

# Mr. Tracey A. Benson

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<b>Education</b>	<b>Harvard University, Graduate School of Education (HGSE)</b> <i>Doctor of Educational Leadership (Ed.L.D.), May 2016</i>	<b>Cambridge, MA</b>
	<b>University of North Carolina-Chapel Hill, School of Education</b> <i>Master of School Administration, 2004 – 2006</i>	<b>Chapel Hill, NC</b>
	<b>University of Wisconsin-Madison</b> <i>Bachelor of Arts in Sociology, 1996 – 2001</i>	<b>Madison, WI</b>
<b>Awards, Distinctions Fellowships</b>	Education Leadership Summer Fellowship to Cuba, Harvard Graduate School of Education, 2015 Dean’s Equity Fellowship for Research in Ferguson, MO, HGSE, 2014 Venture Incubation Lab Fellow to Develop Alternative Teacher Certification program, Harvard Innovation Lab, 2015 Gordon Ambach Fellowship with Wisconsin Department of Public Instruction, HGSE, 2014	
<b>Research</b>	<b>Ed.L.D. Capstone Research Project, “Developing a Sustainable Principal Appraisal System: Strategies for Alignment and Coherence” (Defense Date: April 2016)</b>  <b>“Massachusetts Charter Schools and Teacher Retention: Does Teacher Attrition Affect Student Achievement?” 2014</b> Our research team analyzed data from 2009 to 2013, investigating the relationship between teacher attrition and student performance in 81 of the 83 Massachusetts charter schools.	
<b>Publications</b>	<b><i>Lessons from Ferguson: Leadership in Times of Civil Unrest</i>, Harvard University Press, 2015</b> <a href="http://hepg.org/hep-home/case/lessons-from-ferguson">http://hepg.org/hep-home/case/lessons-from-ferguson</a> This case study and teaching note bring to the forefront the racialized context in which educators operate, but often do not acknowledge.	
<b>University Teaching Experience</b>	<b>Harvard University, Cambridge, MA</b> <b><i>Teaching Fellow and Leadership Coach</i></b> <ul style="list-style-type: none"><li>➤ Served on the teaching team for the School Instructional Leadership Seminar and Practicum</li><li>➤ Coached aspiring school leaders in the Master’s in School Leadership Program at the Harvard Graduate School of Education</li></ul>	<b>2014 -2015</b>
	<b>Massachusetts College of Liberal Arts, North Adams, MA</b> <b><i>Professor of Practice</i></b> <ul style="list-style-type: none"><li>➤ Served as Lead Instructor of the Supervision and Evaluation course for The Summer Leadership Academy serving 73 aspiring school leaders</li></ul>	<b>2014</b>
<b>Professional Experience</b>	<b>Houston Independent School District</b> <b>Doctoral Resident / Coherency &amp; Alignment Specialist</b> <ul style="list-style-type: none"><li>➤ Designing and implementing a district-wide qualitative principal evaluation system for 200+ school leaders</li><li>➤ Leading a multi-office, executive team in creating aligned practices of principal support between the Offices of Human Resources, School Support, and Leadership Development</li></ul>	<b>Current</b>
	<b>Wisconsin Department of Public Instruction, Madison, WI</b> <b><i>Gordon M. Ambach Fellow</i></b> <ul style="list-style-type: none"><li>➤ Served as a summer fellow with the Title I office researching best practice with regard to cross-department collaboration, vertical alignment between policy, funding, and implementations, as well as, worked with the State Superintendent’s Task Force to Close the Achievement Gap</li></ul>	<b>Summer 2014</b>

**Harvard University, Cambridge, MA**

**2013 -2015**

***Consultant***

- Developed a district-wide strategy for closing the achievement gap, increasing high school graduation, and lowering dropout rates for *The San Diego Unified School District*
- Developed a national campaign strategy to mobilize support for the passing of the Strong Start for America's Children Act for the *Children's Defense Fund*
- Researched and developed policy recommendations for developing provisions to address teacher attrition rates in charter schools for the *Massachusetts Department of Secondary and Elementary Education*

**Leadership  
Experience**

**PITTSFIELD HIGH SCHOOL, Pittsfield MA**

**2010 - 2013**

***Principal***

- Established and promoted high standards and expectations of academic performance and responsible behavior for nearly 1,000 students and 200 faculty and staff.
- Facilitated a collective focus on effective instruction and student achievement through professional development workshops and reorganizing the school structure to provide teachers with daily collaboration time to review, revise, and redevelop strategies to reach all learners and increase achievement and four-year graduation rates.
- Re-established continuity, coherency, and consistency at a school that experienced extensive fragmentation due sustained annual turnover in leadership. Through our stabilizing efforts Pittsfield School re-established high-quality program and increased enrollment to nearly one thousand students.

**HERBERG MIDDLE SCHOOL, Pittsfield MA**

**2008 - 2010**

***Vice Principal***

- Led professional developments regarding classroom management and procedures, data collection and application, implementing a data-driven classroom plan, and differentiated instruction
- Designed a comprehensive school-wide management system that effectively reduced incidents of discipline from 2,000+ during the 2007 - 08 school year to 186 during the 2008 – 09 school year
- Employed a progressive school management system that yielded 75% fewer office referrals from previous years (2007 – 2008 = 2084 office referrals; 2008 – 2009 = 525 office referrals)

***Lead instructor for Berkshire County's New Teacher Induction Program (2012)***

- As the lead instructor, I designed and taught the first three, three-hour sessions of a twelve-session module for the Massachusetts College of the Liberal Arts (MCLA)

***Instructional Leadership: Professional Development Workshops (2009,2010,2011,2012)***

- Led school-wide workshop for faculty and staff members at all levels
- Led district-wide professional development for all teachers and administrators in the Pittsfield Public School District

**BROWARD COUNTY SCHOOLS, Ft. Lauderdale, FL**

**2007 - 2008**

***Staff Developer - Office of Prevention Programs***

- Led district-wide professional development workshops for teachers and administrators, based on the CHAMPs Safe and Civil Schools series focused on proactive classroom management interventions
- Coached 20 teachers on implementation of effective classroom management and engaging instruction
- Worked with a team to develop and design CHAMPs training methods, modules, and materials

**SMITH MIDDLE SCHOOL, Chapel Hill, NC**

**2005 – 2006**

***Principal Intern/Assistant Principal***

- Mentored, trained, and reviewed 36 teachers regarding instructional planning and delivery, through formal and informal observations and post-observation conferences
- Supervised school and classroom functions and adjusted after-school academic support and extracurricular programming based on evolving classroom and school needs
- Researched, developed, and implemented a school-wide student conduct improvement plan yielding a significant decrease in office discipline referrals

**Public  
Teaching  
Experience**

**SCROGGS ELEMENTARY SCHOOL, Chapel Hill, NC**

**2003 – 2005**

***Proficiency Specialist / K-5 Teacher***

- Recruited, hired, and directed 25 instructors and 80 university and community volunteers for an academically based after-school program for 60 non-proficient and “at-risk” students
- Expanded the capacity of the JumpTime program from 60 to 100 students served per year
- Acted as the program spokesperson, community representative, and fundraising coordinator
- Conducted a year-long fundraising campaign to extend the JumpTime program into the 2004 – 2005 school year, due to budgetary shortfalls

**BONHAM ELEMENTARY SCHOOL, Houston, TX**

**2001 – 2003**

***Fourth Grade Teacher/Teach For America Corps Member***

- Member of highly selective corps of outstanding recent college graduates who commit to teaching for at least two years in low-income communities to significantly raise student achievement
- Planned and implemented daily lessons for 50, 4th grade students resulting in 97.5% passing rate on the 2003 Texas Assessment of Knowledge and Skills (TAKS) in math

**Licensure**

**Superintendent/Assistant Superintendent, All Levels**

**Massachusetts**

*5-year, Initial License, current*

**Principal / School Leader, K-12**

**Florida, Massachusetts, New York, North Carolina**

*5-year, Initial License, current*