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PROFESSIONAL GOAL: To lead an educational organization dedicated to strategic planning in order to improve student learning and to mentor classroom teachers in research-based instructional and assessment practices in order to improve student learning.

EDUCATION and CERTIFICATION

Masters in Educational Leadership	University of Alaska Anchorage	2000
Bachelor of Arts; Major in Biology Minor in Education,	Dartmouth College, New Hampshire	1994
Administrator Certificate, K-12 Principal, State of Alaska		Valid to June 2016
Teaching Certificate, Secondary Science, Biology, State of Alaska		Valid to June 2016

EDUCATIONAL LEADERSHIP EXPERIENCE

SECONDARY SCHOOL PRINCIPAL *Colegio Maya, Guatemala City, Guatemala* 2011 – 2013

Mentored teachers to improve student learning by working closely with teachers on their individual needs ranging from classroom management procedures, achievement based assessment practices, and instructional techniques promoting student-to-student interaction.

Counseled students (and parents) on respectful behavior and managing interpersonal conflicts. Disciplined using a restorative justice approach, and exited students, when necessary, from the school community when patterns of unacceptable behavior endangered other students.

Served as a confidant to students facing abusive behavior from a classroom teacher and was instrumental in removing this teacher, mid-year, from the school community.

Coordinated school-wide standardized testing, led teachers reviewing student performance data on growth, and directed goal setting activities to change instructional practices in order to improve student learning.

Worked closely with the Board of Directors. Led a review of the school's policy manual as a member of the BOD's Policy Committee, bringing policies up-to-date with current practices, and implemented a continuous review cycle of all policies. Reviewed and helped plan the school's annual budget as a member of the BOD's Finance Committee. Helped to fund needed IT infrastructure and upgrades to promote digital learning and prepare the campus for a Bring Your Own Device environment.

PRINCIPAL *International School of Islamabad, Islamabad, Pakistan* 2006 – 2011

Maintained a safe, secure, and welcoming school environment during years of bombings and suicide attacks in Islamabad. Worked closely with the Superintendent to continually review and strengthen our security procedures and responses. Reviewed current events and attacks, making decisions to keep campus open or hold virtual school. Prepared to evacuate staff out of the country and set up a virtual compass if needed. Served as Acting Superintendent for extended periods of time.

Led a school committed to strategic planning to maintain focus on student learning, even in the face of continuous security threats, developed and implemented systems to measure the school's success at achieving its mission and vision, reviewed several international curricula models and identified the International Baccalaureate as meeting students' needs best and entered in to the candidacy phase for the IB Diploma Program.

Developed a culture of collaborative planning, connected teachers with other teachers, used various protocols to share instructional plans and create collaborative units of study across subjects and grade levels in order to improve student learning.

Chaired the Curriculum Committee, led a team to review, analysis, research, compare and develop content standards for academic subjects yearly, and oversaw one complete cycle process including a review of all subjects.

Maintained a positive student community, counseled and disciplined students when necessary, and incorporated new students in to a positive culture and managed changes to the community during sudden drops of enrollments, such the withdrawal 25% of our student body during a single month.

K-12 PRINCIPAL Anderson School, Anderson, Alaska

2001-2003

- Created a collaborative team that implemented a standards based education program, including the design of school systems to evaluate students' achievement at everyone's unique developmental level and to instruct everyone according to this level regardless of age or grade, and improved classroom instruction by mentoring staff in effective classroom management techniques and instructional strategies.
- Built school community through school wide events and celebrations, used these events to provide student leadership opportunities, counseled students on respectful behavior and disciplined students as necessary.
- Implemented Student Led Conferences in kindergarten through grade 12, coordinated professional development to facilitate this implementation, prepared students and parents to discuss student learning, and helped all partners celebrate student growth.
- Increased student enrollment, reached out to local homeschooling families, encouraged visits to school to observe class and instruction, and proactively engaged families in part-time enrollment.
- Established preschool, partnered with the transportation company to include preschool bussing at no cost to the district or families, coordinated volunteer teachers, and funded educational resources for these students.
- Worked on the district's Math Curriculum Team, developed district standards and benchmarks for mathematics, created assessments aligned to these standards for students to demonstrate their analytical ability, and drafted rubrics to evaluate contextual projects completed by students.

EDUCATIONAL TEACHING EXPERIENCE**CONTACT TEACHER IDEA, Galena City School District, Anchorage, Alaska, USA**

2013 – Current

- Established partnerships with homeschooling families, helped them develop instructional plans for their children, recommended individualized curriculum, and guided them in assessing their children's growth.
- Assessed student progress by reviewing quarterly work samples, collaborated with parent-teachers to reviewing student testing data, and used this information to guide homeschool instruction.
- Presented workshops to families on effecting schooling strategies including achievement based assessment, use of graphic organizers to improve student writing, using math manipulatives to promote mathematical reasoning, and to introduce specific courses such as computer programming and robotics.

TEACHER ICARDA International School of Aleppo, Aleppo, Syria

2003-2006

- Appointed as Co-Principal following the re-assignment of the High School Principal to other duties. Evaluated and mentored teachers in effective classroom practices and maintained positive student behavior.
- International Baccalaureate Diploma Program coordinator; assured adherence to IBO instructional and assessment standards, advised students on course selection, coordinated CAS program, and managed all IB and IGCSE testing.
- Instructed IB and IGCSE courses including higher and standard levels of Biology, Mathematics, and Co-ordinated Science. Designed class to include time dedicated to student directed experiments and activities. Instructed and assessed students within IB and IGCSE guidelines while implementing research based instructional practices.
- Contributed to the extra-curricular life of the school, coached boys basketball and girls volleyball, chaperoned international travel; planned and chaperoned a multi-grade Week Without Walls educational trip to Cappadocia, Turkey, coordinated an IB sciences weekend trip, and designed an educational trip to the ancient ruins of Palmyra and the Oryx Preserve in Syria.

TEACHER GRADES 7-12 Anderson School, Anderson, Alaska

1995-2001

- Taught multiple subjects in multi-grade classrooms. Subjects ranged from math and science to music and drama.
- Designed classes along a project based model allowing students to demonstrate what they learned and the depth of their understanding. Introduced new classes including Jazz Band, Choir, and Molecular Biology.
- Contributed to the rich extracurricular experiences of the students by coaching high school and middle school basketball for boys and girls, sponsored the Student Council and had a student elected to serve on the state board of the Alaska Association of Student Governments; and taught students acting and performance skills as the assistant Drama Coach for the school's annual productions.