

# Jannell D. Pearson- Campbell , Ed.D



## EDUCATION

**Ed.D, Educational Leadership, University of Massachusetts- Lowell** conferred *Spring 2019*

**C.A.G.S, Educational Leadership, Bridgewater State University 2008**

Minor: Special Education Administration

**M.Ed, Special Education, University of Massachusetts- Boston, 2007**

**B.S. Health Information Management, Florida A&M University 2000**

Minor: Pre-Pharmacy

## CERTIFICATION

**Superintendent/Assistant Superintendent**

**Principal/Assistant Principal K-12**

**Special Education Administrator K 12/ Moderate Special Needs Teacher 5-12/Math**

**SEI endorsed administrator**

## SCHOOL LEADERSHIP EXPERIENCE

2022- June 30, 2023

Interim Superintendent of Northampton Public Schools

Responsible for 2,618 pre-k to 12 students and 600 full-time and part-time staff across six schools in the Northampton Public Schools, including our alternative education program.

Hired five key staff members: Director of Curriculum Instruction, 2 Interim Principals for the Middle and Elementary Schools, and an Alternative Principal for the High school and School Business administrators in the first three weeks before the beginning of school.

Accomplishments include increasing structures for student achievement by using data protocol in the classroom, district-wide protocols to support communication for safety planning, and strategic budget protocols using district and school improvement plans.

Responsibilities include direct supervision, evaluation, and professional development for principals and central office staff; oversight of the continuation of academic programs for students; creating a budget for the fiscal year 2024; providing direction for curriculum and assessments; organizational management and operational support for the district.

Ongoing work involves creating opportunities to retain, recruit, and develop diverse candidates. include strengthening, managing, and fostering relationships with School Committee members, maintaining positive partnerships with nonprofit and community organizations, and strengthening relationships with city agencies and city and State agencies—elected officials.

## 2020- 2022

### **Assistant Superintendent of Teaching and Learning for Old Rochester Regional School District**

Responsible for three elementary, 1 Middle, and 1 High School, supporting 2,800 students and 154 full-time educators and part-time staff across Old Rochester Regional School District

Responsibility included overseeing grants, Title I, English Language Learners, professional development and curriculum review.

Responsible for implementing the curriculum, instruction, assessment, and professional development, and curriculum review across the school system to support district and state assessments

Responsible for a stakeholder committee to focus on equity in curriculum, hiring practices, policies, and systems across the district

Responsible for leading central and building principals in creating 10-day professional development to support asynchronous and synchronous learning to support student and adult learners.

Led an acceleration data protocol to examine data to support student achievement during the pandemic, focusing on a sense of belonging, family engagement, and monitoring grades. Our MCAS and AIMSWEB data guided students' performance in literacy and our state assessments.

## 2015- 2020

### **Waltham Public Schools for Assistant Director of Special Education and Interim Director of Pupil Services as needed**

Responsible for six elementary, 1 Dual Language Elementary School, 2 Middle, and 1 high school, inclusion and alternative programs for 5,600 students.

51.2% First Language is not English, 24.1% are English Language Learners, and 16.7 % of students are Students of Disabilities

Responsible for collaborating with administrators and educators to ensure the implementation of the student's IEP and academic achievement.

Responsibility included developing a protocol to align courses with standards, concepts, and skills for Students with Disabilities and English Language Learners with equity-driven decisions, which increased opportunities for all students

Responsible for reporting on Special Education Indicators and State Testing Programs.

Responsible for organizing district-wide meetings to support curriculum implementation and federal and state laws to support general education, special education, and English Language Learners.

Responsible for hiring, training, and evaluating special education teachers and service providers.

Responsible for developing strategic planning to decrease the number of students in the least restrictive environment by creating a student-centered protocol.

## 2013- 2015

### **Turnaround Principal for John B. Devalles Elementary for New Bedford Public School**

**Led a school with 400 students 20 staff members. 51.9% of the students were First Language is not English, 33.2 % English Language Learners, and 14.8 % were students with disabilities.**

Responsible for overhauling a low-performing school, raising MCAS accountability and DIBELS performance for diverse learners.

Responsible for designing and proposing a K-5 school-wide schedule that allowed teachers to meet once a week to design lessons, review student data, and develop school-wide expectations, resulting in the Composite Performance Index increasing in ELA, Math, and Science.

Responsible for designing and monitoring a Science, Technology, Engineering, and Mathematics program which aligned with MA Frameworks. This raised students' reading and academic performance.

### **2011-2013 Hanover Public Schools, Assistant Principal -Science, Technology, Engineering and Mathematics and Acting Principal of Hanover Middle School**

Responsible for collaborating with district-wide administrators and building principals to coordinate and create a professional learning community supporting the new MA Educator Evaluation System and Next Generation Science Standards

Responsible for training and facilitating the latest initiative of the Common Core Standards and assessments guides, preparing students for the new MCAS assessments.

### **2005 –2011 Boston Public Schools, Special Education Math, and Science Teacher**

Responsible for sponsoring a recent textbook acquisition, which increased the number of students passing the 9th-grade Physics MCAS. MCAS Science passing scores soared from 39% to 85 %.

### **2003 – 2005 Framingham Public School, Special Education Teacher at Framingham High School**

Responsible for developing and designing an MCAS math course to increase the number of special education students passing the High School MCAS assessment. High School Math MCAS Scores have risen from 5% to 95% passing rates.

## PRESENTATIONS

- Presenter - M.A.S.S 2022 Spring Conference
- Presenter- MPDE 2019 Spring Conference
- Presenter- Preparing IEPs for Common Core Standards
- Presenter-Providing Training for Paras for Social and Emotional Learning
- Presenter: Preparing Universal Design Lesson Plans, data, and interventions to increase student engagement.
- Presenter- Understanding the law and Special Education discipline
- Presenter- How to Navigate the New World Using a Practical Tool in an Educational Setting Focusing on Social Justice and Equity

## DISSERTATION

- Examining The Special Education Pre-Referral Process For Culturally and Linguistically Diverse Students

## MEMBERSHIPS

- DESE's 2018-2019 Advisory Cabinet Member
- Massachusetts Partnerships for Diversity in Education
- Influence 100 Fellow
- Racial Equity Diversity and Inclusion ( REDI

