

Andrew Joseph Pesci

Objective

To obtain a school administrative position that will allow me to establish more ways in which to empower teachers and students to grow academically and professionally all in an effort to improve student learning.

Education

Michigan State University: Educational Administration Career Pathway Program
Completed Spring 2016. GPA: 4.0/4.0

Notre Dame of Maryland University: CASE Program with an emphasis in supervision/education. (Began Fall 2008). GPA: 4.0/4.0

Notre Dame of Maryland University. Master's in Leadership in Teaching with an emphasis in reading. Graduated Summer 2004. GPA: 4.0/4.0

Kansas State University. B.S. in Secondary Education with a concentration in English/language arts. Graduated May 1999. GPA: 3.5/4.0

Administrative Experience

Assistant Principal – Franklin High School, Livonia, Michigan, August 2014 to present

- Oversee the building finances, fundraising activities, and building usage
- Help lead the district-wide effort to organize, create, and maintain a shared calendar for Churchill, Franklin, and Stevenson
- Attend ongoing PD opportunities: Learning Series for Leaders, Writing Pathways
- Work closely with teachers to provide at-risks students additional reading support & opportunities through the use of i-Ready and independent book choices
- Observe & evaluate ELA department members along with other teachers, counselors, etc.
- Serve as a member of the School Improvement Team and Quality Assurance Review
- Collaborate with the ELA/Social Studies District Coordinator on revising high school ELA curriculum as well as attend sessions to share insight
- Plan, create, & present building-based PD
- Work closely with the Transition teachers to support our 9th grade at-risk students
- Work closely with other SIT members and principal to implement ways to support student learning
- Meet with LPS's Finance Department to discuss ways the district can better monitor crowd sourced funding

Teaching Experience

English Teacher – Churchill High School, Livonia, Michigan, August 2012 to June 2014

- Created, planned, & taught a section of Reading Strategies to students reading below grade level
- Planned & taught various sections of English/LA 9, Leadership & Literature, & Media Literacy
- Served as the ELA representative for the School Improvement Team
- Served as one of the ELA building representatives for the Livonia Educators Association
- Collaborated with a fellow colleague from another high school in district
- Supervised Anime Club

Secondary Reading Specialist Experience

Secondary Reading Coordinator, June 2006 to August 2011

- Observed, modeled, co-planned, co-taught, & debriefed with twelve general educators and ten special educators from seven of the ten high schools in Harford County, Maryland
- Administered online reading assessment (Performance Series Reading Assessment) to various secondary intervention students throughout the county 2008 to 2011
- Co-planned & co-led Professional Learning Community sessions for all the Strategic Reading teachers using various forms of technology
- Met & collaborated with English content supervisors on a monthly basis
- Met & collaborated with Johns Hopkins University representative(s) intermittently throughout the school year
- Constructed detailed reflection logs based on each teacher's progress regarding the intervention programs as well as English I & II in order to co-create goals and improve instruction
- Met with various HCPS mentor teachers and instructional facilitators to collaboratively solve educational issues
- Planned for and led a one week Strategic Reading summer curriculum writing session 2010
- Planned for and led a three week Strategic Reading summer curriculum writing session 2007-2009
- Wrote curriculum that infused the best practices of the reading intervention to the curricular concepts for English I and II 2009 & 2010
- Ensured appropriately identified incoming ninth grade and tenth grade students were enrolled in intervention courses in all of the high schools in Harford County
- Collated data to track student-growth in reading along with trends in regards to core grades, attendance and success on Maryland High School Assessments for the Strategic Reading student population

Administrative/Teacher Certification

Michigan: English, 6th – 12th

Michigan: Administrator, Secondary