
VERLETTA B. WHITE

EXECUTIVE PROFILE

Dynamic chief executive who creates and maintains strategic alliances with all educational stakeholders to support and strengthen effective teaching and learning practices in every school, for every student. Results-oriented leader with outstanding human relations skills and a passion for pedagogical excellence.

SKILL HIGHLIGHTS

Student-Centered Educator; Equity-Driven Instructional Leader; Systems Thinker; Strategic Planner; Collaborative Decision-Maker; Results-Oriented Professional; Public Education Advocate; Relater; Listening Leader; Effective Professional Developer; Creative Problem-Solver, Innovative Learning Strategist; Mentor.

EXPERIENCE - UNIVERSITY

GOUCHER COLLEGE

Towson, MD

Adjunct Professor

Practicum in School Improvement Leadership; 2013 Fall Semester and 2014 Spring Semester

EXPERIENCE - K-12

BALTIMORE COUNTY PUBLIC SCHOOLS

Towson, MD

Interim Superintendent

2017 to Present

Serves as the Chief Executive and Administrative Officer for the school system. Responsible for the general administration of all instructional, business, and operational functions; and for advising and making recommendations to the Board of Education with respect to such activities. Serves as Secretary/Treasurer of the Board of Education. Responsible for overseeing the instruction of more than 113,000 students, and leading and managing a \$1.84 billion budget, 18,572 employees, and 173 schools, centers, and programs.

Supports high quality instruction in every classroom through a strengthened focus on literacy across the subject areas and positive student behavior to promote engaging and safe teaching and learning environments that prepare students to succeed in college and career.

Chief Academic Officer

2013 to 2017

Led instructional teams in the transformation of teaching and learning for the benefit of all students attending the Baltimore County Public Schools. Directed and supervised transformational efforts aligned with the *Theory of Action*, including the S.T.A.T. initiative by focusing on equitable access to high quality content for all students. Provided leadership for the expansion of Spanish instruction in 40 elementary schools. Supervised the development and implementation of the *Teaching and Learning Framework* to ensure pedagogical consistency in schools. Fostered a student-focused, results-oriented work environment that placed priority on improving staff and student learning.

Provided leadership and direction for 45 curriculum and instruction offices, four community superintendents, and 173 schools, centers and programs. Responsible for the fiscal oversight of grant and operating funds related to curriculum, instruction, special education, and student support services, including Title grants totaling, on average, \$139 million per year. Oversaw and reviewed financial records and monitored expenditures to ensure fiscal responsibility.

Directed staff in the use of the Learning Management System for curriculum development and revision that improved ease of user access, as well as digital safety. As a result, 123 curricula were revised since 2013. Monitored progress toward 115 key actions via regular review of the *Quarterly Division Status Report* for the Division of Curriculum and Instruction. Led and facilitated the work of the Academic Team, responsible for the implementation of all curriculum-related endeavors.

Collaborated with the superintendent and executive cabinet members to ensure the effective execution of the system's strategic plan, *Blueprint 2.0*. Presented information to the Superintendent of Schools; the Board of Education; Executive Staff; community groups; and national, state, and local officials. Engaged with community and other educational stakeholders to address needs, interests, and concerns. Reviewed education-related research, trends, and developments to support school improvement efforts and program development. Collaborated with all offices and schools to foster teamwork and to ensure ongoing communication. Used data and stakeholder focus group feedback to adjust system practices for greater effectiveness and efficiency.

Assistant Superintendent of Schools

2009 to 2013

Provided leadership and direction to principals on the quality of instruction to increase student achievement in elementary, middle, high, and alternative schools. Evaluated the performance of school principals and schools. Recommended appropriate professional development activities for principals, teachers, school-based, and non-instructional staff. Sought innovative and adaptive solutions to educational challenges. Shared educational trends with principals and school-based leaders. Developed and implemented an annual improvement plan for schools.

Led school teams at Eastern Technical High School and Woodholme Elementary School to receive National Blue Ribbon School designations. Additionally, Sandalwood Elementary School achieved National Distinguished Title I School status. Further, Rodgers Forge Elementary School achieved 100% proficiency for *all* students in *every* subgroup on the Maryland School Assessment. Led five schools out of school improvement status in 2010.

Worked collaboratively with parents, advocacy groups, civic agencies, and related community groups through oral and written communications to provide feedback from the community to the superintendent. Recommended employee discipline of school-based professional staff, as required. Communicated system policies, practices, and procedures to the BCPS community. Served as the conduit for principals to assure high level of service to schools by support personnel. Reviewed and collaborated with appropriate staff on revisions to school-related Board of Education policies and operating procedures. Ensured the implementation of Board of Education policies and Master Agreements at the school level. Developed and oversaw school expenditures and monitored business operations to ensure the efficient and effective use of resources. Evaluated and made recommendations concerning the adequacy of school facilities for instructional needs.

Executive Director of Professional Development

2007 to 2009

Implemented recommendations from the 2006 Phi Delta Kappa Audit to design and develop a web-based PD Cycle for use by all offices in BCPS. Designed the PD Cycle to manage the registration, scheduling, and evaluation of all professional development offerings. Researched best practices in professional development related to adult learning and authored the *Guide to High Quality Professional Development* for BCPS. Conducted and facilitated multiple professional development sessions for school-based staff including principals, teachers, para-educators, mentors, office professionals, and parents. Managed a \$4.4 million operating budget and a \$4.8 million Title IIA budget to support the professional development needs of all educational stakeholders in the school system. Collaborated with university partners to offer cohort opportunities for certificated and non-certificated staff. Provided expertise in strategic planning by aligning professional development opportunities with system-wide goals.

Coordinator of Leadership Development

2006 to 2007

Planned and delivered professional development for new and novice instructional leaders, including principals, assistant principals, administrative mentors, aspiring leaders, and teacher leaders. Collaborated with the Department of Human Resources to recruit and retain effective school-based leaders. Coordinated university partnerships to offer cohort opportunities for new and novice school-based leaders. Collaborated with staff members in the Division of Curriculum and Instruction and the Division of Business Services to develop a leadership succession plan for BCPS.

Principal, Seneca Elementary School

2000 to 2006

Led a Title I school to achieve steady gains in student achievement in reading and in mathematics, as measured by the Maryland School Assessment. Provided instructional leadership for the implementation of the curriculum. Led and directed the process of continuous school improvement. Monitored and assessed student achievement via data collection and frequent analysis. Directed the business functions of the school, such as budget preparations, accounting, and expenditure authorizations. Worked directly with students, faculty, and staff to develop a positive school culture with a focus on enhanced student performance.

Assistant Principal, Mars Estates Elementary School

1998 to 2000

Provided leadership and supervision in a Title I elementary school by focusing on effective instructional practices. Served as the IEP chairperson and worked directly with teachers to ensure the effective implementation of individualized education programs for students. Monitored suspension rates and reduced office referrals and disciplinary actions by working collaboratively with the faculty council on positive classroom environments.

Teacher Mentor, Grange Elementary School

1997 to 1998

Co-planned and co-taught lessons with new and novice teachers to improve instructional practices. Worked with teachers in need of additional professional development by modeling lessons and providing guidance on ways to improve student performance.

Classroom Teacher

1992 to 1997

Summit Park Elementary, Grade Three BCPS
Garrett Heights Elementary, Grades Two, Three, and Four Baltimore City Public Schools
Metro Delta Head Start, Prekindergarten

Provided high-quality instruction to meet the needs of all learners under her supervision and responsibility for grades PreK-4. Increased student achievement in the areas of reading and math, as measured by state and local assessments.

EDUCATION

URBAN EDUCATIONAL LEADERSHIP

Morgan State University, Baltimore, MD, U.S.A.

Ed.D. Doctoral Candidate

1999

MASTER OF ARTS: LEADERSHIP IN TEACHING

College of Notre Dame of Maryland, Towson, MD, U.S.A.

School Administration

1992

BACHELOR OF SCIENCE: EDUCATION

Towson University, Towson, MD, U.S.A.

Early Childhood Concentration

CERTIFICATIONS

Advanced Professional Certificate
Administrator I; Administrator II

Early Childhood Education
Superintendent

PRESENTATIONS

“Moving Toward Competency-Based Learning” – Chief Academic Officers’ Symposium, Dallas, TX, 2017

“Teaching and Learning: Issues Confronting School Leaders in 2017” Leadership Seminar Course, Towson, MD, February 2017

“Inside Baltimore County Public Schools’ S.T.A.T. Initiative” - ASU GSV Summit, San Diego, CA, 2016

“Driving Excellence: Collaborating in the Digital Age” - Chief Academic Officers’ Leadership Symposium, New York, NY, April 2016

“Middle School Transitions” - Chief Academic Officers’ National Symposium, Charlotte, NC, November 2015

“Teaching – Learning: Issues Confronting Urban Superintendents”- AASA & Howard University Superintendents’ Academy, Alexandria, VA, September 2015

“STAT” - RTM Education Conference, Dallas, TX, November 2014

"Accountability and Tiered Support" - Baltimore County Public Schools' Principals' Meeting, Towson, MD, May 2013

"School Improvement in BCPS" - Baltimore County Public Schools' School Progress Plan Meeting, Towson, MD, August 2012

"Culturally Responsive Teaching" - Aspiring Leaders' Meeting, Towson, MD, 2010

"Developing a Leadership Pathway: Teacher Leader to Principal" - CEASOM Conference, Baltimore, MD, October 2009

"Guide to High Quality Professional Development" - BCPS Principals' Academy, Cumberland, MD, June 2009

AFFILIATIONS

American Association of School Administrators; Association of School Curriculum & Development; Delta Sigma Theta Sorority, Inc.; Digital Education Chief Academic Officer Advisory Council; Education Research and Development Advisory Council; Harvard Business Review; International Society for Technology in Education; Leadership Baltimore County, Class of 2005; Maryland Association of School Curriculum and Development; RTI Advisory Council.

REFERENCES

S. Dallas Dance, Ph.D.

Former Superintendent

Baltimore County Public Schools

Joe A. Hairston, Ed.D.

Former Superintendent

Baltimore County Public Schools

Additional References Furnished Upon Request