

LATASHA GREER-ADEWALE

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EDUCATION

Teachers College, Columbia University, New York, NY

Master of Education, Organization and Leadership, May 2001

Howard University, Washington, DC

Bachelor of Arts in Political Science, May 1998

CERTIFICATIONS

Florida Educator's Certificate, Educational Leadership (All Levels)

Permanent New York State District Administrator, August 2004

PROFESSIONAL AFFILIATIONS

Association for Supervision and Curriculum Development (ASCD)

Council of School Supervisors & Administrators (CSA)

EXPERIENCE

Volunteer, Orlando, FL

Jones High School

August 2010 – June 2012

- Analyzed student data and compiled reports to identify and track 11th and 12th grade students who failed the FCAT for ACT/SAT registration; and assisted administrative team in the development and implementation of interventions for students to achieve a concordance score.
- Counseled at-risk students with a GPA of 2.0 or lower in individual meetings to review progress towards graduation as well as develop and monitor time-bound goals and action plans to help students address challenges and make progress.

Health Leaders Program, UCF, College of Medicine

March 2011 – June 2012

- Collaborated with staff from UCF CREATE, the College of Medicine and the College of Education on the development and implementation of Health Leaders Program (HLP) pilot at Jones High School.
- Served on HLP Steering Committee to develop and adjust program structure in response to review and analysis of data on participating students' progress towards meeting HLP academic and social standards.

Frederick Douglass Academy II (Harlem), New York, NY

June 2005 – June 2010

Principal (Grades 6-12)

Administration & Supervision

- Expanded professional development opportunities for teachers as well as the provision of consistent and routine common planning time, which resulted in faculty receiving the New York State English Council Program of Excellence Award for "Merging English and Math"
- Established and implemented a system of teacher supervision that included periodic formal observations, pre and post-observation conferences with teachers, learning-walkthroughs, inter-visitations, and low-inference peer and student observations.
- Supervised Special Education Compliance, Budget and Operations, New York State testing accountability for both Middle School and High School, Guidance, Pupil Personnel, and Programming, and Discipline/Safety as well as corresponding staff members of each area.
- Spearheaded annual school-wide preparation of the Comprehensive Educational Plan and the Quality Review (QR) conducted by designees from the New York City Department of Education ("NYCDOE") that focused on an overall analysis of the instructional operations of the school and student learning outcome data.
- Developed, implemented and monitored annual SMART goals and action plans for school improvement as part of the NYCDOE's Principal Performance Review (PPR) process.

Community Outreach

- Established partnerships with several community based organizations to support students' mental and emotional health; expand students' college readiness and access to arts education; and teachers' interdisciplinary professional development.

- Participated in a monthly Critical Friends Group of Principals to provide and receive support in monitoring and revising progress to school-wide goals.

Instruction

- Established an interdisciplinary and multi-grade professional development team that regularly met with a curriculum specialist to align curriculum maps to assessments.
- Restructured teacher teams by grade level that routinely examined student data to identify areas in need of remediation and to implement effective instructional strategies to address skill and content deficiencies.
- Revamped educational program to differentiate academic support systems for student subgroups including over-age and under-credited students as well as high performing students. Collaborated with another school in the building to provide high performing students with access to expanded AP course offerings.
- Achieved a college acceptance rate of at least 90% of those graduating since the first cohort in 2007. Partnered with College Now, and College Summit to increase students' college readiness through an offering of SAT preparation classes, support for all phases of the college application and decision-making process, and exposure to diverse options within higher education.
- Assisted guidance department staff with the redesign of student and parent/guardian conferences to better communicate students' progress toward graduation/promotion, to establish time-bound goals to overcome identified obstacles, and to provide timely support to students and families.

Interim Acting Principal (Grades 6-10)

July 2004 – May 2005

- Planned and implemented the transition of FDAIL from a program to a DOE school which required the development of a strategic three-year growth plan to expand the student and staff populations with student points of entry at the 6th and 9th grade levels.
- Collaborated with the NYCDOE to physically relocate to a building that was shared with two other schools.
- Developed and implemented activities to maintain the culture and climate of Frederick Douglass Academy II in a shared physical space. Collaborated with principals of the other schools in the building to ensure the safety of all students and to gain collective support for the academic and extracurricular programs of each school.

Teacher Leader (Grades 6-9)

October 2003 – June 2004

- Participated on team of four teacher leaders who assumed responsibility for school leadership upon the retirement of the founding director.
- Developed and implemented faculty orientation program to ensure shared understandings of the essential features of the Frederick Douglass Model.
- Assisted with the recruitment and hiring of teachers including participation in candidate interviews and demonstration lessons.

Social Studies Teacher (Grades 6-8)

July 2001 – June 2004

- Mapped a rigorous and standards-based curriculum for three course offerings within the Social Studies Department: Global History, United States History, and Shared Struggles & Victories: Comparative Study of Civil Rights and Anti-apartheid Movements.
- Collaborated with the founder of Ubuntu Education Fund to design and implement a cultural exchange program that allowed middle school students and their counterparts in Port Elizabeth, South Africa to study and explore each other's history and culture. The learning activities throughout the two-year pilot culminated in both the US and South African middle school students traveling abroad. Identified and utilized resources across New York City; Washington, DC; Baltimore, MD; and Port Elizabeth/Johannesburg, South Africa to create interdisciplinary and cultural experiential learning projects for students.
- Integrated music, art, and guest speakers into the classroom on a regular basis.
- Met regularly with a mentor teacher to reflect critically upon instructional planning and delivery.