

Kevin F Gilbert

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1. Attachment: Resume

Kevin Fitzpatrick Gilbert, Ed.D.

Home:

Work:

Professional Profile

- Over 20 years of educational experience.
- 7 years of district administrator experience reporting directly to the superintendent with the Howard County Public School System (Maryland) and the Clinton Public School District (Mississippi)
- 3 years of building administrator experience as an assistant principal on middle school and high school levels
- 8 years of classroom teaching experience on the high school level
- Former President, Mississippi Association of Educators
- Former Executive Committee Member, National Education Association
- Dedicated, committed, hardworking, and passionate for students, families, educators and education

Education, Honors, and Certifications

Doctor of Education, Education Leadership

Mississippi College, Clinton, MS. 2015

Education Specialist, Education Leadership

Mississippi College, Clinton, MS. 2004, *Cum Laude Graduate*

Master of Science, Political Science

University of Southern Mississippi, Hattiesburg, MS. 1996

Bachelor of Arts, Political Science

University of Southern Mississippi, Hattiesburg, MS. 1994

Education Certification

MD State Advance Professional Certificate: Administrator II, Superintendent

MS State AAAA: Administrator

MS State AAAA: Social Studies (7-12)

Leadership Programs

AASA/Howard University Urban Superintendents Academy, 2020-21

Leadership Mississippi, 2016

AFL-CIO Southern Labor Leadership Institute, 2016

Employment

Howard County Public School System, Ellicott City, MD (2017-present)

Director of Diversity, Equity, and Inclusion

Hired in 2017 as the first Director of Diversity, Equity, Inclusion for this 57,293 student district to direct and coordinate the effective implementation of diversity, equity, and inclusion throughout the district,

which consists of 77 schools (42 elementary schools, 20 middle schools, 12 high schools, and 3 education centers) and 8,570 staff. The operating budget for the district is \$918 million with a capital budget of \$102.4. The Howard County Public School System is a majority student of color district, making it one of the most diverse districts in Maryland with a student population comprised of 24.7% Black students, 23.3% Asian students, 12.5% Latinx students, 32.8% White students, 6.3% multiracial students, and less than 5% Pacific Islander students and Native American students. In school year 2019-20, the Howard County Public School System's graduation rate increased from 91.8% to 93.4%. Specifically, the graduation rate for Black students increased from 88.7% to 91.2% and the Latinx graduation rate increased from 79.3% to 80.4%.

- Reported directly to the Superintendent to inform, advise, and direct the school district on diversity, equity, and inclusion issues, policies, practices, and procedures, including responses to national, state, and local issues around diversity, equity, inclusion, bias, and racism. Some of these major efforts include diversifying the workforce; creating positive school climates through effective implementation of restorative justice in the district; building a more diverse and inclusive curriculum to confront bias; and establishing an educational equity policy for the district. In 2019 and 2020, the district was awarded the Forbes Best Places for Diversity (in the education industry); 71% of the schools in the district are making significant progress in building a restorative justice culture; there is a systemic curriculum and instruction plan to have a fully embedded anti bias curriculum using Learning for Justice social justice standards by SY 24-25, and a new district equity policy was adopted in fall 2019.
- Established the Office of Diversity, Equity, and Inclusion which consist of seven staff and an operating budget of \$1,148,862. Provided leadership and management to the staff and oversight of the office's operating budget to effectively leverage resources to advance achievement through diversity, equity, and inclusion. Created the conceptual framework "Creating a Climate of Belonging and Culture of Dignity with a Racial Equity Lens" to guide the diversity, equity, and inclusion work.
- Directed the systemic plan for the implementation of restorative justice throughout the district designed to create a positive and proactive district and school culture and climate that builds healthy relationships, promotes equitable learning environments, and transforms our approach to repairing broken relationships internally with staff and/or students, and externally with families and community. Created a restorative justice culture continuum and benchmarks to measure the effective implementation of restorative justice in the district. Partnered with Howard County Education Association in implementing whole school restorative justice in six schools.
- Collaborated with other division leaders, district leaders as part of the Superintendent's Cabinet and District Support Team, making key decisions on the operational, academic, and social-emotional work in the district.
- Collaborated with the Division of School Management and Instructional leadership to provide professional learning and development to school leaders and staff within the 77 schools across the district, assist school leaders with creating positive school climate and cultures, support school's efforts to be proactive in building diversity, equity, and inclusion, and provide support in responding to incidents of hate, bias, and racism that may occur. Collaborated on partnership with Equal Opportunity Schools to narrow opportunity and access gap in advance placement course selection for students of color.
- Collaborated with the Division of Human Resources and Professional Development to create a workforce diversity plan for the district, build up a network of affinity groups within the district to inform on issues of diversity, equity, and inclusion, and provided guidance in updating workforce diversity policy.
- Collaborated with the Office of Curriculum, Instruction, and Assessment to develop strategies for the development, implementation, and/or infusion of diversity, equity, and inclusion concepts in the curriculum including multiple perspectives and engaged teaching strategies that prepare students for success in a diverse and global workplace. Co-created "Acceptance and Belonging: Confronting Bias Curriculum and Instruction plan to have a fully embedded antibias curriculum in place by SY 24-25.
- Collaborated with the Office of Program Innovation and Student Well Being (student services) on the effective alignment of restorative justice, Social Emotional Learning and Positive Behavioral Interventions and Supports.
- Collaborated with the Office of Research and Program Evaluation to create an equity framework and toolkit for the district and schools to use in analyzing, measuring, and directing equity.

- Collaborated with the Office of Strategy and Data Privacy, and other Divisions in the development of the district's strategic call to action "Learning and Leading with Equity." Developed key performance measures for restorative justice implementation and diversity, equity, and inclusion professional development of staff.
- Co-chaired the Diversity, Equity, and Inclusion Superintendent Advisory Committee consisting of 40 community organization members and 20 district staff to monitor and make recommendations on the implementation of effective diversity, equity, and inclusion initiatives for the district.

Clinton Public School District, Clinton, MS (2013-2017)

Teacher Leadership and Special Projects Coordinator

Hired in 2013 as the Teacher Leadership and Special Projects Coordinator for this 5,264 student district to coordinate major projects within the district and work with district and school staff. This diverse district consisted of 9 schools (a high school, a ninth grade center, a junior high school, a sixth grade center, three elementary schools, and a career center) and a student population comprised of 54% Black, 38% White, 6% Asian, and 2% Latinx. From 2013-2017, the Clinton Public School District maintained an A rating in state performance (the highest performance designation in Mississippi), including being ranked the top district in Mississippi in 2014.

- Reported directly to Superintendent to inform and advise on federal, state, and local educational policy issues, assess data results, and develop strategic plans for the district.
- Collaborated with Assistant superintendent on the review and analysis of performance data for district and schools. Assisted with promotion of the Career Academy program at the High school by meeting with potential business and community supporters.
- Reviewed data and constructed the district desegregation data report to the United States Department of Justice. Monitored the districts progress in addressing the mandates in the court order.
- Participated as a member of the Response to Intervention (RTI) District Support Team to provide adequate social emotional and academic supports for students.
- Collaborated with Special Education Director and Federal Programs/Testing Coordinator on various projects and trainings.

Clinton High School, Clinton Public School District, Clinton, MS (2005-2007)

Assistant Principal

Developed and provided oversight of student handbook, staff duty schedule, and school attendance. Observed and evaluated certified and classified staff. Assisted the principal in guiding and supporting teachers in classroom organization, management, effective use of curriculum and teaching materials. Assisted principal in providing leadership for planning and management of the total instructional program.

- High school maintained a Five-star rating (the highest performance rating at the time)
- Supervised Special Education, Math, Social Studies, English, Foreign Language, and Arts Department

Carver Middle School, Hinds County School District, Raymond, MS (2004-2005)

Assistant Principal

Developed and provided oversight of student handbook, staff duty schedule, and school attendance. Coordinated substitute teachers and transportation request. Handled bus discipline and served on district discipline appeals panel. Observed and evaluated certified and classified staff. Assisted the principal in guiding and supporting teachers in classroom organization, management, effective use of curriculum and teaching materials. Assisted principal in providing leadership for planning and management of the total instructional program.

- Served as on-site administrator of middle school since it was a K-8 school on two different campuses (Elementary portion located at different site, causing principal to rotate between schools)
- Nominated for Assistant Principal of Year by staff

Summer Hill Junior High School, Clinton Public School District, Clinton, MS (1996-1998; 2000-2004)

Social Studies Teacher/Athletic Coach

- Taught 9th Grade Mississippi Studies and World Geography (Star Teacher Award: 1997-98; 2001-02; 2002-03; Golden Apple Award: 2004)
- Coached 9th Grade Boys Basketball (Head Coach; Conference champions: 1996-97; 1997-98; 2000-01; 2003-04)
- Other sports coached included Girls and Boys Track (Head) and Football (Assistant and Head)

Northwest Rankin High School, Rankin County School District, Flowood, MS (1998-2000)

Classroom Teacher/Head Boys Basketball Coach

- Taught 9th Grade Mississippi Studies and 12th Grade Economics
- Head Varsity Boys Basketball Coach

Other Educational Leadership

Center for Teaching Quality, Carrboro, NC (Term began January 2021)

Board of Directors

- CTQ draws from the unique insights of teachers, administrators, and system leaders to rethink and reimagine schools.
- CTQ supports teachers as they expand skills and knowledge, share insights and experiences, and provide leadership to other educators.
- CTQ works with administrators to strengthen school leadership team, retain effective educators, meet instructional and improvement goals, and boost student learning.
- CTQ advises superintendents, district officials, and other education decision-makers on collaboration with teachers and administrators to find scalable solutions for school systems.

National Education Association, Washington, D.C. (2013-2019)

Executive Committee

- NEA serves over 3 million educators.
- NEA has affiliates in every state and over 14,000 local communities across the U.S
- NEA is a \$350 million enterprise.
- Elected by 10,000 members as one of nine fiduciaries responsible for steering the NEA towards a sustainable future by adopting sound, ethical, and financial management policies.
- Oversaw the administration of NEA's Programs and Services
- Lead various national committees and task forces to advance NEA's mission, including:
 - Co-Executive Committee Lead, NEA Racial Justice in Education Priority (2015- 2019)
 - Co-Chair, NEA Committee on Discipline and School-to-Prison Pipeline (2015-16)

Mississippi Association of Educators, Jackson, MS (2007-2013)

President

- Chief Executive Officer for the National Education Association MS Affiliate
- Chief spokesperson and interpreter of policy (education and organization) for MAE

- Represented MAE at local, state, and national meetings.

Articles, Reports, and other Works

Gilbert, K. (2007). No child left behind: Federal law hurt Mississippi more than it helped. Executive Summary. Jackson Clarion-Ledger, Jackson, MS.

Gilbert, K. (2015). NEA will seize this moment to demand an end to institutional racism. Guest blog. Available at <http://lilysblackboard.org/tag/neara15/>.

Gilbert, K. (2015). Pay for performance in Mississippi: A solution to pay and effectiveness? Perceptions from Mississippi high school teachers in selected rural and metropolitan schools. Dissertation. Mississippi College: Clinton, MS.

Gilbert, K. (2016). The school-to-prison pipeline is an epidemic that can be cured. Opinion editorial. Available at https://www.huffpost.com/entry/the-school-to-prison-pipeline-is-an-epidemic-that-can-be-cured_b_57bc822be4b00d9c3a1a3934.

Gilbert, K. (2018). Building a restorative culture in Howard County Public School System. Board report. Board of Education of Howard County, Ellicott City, MD.

Walker, C., Gilbert, K., Guy, T., & Yiu, E. (2019). Equity: Responding to performance and opportunity gaps in HCPSS. Board report. Board of Education of Howard County, Ellicott City, MD.

Press Media Articles

Flannery, M.E. (2015). The school-to-prison pipeline: Time to shut it down. Available at neatoday.org/2015/01/05/school-prison-pipeline-time-shut.

Holland, J.J. (2014). Teachers nowhere as diverse as their students. Available at <https://www.reviewjournal.com/news/education/teachers-nowhere-as-diverse-as-their-students>.

Nocera, J. (2019). Howard schools working to address disproportionate suspension rates among student. Available at <https://www.baltimoresun.com/maryland/howard/ph-ho-cf-howard-schools-discipline-data-0613-story.html>.

Magill, K. (2017). It's a new day for diversity and inclusion in Howard County schools. Available at <https://www.baltimoresun.com/maryland/howard/ph-ho-cf-diversity-schools-1102-story.html>.

Washington, B. (2014). Mississippi educator engages parents and community during discussion about school-to-prison pipeline. Available at <https://neadjustice.org/2014/03/22/ms-educator-engages-parents-and-community-during-discussion-about-school-to-prison-pipeline>.

Committee, Taskforce, and Workgroup Member Reports

Advancement Project. (2014). Restorative practices: Fostering healthy relationships and promoting positive discipline in schools: A guide for educators. Washington, D.C.

National Education Association. (2015). A new vision for student success: Report from NEA's accountability task force. Washington, D.C.

National Education Association. (2016). Report of the NEA committee on discipline and the school-to-prison pipeline. Washington, D.C.

Professional Affiliations

American Association of School Administrators (AASA)
Association of Supervision and Curriculum Development (ASCD)
Learning Forward
National Association of Diversity Officers in Higher Education (NADOHE)
National Education Association (NEA)/Maryland State Education Association (MSEA)
Phi Delta Kappa (PDK)

References

Available upon request