical Conversation about Implementing KIDS with Emergent Bilinguals. Team session facilitation at the Third Annual Mastering KIDS Summit on December 13, 2019 in Bloomington, Illinois

\*Using Kids Data to Improve Student, Classroom, Family and Community Outcomes. Panel presentation at Third Annual Mastering KIDS Summit on December 13, 2019 in Bloomington, Illinois

\*Don't They Just Need More English? Districts Discuss Emergent Bilingual Students. Panel presentations at:  
November 22, 2019 at the IASB/IASA/IASBO Joint Conference in Chicago, Illinois  
October 21, 2019 at the Illinois Principal Association 2019 Annual Conference in Peoria, Illinois

\*Illinois Birth-3 Systems: Moving Forward. Panel presentation at the 2019 Illinois Birth-3 Continuity Conference at Illinois State University on June 13, 2019 in Bloomington, Illinois  
Principal Supervisors as System Engineers: Using Simple Tools and Principal Feedback to Sharpen Instructional Leadership in Schools. Team presentation at the National Summit for Principal Supervisors on April 26, 2018 in Fort Lauderdale, Florida

\*Equity for All: Harnessing the Momentum. Panel discussion at the Latino Policy Forum 10th Anniversary Luncheon on November 9, 2018 in Chicago, Illinois

\*Standards of Practice: How Principal Supervisors Create an Ecosystem of Leadership Development. Team presentation at the National Summit for Principal Supervisors in May 17-19, 2017 in Fort Lauderdale, Florida

\*Preparing Educators to Support Linguistically- and Culturally-Diverse Students. Panel presentation at the IASB Joint Annual Conference in November 16-18, 2016 in Chicago, Illinois

\*Collaborative Conversations to Support Leadership of Dual Language Programs. Team presentation at the Illinois Annual Bilingual Conference on December 10, 2014 in Oak Brook, Illinois.

\*Using Data to Drive Positive Change in School Behavior. Presentation at the Positive Behavior Interventions and Supports (PBIS) Alternative Education Conference in August 10-11, 2009 in Chicago Heights, Illinois

\*Don't forget to use what you know: Reflections on the Doctoral Process. Presentation at Harvard University Urban Superintendents Program Annual Fall Conference on October 16-17, 2008 in Cambridge, Massachusetts

\*Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice. Panel presentation with other contributors to the book edited by Landon E. Beyer and published by Teachers College Press at the American Educational Research Association (AERA)

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## Please list major presentations made to national, state or regional audiences. (continued)

Conference in 1997 in Chicago, Illinois

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

\*Upcoming in February 2021:

National Elementary and Secondary Education Act Conference Presentation: "Standards in Practice: How Principal Supervisors Create an Ecosystem of Learning."

Upcoming in March 2021:

\*Illinois Association for Curriculum Development (IL ASCD) PreK and Kindergarten Conference Team Presentation: "On the fly: Lessons Learned from Organizing PreK E-Learning During COVID-19"

Upcoming in 2021: Collaboration with Latino Policy Forum to design an administrator course focused on leadership to support the achievement of English Learners, using new research as evidence.

## Certifications

Do you hold the appropriate certificate for this position? **Yes**

Type	State	Certificate Number	Expiration Date	Active?
Professional Educator License (PEL)	IL	██████████	2022	Yes

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

1) Superintendent, 2) Principal/Gen Admin, 3) Elementary Teaching (K-9th), 4) Jr. HS Teaching (5th-8th: Soc Sci/Lang Arts/Art), CSBO (pending in 2021)

## Open Ended Questions

### For Albuquerque Public Schools 2020 / Superintendent Search:

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

I have been following the Superintendent of the Albuquerque Public Schools search since it was initially posted. The diversity, scale, complexity and historical context of the district align with the kind of community in which I see myself serving.

As I review the search documents, there is a strong correlation between the candidate qualities envisioned and my professional portfolio. Teaching experience in a magnet school in the Chicago Public Schools, leadership experiences in the San Francisco Public Schools and, most recently, in School District U-46, the second largest district in Illinois, have afforded me an opportunity to have a sense of the scale and diversity of large urban districts like the Albuquerque Public Schools.

The APS call for a leader who is student-centered, embodies a collaborative and stakeholder-driven culture, has deep knowledge of the daily work of educators and knows how to communicate in a way that will generate excellence resonates with me. Underneath each of the broader areas, there are more detailed connections between the individual the district seems to be searching for and the role I am hoping to find, especially recognizing the importance of early education, partnering with families to weave the work of schools with the life of home, and advocating for the arts as part of the school experience.

I have built a portfolio of experiences that align with the leader that you have described, which is further evident in the letters I have submitted with this application. In 2019, School District U-46 Superintendent Tony Sanders nominated me for an Educator of the Year award. In the coverage of the recognition, the Superintendent stated, "Dr. Shah stands out as one of the strongest advocates for equity in the PreK-12 setting. I can count on Dr. Shah to challenge me and my entire administration to think deeply about any subject. She continually challenges our team to provide the comprehensive system-wide supports that will help improve instruction across our District. I am always grateful for her voice and perspective at our table." I am honored to be known for these qualities--for instructional advocacy, for systems leadership, and for speaking truth to power.

## Question Continued

If I have the opportunity to interview for this position, I look forward to discussing each of these areas in detail and to hearing from the Board/community your responses to my framing of each one of them. I look forward to partnering with the Board, staff, students, families and community in the shared leadership journey of making Albuquerque Public Schools a national example of academic excellence and an equity success model.

### For Albuquerque Public Schools 2020 / Superintendent Search:

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

I have identified five accomplishments that provide a window into who I am as a leader. For each, I have provided an overview of the accomplishment, description of impact and/or examples of practice, and a rationale as to why the accomplishment matters. I have concluded each section with a statement of how each accomplishment relates to my future work as a Superintendent.

#### #1: Build Trust for Whole School Transformation

**ACCOMPLISHMENT OVERVIEW:** In 2013, School District U-46 Superintendent Dr. Jose Torres assigned me the role of addressing the 11 district elementary Title I schools in School District U-46 which were identified as being in federal restructuring status. Working in collaboration with Cabinet members on both the instructional and operational sides of the organization, our teachers' union President, administrators, teachers, parent leaders and community partners, I led a strategy to use the negative federal designation as a positive opportunity to engage in shared leadership for whole school transformation. Our strategy design included Listening and Learning visits at each of the schools, careful coding of what we heard from the staff, thoughtful review of each school's improvement plan and bilingual parent leadership sessions in which stakeholder hopes were captured in visual form. Qualitative and quantitative information was reviewed, synthesized and used to propose major systems changes in central office instructional delivery and improvement planning. The initial summary of these efforts were articulated in a memo that was collaboratively presented to our Board of Education by myself and the President of our teachers' union.

**QUANTITATIVE IMPACT DATA:** Of the eleven elementary schools identified as being in "federal restructuring status" in 2013, nine are currently designated as "commendable."

#### KEY QUALITATIVE EVIDENCE:

\*\*Design and execution of a large-scale district coaching strategy entitled the "CORE (COLlaborative REFlection) Cycle Strategy" which centered on building the professional capital of teacher teams through a research-based and district-developed collaborative inquiry methodology. A third-party research study of the CORE Cycle Strategy as well as letters of recommendation from Transformation School administrators/teachers can be provided upon request.

\*\*Elevate the level of professional instructional readiness of school adults by requiring an English as a Second Language (ESL) endorsement for educators at the 11 sites who served the increasing number of EL learners and creating higher education partnerships for accessible pathways to obtaining the credential. Documentation of work with our teachers' union to support this systemic equity change initiative can be provided upon request.

\*\*Implementation of a district-wide and multi-year capacity-building plan to increase principals' and teacher leaders' knowledge of instruction and their ability to conduct learning-focused coaching conversations with educators about their practice. Qualitative and quantitative participant impact data can be provided upon request.

\*\*Redesign of the Title I investment model across the 11 sites, striking a balance between capturing efficiencies of scale across the 11 sites while allowing space for school-level differentiation.

**WHY IT MATTERS:** I value and celebrate the ongoing successes within the 11 Transformation Schools: the relationships, professional growth and learning communities that have continued to evolve from this work. The leadership actions taken within this work initiated in 2013 continues to reflect key ongoing components of my leadership: a bold and holistic vision of student success, an authentically collaborative culture of shared leadership with a focus on feedback from school staff closest to the students, advocacy for early education and for extending our efforts to family and community stakeholders, skilled design and execution of plans with attention to policies/contracts/procedures combined with the kind of detail-oriented approach needed to implement effectively and student-outcome



## Question Continued

focused, including qualitative and quantitative data perspectives.

I look forward to being a Superintendent who scales-up transformative strategies across a district and communities.

### #2: Innovate to Redesign The Way Things Work

**ACCOMPLISHMENT OVERVIEW:** In every role that I have held, I have worked to create space for new ways of thinking/learning/leading. Throughout the process, I look for opportunities to hear the voices/ideas of students and staff to allow their insights to inform future directions.

**TEACHER EXAMPLE:** As a teacher in the 1990s, I proposed, designed and acquired funding for a school-wide program called Collaborative Arts Connections in which we integrated learning content from core academic subject areas with the arts. One of our projects involved students using team sculptures made from recycled items to present their critical perspectives to the CEO of the Chicago Public Schools. Another involved partnership with the Chicago Transit Authority and resulted in public murals which, last I checked, can still be seen at the Damen train station. This service-learning approach to art was featured by the Constitutional Rights Foundation of Chicago; article can be provided upon request.

**PRINCIPAL EXAMPLE:** As a principal in the mid-2000s, I worked with the staff of our alternative middle school to turn the tables on whose voice was predominant during the intake/goal review meetings. Specifically, instead of continuing a process in which the adults spoke about the student whose expulsion was being held in abeyance, we shifted the focus to the students' ownership and voice in the process. Students created Journey Portfolios which articulated their goals, compiled data to show their progress and gave voice to their hopes/commitments for academic and social-emotional next steps. While the content of the Journey Portfolios was confidential, one of the school social workers who was instrumental in the implementation has continued to explore and expand this philosophy. Her reference can be provided upon request.

**DISTRICT EXAMPLE:** As a member of the Superintendent's Cabinet, I can demonstrate multiple examples of working to bring forward innovative approaches over the past decade, ranging from proposals to expand the role of youth voice in reporting academic progress through student-led conferences to addressing racial disproportionality by making bold staffing moves and structural changes within the system. On many occasions, I have found myself advocating for teachers/principals/staff who have innovative ideas on how to serve our students better but are unable to get them past bureaucracies that, while usually posing essential safeguards and limitations that must be respected, can also unnecessarily hold back progress. Seeking a way to allow these positive disruptive forces to make their way to the Superintendent's Cabinet for consideration, in 2016, I designed and implemented a process called the "Innovation Proposal." The "Innovation Proposal" process maps out a way for school-based teams to dream, outline and request financial support for changes that can have a positive impact on school improvement, the district strategic plan and student achievement. It requires those writing the proposal to fully articulate the vision and guides them through careful consideration of the alignment of their idea with existing district strategy/policy. Use of data, planning for monitoring and communicating impact are all part of the "Innovation Proposal." Each proposal has a Cabinet sponsor who guides the iterative process and supports the step-by-step sign-off required for its implementation. The template of the "Innovation Proposal" can be provided upon request.

**WHY IT MATTERS:** The benefits of fostering an entrepreneurial energy are significant and the challenges to innovating within complex organizations are real. When we are able to figure out a productive balance between unleashing the creativity of the people who are closest to the work, on the one hand, while honoring the very real and important policy/legal/financial/alignment dimensions that need to be considered, on the other, we are likely to arrive at new solutions to our most perplexing systems issues.

I look forward to serving as a Superintendent who is inspired by innovation and who is committed to releasing the potential for transformative change that inherently exists within the strengths of the people who ARE the school district.

### #3: Unite Coalitions Across Boundaries

## Question Continued

**ACCOMPLISHMENT OVERVIEW:** Illinois Coalition of Educational Equity Leaders (ICEEL) is a network of PreK-12 public school leaders committed to educational equity. Along with two colleagues, I serve as a co-founder of ICEEL. We offer opportunities to collaborate and mobilize to better serve the racially, culturally, economically, and linguistically diverse students in our state. ICEEL's mission is to work toward systemic equity in all 800+ Illinois school districts by mobilizing our collective commitment to every student's success. The values that guide the work of ICEEL are as follows:

\*\*All students deserve to be engaged in rigorous learning opportunities that lead to student achievement.

\*\*The examination of race and its intersections with other identities is an essential component of equity work in PreK-12 settings and that this work is relevant to all students.

\*\*Interrupting systems of oppression and privilege and building structures for effective systemic equity practice are essential to achieving educational equity in schools.

\*\*Curriculum should provide opportunities for all students to see the multiple identities of themselves and others.

\*\*Achievement debts are reflective of opportunity and expectations gaps.

\*\*It is our responsibility to provide all students with skills to understand, navigate and positively impact the diverse communities in which they may live and work.

**QUANTITATIVE IMPACT DATA:** Our first meeting back in 2014 included under 10 people; in 2020, we have over 300 individuals affiliated with this informal network of public school equity change-makers.

**WHY IT MATTERS :** If our goal is truly to achieve equity, then we will need to connect around shared values and invent new coalitions to support systemic change.

I look forward to serving as a Superintendent who advocates for positive change on behalf of ALL students in the district that I am charged to lead and who recognizes that long-term sustained systemic excellence also requires working in tandem with colleagues at the national, state and regional levels.

### #4: COVID PreK-12 Attendance Data Cycle

**ACCOMPLISHMENT OVERVIEW:** I have led a collaborative effort across Cabinet, the leaders of 57 schools and several central office instructional/operational departments in our school district to develop a new methodology called the "COVID Attendance Data Cycle." The Cycle is being used to monitor and to respond strategically to PreK-12th grade attendance across our 38,000+ students. Our approach began with COVID in March, 2020 and reflects the literature on improvement science. Data dashboards, tracking/coding methods, group check-in protocols, weekly surveys and use of principal feedback to coordinate a response from Cabinet are all part of the process. In addition, a website of Principal Toolkits which compile best practices, a coherent visual tiered response guide and other user-feedback driven improvements have been created and made available to all. Finally, presentations to all district administrators ensure that all understand the district commitment to attendance, are aware of the aggregate data, reflect on the gaps in our practice and see themselves as part of the solution.

**IMPACT DATA:** While definitions of attendance have varied across districts during COVID, we can demonstrate within our district that the "COVID Attendance Data Cycle" has led to a positive impact on our practices, outreach and effectiveness. To go deeper with this effort, I am currently leading a cross-functional start-up team which is considering how to address chronic absenteeism with out-of-the-box thinking in partnership with our local library. Quantitative data dashboard views as well as toolkits, protocols, presentations and other documentation of this effort can be provided upon request.

**WHY IT MATTERS:** The "COVID Attendance Data Cycle" is a process that has been designed, homegrown, and continuously improved

## Question Continued

in partnership with colleagues within my school district. The Cycle is grounded in the understanding that achievement begins with attendance. The approach also demonstrates the perspective that we can work together to get results by increasing alignment and leveraging the diversity of knowledge resources in the district.

I look forward to serving as a Superintendent who works collaboratively with stakeholders to move the needle on metrics that matter most to our students' current and future success, like attendance and the engagement in schooling that it reflects.

### #5: Invest in Talent & Development

**ACCOMPLISHMENT OVERVIEW:** I have led the Office of Elementary Schools, which is currently charged with the supervision and leadership development of 42 principals and 27 assistant principals, since 2012. Working collaboratively with another Assistant Superintendent, we have used the Model Principal Supervisor Professional Standards to anchor our professional actions and advocacy. This has led to the development of a highly skilled team of 70+ equity-focused elementary administrators who work together in student-centered and standards-based ways to serve students in our 42 elementary schools.

**\*\*Coaching the professional improvement of principals and assistant principals takes place through a standards-based approach to reviewing instructional impact data, reflecting on practice and identifying next step leadership moves. This shared learning takes place both through a formal performance evaluation process which may include co-drafting individual Principal Leadership Logic Models as well as through ongoing access to informal learning conversations and solution-seeking between principals and myself.**

**\*\*In addition, the Office of Elementary Schools offers robust ongoing and job-embedded professional learning opportunities from whole group sessions, small groups facilitated by a Lead Principals, cohorts with job-alike peers, 1:1 reflective site visits, access to leadership exposure offered through serving on district-wide committees as well as other tailored professional learning opportunities in response to the administrator's strengths, hopes and future career plans.**

**\*\*For first-year principals and/or for the first year that an experienced principal transfers to our district, we offer higher levels of support to ensure their future success.**

**IMPACT DATA:** We have been deliberate in ensuring a diverse talent pool of applicants and diligent in hiring top talent from that pool into the Office of Elementary Schools. Over the past ten years, the district's team of elementary administrators increasingly mirrors the diversity of experiences within the communities that our elementary schools serve. In 2011-12, for example, only less than 15% of the elementary administrators were people of color. In 2020-21, the composition has increased to over 35%. In addition, 4 of the 14 secondary principals in our district formerly served on the elementary administrator team before moving into their middle or high school positions.

**WHY IT MATTERS:** Our team of elementary administrators has a direct and noticeable impact on our staff, students and families everyday as well as on the long-term success of our district. In addition, the approaches and initiatives outlined here span across the 70+ elementary administrators and are led by the 3 individuals who report to the Office of Elementary Schools: myself, another Assistant Superintendent and one administrative assistant. This is also important to note as it demonstrates how smart design can lead to resource efficiency.

I look forward to serving as a Superintendent who has a passion for coaching and building systems to create positive culture and instructional expertise.

## Language Skills

Do you know any language other than English? Yes

**Language(s):** Gujarati (literate speaker) & Spanish (polite)  
**Oral Level:** Polite  
**Written Level:** Polite

# Albuquerque Public Schools 2020 / Superintendent Search Online Application

Shah, Ushma - AppNo: 21569

Date Last Submitted for Job ID 1123:  
1/7/2021

## Professional References

	Reference 1	Reference 2
<b>Name:</b>	Tony Sanders	Dr. Jose Torres
<b>School/Org:</b>	School District U-46	Illinois Math and Science Academy
<b>Current Position:</b>	Superintendent	President
<b>Home Phone:</b>		
<b>Cell Phone:</b>		
<b>Work Phone:</b>	[REDACTED]	[REDACTED]
<b>Mailing Address:</b>	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
<b>Email:</b>	[REDACTED]	[REDACTED]
<b>Relationship to Candidate:</b>	Serve on Superintendent's Executive Cabinet	Former Superintendent in U-46/Served on Superintendent's Executive Cabinet
<b>Years Known:</b>	10	10
	Reference 3	Reference 4
<b>Name:</b>	Dr. Bob Peterkin	Rebecca Vonderlack-Navarro
<b>School/Org:</b>	Harvard University Graduate School of Education	Latino Policy Forum
<b>Current Position:</b>	Francis Keppel Professor Emeritus of Educational Policy and Administration and Former Director, Urba	Director of Education Policy & Research
<b>Home Phone:</b>		
<b>Cell Phone:</b>	[REDACTED]	
<b>Work Phone:</b>		[REDACTED]
<b>Mailing Address:</b>	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]
<b>Email:</b>	[REDACTED]	[REDACTED]
<b>Relationship to Candidate:</b>	Graduate Program Director/Advisor	Bilingual Education Advocacy Partnership
<b>Years Known:</b>	21	5

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## General Information

List any additional information which will support your candidacy.

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

## Referrals

How did you hear about employment with us?

HYA Website		
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## 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:

## 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.