



Dr. Bobbie Hayes Goodrum
Interim Superintendent

Terri A. Weems
President
Zach T. Rich
Vice President
Donald Walker, Jr.
Secretary
Claudia T. Heinrich
Treasurer
Cheryl B. Blau
Trustee
Mable S. Fox
Trustee
Angie F. Smith
Trustee

**SPECIAL MEETING - Superintendent Finalist
Interview
OF THE BOARD OF EDUCATION
North Farmington High School Auditorium
32900 W. Thirteen Mile Road
Farmington Hills, MI 48334
Thursday, May 13, 2021
8:00 PM**

AGENDA

- I. **CALL TO ORDER**
 - A. Roll Call
 - B. Pledge of Allegiance
- II. **ITEMS FROM THE PRESIDENT**
 - A. Approval of the Agenda
 - B. Announcements
- III. **SUPERINTENDENT FINALIST INTERVIEW - DR. CHRISTOPHER DELGADO**
- IV. **PUBLIC COMMENTS**
- V. **SUPERINTENDENT SELECTION**
- VI. **ADJOURNMENT**

****PUBLIC COMMENTS** is intended to provide individuals an opportunity to address the Board of Education. In the interest of fairness, the Board requests each speaker to limit his or her comments to three (3) minutes.*

***ANY PERSON** with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at 248-489-3338 at least three (3) business days in advance of the meeting to request assistance.*

***ALL MEETINGS**, with the exception of closed sessions, are open to the public. Regular Board of Education meetings and most pre-meetings of the Board of Education are cablecast live on TV10.*

The official minutes of the Board of Education are stored and available for inspection in the Lewis Schulman Administration Building of the Farmington Public School District.

Christopher J. Delgado, Ph.D.

5289 S. Pebblecreek, West Bloomfield, MI 48322

248-736-4602

delli12@att.net

Objective

To serve students, staff and community members as Superintendent of Farmington Public Schools

Leadership Experience

Deputy Superintendent of Walled Lake Schools

2011-present

Responsibilities include oversight of all 19 schools, principal evaluations, district athletics, special education, student services and enrollment, K-12 elective curriculum, middle and high school guidance counseling, safety and security, district diversity and social justice initiatives, and International Baccalaureate programme.

Adjunct Professor, Oakland University & Madonna University

2016-present

Within the Colleges of Education, instructor of Master's and Educational Specialist courses for current and aspiring school administrators and teacher leaders. Areas of emphasis include research on program implementation, evaluation and sustainability measures, as well as theoretical foundations of leadership.

Principal, East Hills 5-8 School, Bloomfield Hills Schools

2008-2011

Responsibilities included oversight of entire operation of 700 student school, including instructional leadership, teacher evaluation, professional development, building management, athletics, budget, safety and security, and implementation of the International Baccalaureate Middle Years programme. Additionally, served as District World Language coordinator for K-12 language offerings, curriculum and assessments.

Associate Principal, Andover High School, Bloomfield Hills Schools

2003-2008

Responsibilities included instructional leadership, teacher evaluation, master scheduling, career and counseling department, student event coordination and supervision, discipline and attendance, and co-chair of the NCA Performance Accreditation team.

Professional Organizations

Michigan Association of School Administrators

Association of Latino Administrators & Superintendents

Association for Supervision and Curriculum Development

Education

Doctor of Philosophy: Educational Leadership, Oakland University, April, 2016

Dissertation on the Impact of Occupational Stress on High School Assistant Principals

**Nominee for Oakland University Dissertation of the Year, 2016 graduating class*

Education Specialist: Educational Leadership, Oakland University, April, 2012

Action Research on the correlation between Teacher Evaluation and Professional Growth

Master of Arts: K-12 Educational Administration, Michigan State University, May, 2005

Bachelor of Arts: History and Spanish Education: Michigan State University, May, 1994

Licenses and Certificates

School Administrator Certificate: Central Office (AC) and Elementary and Secondary Administration K-12 (ES)

Professional Education Certificate: Spanish 6-12 (FF)

Superintendent Preparation Series Academy: Michigan Leadership Institute

Interests and Activities

Avid year-round soccer player, including national tournaments. Member, Michigan United Soccer League
Traveling within the United States and abroad.

Reader of historical non-fiction and biographies, especially related to U.S. government and the presidency.

References

Mr. Kenneth Gutman, Superintendent, Walled Lake Consolidated School District

248-956-2010 / KennethGutman@wlcsl.org

Mr. Marc Siegler, Trustee, Walled Lake Board of Education

248-320-8752 / marcsiegler@wlcsl.org

Dr. Heidi Kattula, Superintendent, East Grand Rapids Public Schools (former supervisor)

248-910-5729 / Hkattula@egrps.org

Dr. Sheryl Kennedy, Michigan Department of Education Legislative Liaison (former Michigan House Rep., District 48 & former direct report, Principal, Geisler Middle School, Walled Lake Consolidated School District)

517-241-7017 / KennedyS7@michigan.gov



Early Childhood Literacy

Reading is the key to all learning



Start Early

1 in 8 Michigan children are not ready for Kindergarten

15,000 Michigan kids take two years of Kindergarten

bridgemi.com (Dec.'19)



Read together!

Make it a habit and share the joy of reading with family, friends and classmates !



*Watch them
grow!*

*Once you instill the joy of
reading in a child, you'll start
them on a path of possibilities!*

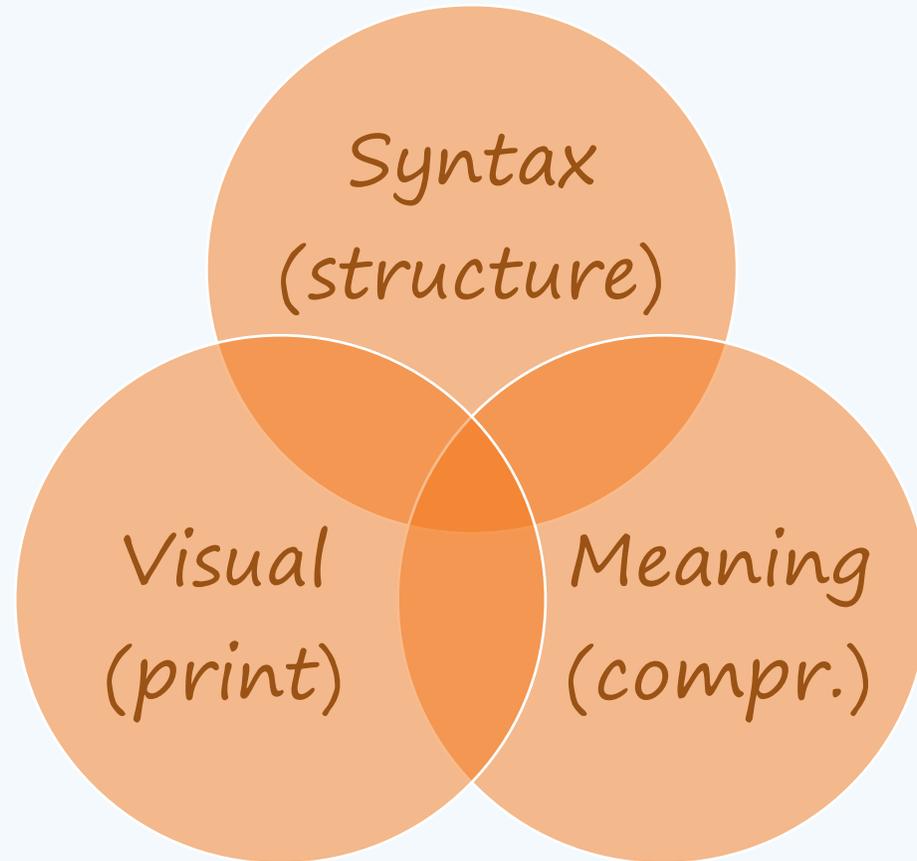
ALL CHILDREN CAN LEARN TO READ

“We now have an evidence base that documents that we could teach every child (to read) by the end of first grade. However, most schools have none of the key aspects of instruction that have been available in research to ensure we achieve this goal ..

.... a belief system of the inevitability that some students will always fail to learn to read. That belief system along with a lack of familiarity (with research) ... perpetuates schooling where far too many children fail to thrive as readers.”

-- Richard Allington (2013)

The three components of READING



Every quality literacy lesson should focus on answering these three questions:

- 1. Does it look right? (Visual)
- 2. Does it sound right? (Aural & Structure)
- 3. Does it make sense? (Meaning / Comprehension)



Early Literacy Task Force – Grades K-3

General Education Leadership Network (GELN)

*Michigan Association of Intermediate
School Administrators (MAISA) – 56 ISD's*

Essential Instructional Practices in Early Literacy

1. Efforts to Foster literacy motivation & engagement

- Joy of reading!
- Deliberate, research based
- Daily student choice
- Peer collaboration
- Avoid non-reading incentives or punishment

2. Read alouds of age-appropriate books, materials, etc.

- “Accountable talk” / pausing w/ probing questions
- Instill joy of reading together
- Develop aural skills

Essential Instructional Practices in Early Literacy

3. Small Group, Individualized instruction

- Workshop model allows for targeted grouping
- Maximizes time on task reading and writing
- Provides structure for deliberate, individualized conferencing/instruction

4. Build Phonological Awareness

- K-1, as needed thereafter
- Activities include sorting pictures, objects, words by sound
- Segmenting words by sounds
- Work on blending sounds

Essential Instructional Practices in Early Literacy

5. Explicit Instruction in letter sound relationships

- High-frequency words are taught with letter-sound relationship explanation
- Includes unconventional spelling in English
- Evolves into multi-syllabic, more complex words

6. Research & Standards aligned writing instruction

- Interactive writing experiences in K, 1
- Daily time for writing
- Study models, including different forms/purpose of writing
- Explicit instruction on spelling, grammar, punctuation, etc. by grade 3

Essential Instructional Practices in Early Literacy

7. Build Vocabulary & Content Knowledge

- Intentional and ambitious
- Repeated opportunities and exposure to text for increased vocabulary development
- Address nuance & multiple meanings

8. Abundant Reading Materials & Opportunities in Classroom

- Development of classroom libraries with high interest books, series, poetry, etc.
- Includes print, audio and digital materials
- Creation of comfortable areas within classroom to enjoy reading

Essential Instructional Practices in Early Literacy

9. Progress Monitoring of language & literacy development

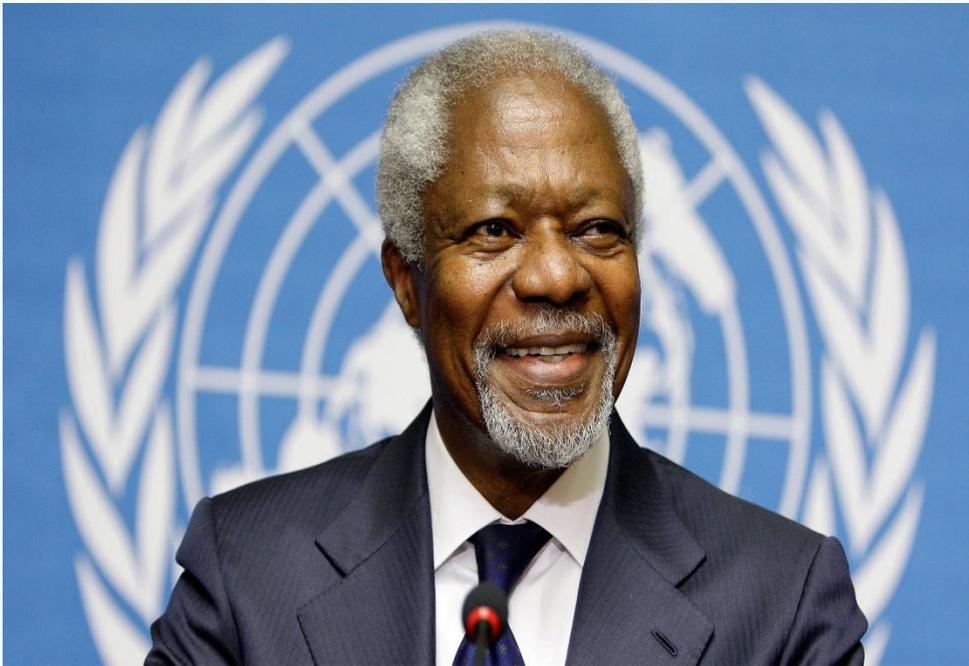
- Ongoing observation & assessment of children's reading.
- Follow Michigan K-12 ELA standards
- Formative and diagnostic assessments (KRA, DRA, NWEA, iReady, MLPP, etc.)

10. Collaboration with families in promoting literacy

- Extension of home learning to include parents, siblings
- Offer the ability to check out books to bring home
- Provide multi-lingual version of books
- Sponsor local events, poetry night, summer book swaps, etc.

*Literacy is a bridge from
misery to hope.*

-Kofi Annan



*Once you learn to read, you
will be forever free.*

- Frederick Douglass

