

Robert A. Bolden, Ph.D. (a.k.a. “Dr. Bob”)

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April 21, 2024

Okeechobee County School District Superintendent Search
Florida School Boards Association (FSBA)

Dear Search Committee:

I am applying to be the Superintendent of Okeechobee County School District. Having reviewed the district profile and the desired qualifications that you are seeking in your Superintendent, I am confident that I have the qualifications and the characteristics that you desire. With over two decades as an educator in public schools, I bring the depth and breath of professional experience as a classified staff member, teacher, assistant principal, principal (elementary, middle school, and high school), district at-risk program director, and area superintendent/executive administrator. I also bring years of successful experience as an adjunct professor at a major university. Additionally, my educational background includes an earned Ph.D. in Education Administration, Education Foundations and Adult Education. My comprehensive professional experiences and education have given me considerable knowledge and skills in directing the full spectrum of district wide and building based leadership and management functions.

I believe that as you consider my candidacy it will become evident that I bring a unique blend of education, training, relevant professional and life experiences. Growing up in Los Angeles, California provided me with life-shaping opportunities to learn and grow in a culturally rich and diverse community. My parents who were church pastors and civil rights activists raised me. They afforded me with invaluable educational experiences that could not be taught in a traditional school setting. I vividly remember my parents' hosting dinners for traveling notable civil rights leaders and activists and how they would plan and strategize regarding the mobilization of the community around certain political and societal concerns.

Those early experiences had a profound effect on my life. I became very interested in learning how to inspire people to rally behind a cause even if it meant risking their livelihoods and sometimes their lives. I also developed an insatiable thirst to learn how to be a Transformational and Servant Leader. I eventually became an advocate and champion for educational excellence, equity, and social justice in schools. I have received numerous awards for this work and have been recognized nationally for working with school communities to mobilize their efforts to improve instruction and the school climate by addressing and implementing social justice and educational equity practices for all students.

I have a core belief that the public school has the power and responsibility to assist our society in solving many of our basic problems and challenges. The research literature indicates that even those at the bottom of America Society have a deep faith in the public schools and see them as the key to a better life for their children. My parents instilled this notion into my ethos at a very early age. Likewise, I have instilled this ethos into my children's belief system. Additionally, I share this core belief with colleagues for reflection, discussion, and consideration.

Throughout my career in public education, I have served in a very broad spectrum of settings from low to high poverty and diversity. I am very experienced in working with ethnic minority, diverse and non - diverse communities. I am also very adept in creating educational environments that maximize student learning by incorporating systems thinking and strategies such as the “Habits of Mind” and maximizing teaching excellence by developing instructional leaders and utilizing standards-based instruction and assessments. I welcome challenges and do not shrink from difficult decisions. I value multiple perspectives and respect all cultures. I engage constituents and seek their input before making key decisions. I am highly skilled and experienced in providing for, protecting, and leading the organizations learning system.

My role as an instructional leader and manager reveals an established pattern of increased student achievement, systems thinking, strategic planning, positive community relations, prudent financial/operations management, and continual school improvement. The practical experiences of being an Area Superintendent/Executive administrator for the Beaverton, Oregon School District (student enrollment 35,000); a District At-Risk Program Director for the Eugene, Oregon School District (student enrollment 19,000); a Building Principal at elementary, middle and high school levels; an Adjunct Professor for the Continuing Administrator License program at the University of Oregon’s School of Education; an Oregon Commissioner For Black Affairs Education Chair; and a Board of Director for the Confederation of Oregon School Administrators, has provided me with the understanding and a broad range of knowledge and skills to lead.

As an Area Superintendent/Executive Administrator with the 35,000-student Beaverton, Oregon School District, I planned, organized, and directed the overall management and day-to-day operation of the educational programs covering grades k-12. I had direct responsibility for leading schools and directly supervising the following district directors: the director of curriculum and instruction, the director of special education, the director of athletics, the director of testing and assessment, the director of special programs, the K- 12 administrators for school support, the elementary, middle school, and high school principals.

In the area of Financial/Operations Management: I worked very closely with the director of business services with the development and management of the districts multi-million-dollar budget; served on the district’s budget committee; assigned FTE for schools; performed cost control activities; and assisted with the passing of a \$190, 000,000 school bond. I worked with the director of facilities building a new high school, middle school, elementary schools and the upgrading and remodeling of several schools. I also worked with the directors of information and technology, nutrition services, public safety, and transportation to ensure that the operational side of the district was efficient and effective. Some of our accomplishments included reducing energy costs by developing employee incentives and realigning district attendance boundaries.

In the area of Public Relations: I was very successful in creating an environment of trust with school district constituents. I worked with the director of communications and community involvement and other district administrators, teachers, staff, parents, students, and community to develop partnerships with open lines of communication. Conducted family outreach by implementing regional welcome center’s where interpreters and community supports assisted non-English speaking families. I also provided leadership in working with constituents in passing a multi-million-dollar school bond.

In the area of Personnel and Negotiations: I worked with the directors of human resources and risk management. I assisted with the management of the collective bargaining agreements and other negotiations preparations. I assisted in the recruitment and retention of staff of color. I

recruited, hired, assigned, retained, supervised, and evaluated principals, directors, K-12 administrators, and specialized teachers.

In the area of Curriculum and Program Development: Student achievement was increased substantially by leading and collaboratively working with principals, directors, teacher leaders, education support specialists, classified staff, parents, students, and the community to create an environment that was conducive to teaching and learning. I assisted schools with comprehensive school improvement plans; conducted curriculum revisions, professional development and textbook adoptions; curriculum mapping; expanded reading recovery programs; developed academic intervention service plans to assist students in meeting state standards; worked with computing and information services to develop the technology plan; full day kindergarten plan, minority student outreach, and education support services for students with special learning needs.

Highlights:

- Significant progress in increasing student achievement.

Oregon Assessment Test results:

Grade 3 Reading - Beaverton 87%, Oregon 81%: Beaverton Math 81%, Oregon 70%

Grade 5 Reading - Beaverton 80%, Oregon 69%: Beaverton Math 79%, Oregon 66%: Beaverton Writing 67%, Oregon 60%

Grade 8 Reading - Beaverton 65%, Oregon 59%: Beaverton Math 64%, Oregon 52%: Beaverton Writing 77%, Oregon 68%

Grade 10 Reading - Beaverton 59%, Oregon 52 %: Beaverton Math 49%, Oregon 36%:

Beaverton Writing 77%, Oregon 72%

- Oregon Report Card results for Beaverton School District:

1 School rated "Exceptional"

22 Schools rated "Strong."

20 Schools rated "Satisfactory."

1 Alternative School "Not Rated"

0 Schools "Rated Unsatisfactory"

I served as the Principal of Sheldon High School, the largest high school in the Eugene Oregon School District 4-J, I utilized strategic planning and other systems thinking approaches to maximize student learning and teaching excellence which resulted in the following:

Academic rigorous and support programs that I supervise include some of the following:

International Baccalaureate college preparatory program; Honors and Advanced Placement (AP Courses); College Now (51 courses) a program through two local community colleges with classes offered at Sheldon High School for college credit taught by Sheldon teachers who are community college approved instructors; Duck Link, a partnership with the University of Oregon for students who have exhausted all available course offerings in a subject area at high school; Virtual High School, students have the option of enrolling in certain online courses through Virtual High School (VHS) an accredited, non-profit organization that offers AP and NCAA-approved courses for high school credit; Naviance, database and E-Docs for College readiness; Career and Technical Education Program; Sheldon Alternative Academy; Life Skills Network, a nationally recognized program for low cognitive developed students with classes on campus, in the community, and with students residing in off campus housing; ELL/Migrant Education; and Special Education which include learning centers and mainstreaming.

I have been highly successful in using a strategic systems approach to lead our efforts to ensure that our students are college and career ready. I have developed strategies to address and mitigate barriers to teaching and learning. I instituted a Student Achievement Leadership Team (SALT),

which analyze and utilize data to help teachers to make informed decisions about their teaching and assisting struggling students by implementing support classes that provided scaffolding and targeted interventions. I also initiated an advisory program where teachers advocate and support students throughout their high school career. In addition, I created a high-quality Achievement Via Individual Determination Program (AVID) to increase student achievement and the numbers of underrepresented students in advanced classes. This program also supports students in being successful in post-secondary education.

With the support of my staff and community, we created and opened a Multicultural Center to welcome and support our minority students and families. The center also serves to educate the community at large. We provided Latino Family Nights, African American Community Coalition Conferences, Asian American Celebrations, Native American Pow Wow's, college nights and tutoring support just to name a few. Through the Multicultural Centers community outreach efforts, we developed partnerships with businesses, the university and community college, which ultimately provided volunteers and financial assistance, which created a more inclusive, and supportive climate where students and families could feel, connected to the school, post-secondary education institutions and their community.

Sheldon High School was recognized nationally by Newsweek as one of "America's Top High School's. The 4-year graduation rate at Sheldon was 88% in comparison to the State of Oregon average of 75%; Hispanic student graduation rate is 93%, compared to the state average of 79% and like school average of 82%. The student body has met and exceeded in English language arts on the most recent state assessment at 82% versus the state average of 70%, and the mathematics assessment scores meet and exceeded at 59% versus the state average of 34%. Sheldon was also above our like-school comparisons in both English language arts and mathematics.

Sheldon had an average SAT score of 1621, an average ACT score of 26.2 and an average AP test score of 83.8 %, and a counselor-student ratio of 1 to 484.

Academic profile:

SAT Class 2019				ACT Class 2019			
	Sheldon	Oregon	USA		Sheldon	Oregon	USA
Math	552	520	508	Math	26.0	21.4	20.9
Reading	546	525	494	Reading	26.7	22.3	21.3
Writing	523	500	482	English	25.4	20.8	20.4
				Science	25.8	21.0	20.9
Composite	1621	1545	1484	Composite	26.2	21.7	21.0

National Merit Scholars

2014-2015 Finalist (1)

Commended (2)

2015-2016 Commended (4)

National Merit Achievement Scholars: 2014-2015 Finalist (1)

National Honor Society (3.6 + GPA) 134 members

Post High School Participation 2015: College 4 year: 58%, College 2 year: 23%, Tech School/ Military: 10% other (GAP, Job, etc.): 9%

It is because of the collaborative efforts, achievement and excellence of my students, parents, teachers, support staff, administrative team, and community that I was selected as the 2009 Oregon High School Principal of the Year. I was recognized and honored at a national awards

ceremony in Washington D.C., by U.S. Secretary of Education, Arne Duncan, and the National Association of Secondary School Principals, for receiving this prestigious award.

As an Adjunct Professor, at the University of Oregon, I have the honor of providing guidance and instruction for aspiring and practicing administrators that are working toward obtaining or renewing their administrative licenses. I mentor a cohort of superintendents, principals, and central office administrators. I provide instruction in areas of school reform and re-design, systems thinking, curriculum and instruction, school improvement, school finance, the change process, Multicultural Education, Cultural Competency, and education administration best practices. I received national recognition for my work by being honored as the recipient of the “Excellence in Educational Leadership Award”, from the University Council for Educational Administration. I look forward to bringing my unique skill set to the Okeechobee County School District.

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Further, I look forward to bringing my legislative experience to Okeechobee County School District. I have experience visiting Capitol Hill in Washington D.C. and working with Senator’s and Congressman to advocate for federal legislation to support Schools financially and pedagogically. I am pleased that while working with the National Association of Secondary School Principals, our efforts for securing education-funding legislation for schools and pedagogical initiatives were supported by Oregon Senator Wyden and Oregon Congressman DeFazio and were passed through the U.S. House and U.S. Senate.

I also have four years of legislative experience as an Oregon Commissioner on Black Affairs, appointed to this state commission by the Governor of Oregon. One of my responsibilities as the commission’s education chair was to advise an Oregon State Senator who was the Chair of the Oregon Senate Education Committee. I worked collaboratively with state senators to pass meaningful legislation to benefit all Oregon children. Other commissioner responsibilities included as authorized by law:

- Monitor existing programs and legislation designed to meet the needs of African Americans and Blacks.
- Identify and research concerns and issues affecting the African American and Black community, and to recommend actions to the governor and to the Legislative Assembly, Including recommendations on legislative programs.
- Act as a liaison between the African American, Black community and Oregon’s government.
- Encourage African American and Black representation on state Boards and Commissions.
- Employ an Executive Director and other staff as necessary to carry out its responsibilities.
- Establish special committees as needed.
- Soliciting public input through community meetings, hearings, questionnaires, and surveys.
- Researching and documenting issues surfaced by the monitoring, review, and public input process.
- Recommending legislation designed to accomplish the Commission’s purposes.
- Disseminating information to African Americans and other parties regarding issues and the Commission’s work.
- Developing and maintaining continuous dialogue with Oregon’s African Americans and Blacks.
- Producing and / or sponsoring events designed to meet Commission purposes.

I am honored to apply for the superintendent position with your district. My passion for maximizing student learning for all students and teaching excellence is reflected in the work that I have done through leading the collaborative efforts of others. My belief in servant leadership and

collegial working relationships sets a tone toward developing and maintaining a high-performance organization. My educational background and unique experiences which includes serving on the Confederation of Oregon School Administrators Executive Board; working with the Oregon Department of Education on various statewide initiatives; and my unique track record of inspiring staff, engaging the community for the benefit of children, and turning low performing schools around make me an excellent fit for this opportunity.

I am confident that my skills, experience, proven track record, and passion for student achievement provides you with a candidate that is uniquely well qualified to lead as superintendent. My leadership style and work ethic make me accessible to staff and community 24/7. I look forward to collaboratively working with all constituents of the Okeechobee County School District to continue its transformation into a “World Class” school district by strategic planning, building on past successes, and working to realize educational possibilities that reflect the highest expectations for all students.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read 'R. Bolden', with a stylized, cursive script.

Robert A. Bolden, Ph.D.

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Summary

A successful career in education that spans over 2 decades, Expertise in education administration, curriculum and instruction, organizational systems, and adult education; Strong senior district level leadership/management experiences as an area superintendent/executive administrator and district director; Exemplary experiences as a principal at the elementary, middle and high school levels; Invaluable teaching experiences at the elementary, secondary, and university levels; Legislative experience as a state commissioner and education chair; Proven ability to lead and manage complex educational organizations; Demonstrated effective communication and fiscal management skills; The proficiency to develop strategic plans to improve student achievement and district viability; Student centered, visionary, and collaborative leadership that inspires educational excellence and motivates others in that direction; Empowering leadership that understands the dynamics and importance of diversity and how it can contribute to the total school community.

Education and Credentials

1987 - **Ph.D., Education Administration, Education Foundations and Adult Education**, Oregon State University, Corvallis, Oregon

1984 - **M.S., School Health Education**, University of Oregon, Eugene, Oregon

1983 - **B.S., Community Health**, University of Oregon, Eugene, Oregon

Oregon Standard Superintendent License 090

Oregon Standard Administrator License 074

Post Doctoral Studies

1996 - Teach Asia, New York University and the Asia Society, New York, New York

1993 - Writing, Reading, and Civic Education, Harvard University, Cambridge, Mass.

1991 - Issues in School Law, Harvard University, Cambridge, Mass.

1990 - The Art and Craft of the Principalship, Harvard University, Cambridge, Mass.

Professional Experience

2019 – 2020 – **District Instruction Administrator**, Eugene School District 4-J (District Enrollment 16,000) Provided instructional leadership while developing, implementing, and evaluating individual school systems and policies. Worked with superintendent’s staff, and principals and teachers while conducting needs analysis to gather data for the implementation plans. Developed, conducted, and evaluated district wide surveys and other needs assessments. Worked with the instruction divisions with particular emphasis on diversity and inclusion efforts. In this role I played a major role in planning, organizing the district-wide middle and high school student symposium with special emphasis on underrepresented student achievement. Assisted new principal’s as they transitioned to their new assignments.

2002 – 2019 – **Principal**, Sheldon High School, (Grades 9-12, School Enrollment 1500)

Eugene School District 4-J, Eugene, Oregon (District Enrollment 16,000)

Served as the educational leader and chief administrator of the high school, responsible for implementing and managing the policies, regulations, and procedures of the district to ensure

that all students are supervised in a safe child-centered learning environment that meets and exceeds the State Core Curriculum Content Standards, following the approved curricula and directives of the school. Achieving academic excellence by working collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Responsibilities include program planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations. Highlights:

- Providing instructional leadership while managing the following programs: International High School; Advanced Placement; Honors; College Now; Duck link; Sheldon Alternative Academy. Spanish Immersion Program; Comprehensive Program; Life Skills Network (A regional low cognitive special education on campus and residential off campus program.); Learning Center Special Education Program; State of the Art Technology Programs; Radio Station; Exemplary award-winning Fine Arts Programs; Extra Curricular Activities and Athletic Programs; and AVID (Achievement Via Individual Determination)
- Recognized nationally by Newsweek as one of “America’s Top High School’s, The Nations Best College Prep Institutions, 2016”
- Successful in meeting the Federal A.Y.P. requirement.
- Worked with the University of Oregon Center for Educational Policy Research and the UO Educational Policy Improvement Center to facilitate the implementation of curriculum. prioritization and curriculum mapping. Also aligned curriculum to include state, national and college readiness.
- Implemented an electronic web - based syllabus template for all courses.
- Facilitated the first regional K-12 Professional Learning Community.
- Implemented a 9th grade advisory program focusing on developing the habits of mind, transitions, a 4-year plan and profile to foster Rigor, Relevance and Relationships.
- Implemented a 10th, 11th, and 12th grade advisory program focusing on graduation requirements, post secondary education and career to work internships.
- Increased the overall cultural competence of all staff to ensure that procedures, policies, decision-making, instructional materials, and teaching strategies are culturally relevant.
- Increased student performance to consistently outperform the state and nation on all portions of the A.C.T. and S.A.T.
- Increased student participation and performance on the Advanced Placement Test.
- Increased student participation and performance on the I.B. Test.
- Increased the number of graduates attending college to over 90%.
- Increased the number of students in National Honor Society maintaining a 3.6 G.P.A.
- Winner of the prestigious Oregonian Cup for two years in a row for academic and athletic excellence.
- Increased student performance to consistently outperform the district and state on the Oregon State Assessment Test.
- Making progress in closing the achievement gap between the races and socio-economic status.
- Increased the effectiveness, access, utilization, and procurement of technology to enhance instruction and the administration of educational operations.
- Served on the Superintendents Cabinet advising the Superintendent on the overall leadership, supervision, strategic planning, development, and management of the school system and the budget.
- Served on the 4-J Instructional Leadership Team planning, organizing, and providing professional development to administrators, teachers, and paraprofessionals; Managing the

district-wide instructional plan; Advising the superintendent in establishing, implementing, and evaluating district-wide instructional goals.

- Served on the Technology Team planning, organizing, and implementing the district-wide technology plan.
- Served on the District Negotiations Team; negotiated several contracts for Certified and Classified Groups using Interest Based and Traditional Collective Bargaining Protocols.
- Served on the Administrator Executive Leadership Team negotiating Agreements of Understanding for Administrators.

2001 – 2012 - **Adjunct Professor**, Continuing Administrator License Program, University of Oregon, Eugene, Oregon

- Mentored a cohort of superintendents, principals, and central office administrators in Education Administration toward obtaining or renewing their standard and advanced licenses.
- Instructed central office and building based administrators on educational best practices, which include School Improvement Planning, School Reform, High School Redesign, Curriculum and Instruction, School Improvement, School Finance, Multicultural Education, Cultural Competency, The Change Process, Educational Leadership, Education Administration and Systems Thinking.

2000 – 2002 - **Principal**, Roosevelt Middle School, (Grades 6-8, School Enrollment 800) Eugene School District 4-J, Eugene, Oregon (District Enrollment 18,000)

- Provided instructional leadership for the following programs: French Immersion, Regional Special Education Program, Talented and Gifted Program, Student Advisory Program, Comprehensive Program and Fine Arts Program.
- Implemented a new evaluation system that provided both professional growth and accountability.
- Implemented a Site Council governance model that included all stakeholders to share in decision-making.
- Assisted the district in passing a multi- million-dollar construction bond.
- Managed a multi-million-dollar budget.
- Provided for the highest level of safety and security for students and staff.
- Provided community outreach for all constituents.

1998 – 2000 - **Area Superintendent/ Executive Administrator for K-12 School Improvement And Support**, Beaverton School District 48-J, Beaverton, Oregon (District Enrollment 33,000)

- Supervised, planned, and organized the overall management and day-to-day operation of the educational programs covering grades K-12. Provided managerial support to the superintendent as a senior level cabinet member. I recruited, hired, assigned, and evaluated principals and central office administrators. I supervised, advised, and served as a resource to consult with and direct principals and central office administrators on problems related to effective and consistent administration of all aspects of their schools and department programs. I provided leadership and direction in major curriculum revisions, restructuring efforts, strategic planning, boundary studies, special projects, and continued school improvement. I successfully lead district improvement initiative's while providing direct supervision of the day-to-day operations and work of the Director of Curriculum and Instruction, The Director of Special Education, The Director of Athletics, The Director of Testing and Assessment, The Director of Special

Programs, and the K- 12 Administrators for School Support. I collaboratively developed and managed the districts multi-million-dollar operating budget, assigned FTE for schools, and served as the district hearings officer.

Highlights:

- Significant progress in narrowing the student achievement gap.
- Substantial professional development opportunities provided to teachers and administrators to improve instruction.
- Major textbook adoptions.
- Substantial progress on the development of student support scaffolding and interventions.
- Substantial progress in the recruitment and retention of staff of color.
- Substantial progress in district wide cultural competency and social justice.
- Planning, implementation and opening of a new high school, a new middle school and three new elementary schools.
- The remodeling and renovations of a high school, a middle school and three elementary schools.
- Emergency relocation, repurposing, and restoration of an elementary school that caught fire during the school year.
- The passing of a multi-million-dollar construction bond.
- Board policy review and administrative rules rewrite.
- District boundary study and realigned district boundaries.
- The management of the collective bargaining agreements with the associations.
- The rewriting of district policy after policy reviews and studies to address liability issues related to district recognized and non-formally recognized athletics and sports clubs.
- Provided guidance as a liaison to the school board regarding emerging issues.
- Significant progress in increasing student achievement.

Oregon Assessment Test results:

Grade 3 Reading - Beaverton 87%, Oregon 81%; Beaverton Math 81%, Oregon 70%

Grade 5 Reading - Beaverton 80%, Oregon 69%; Beaverton Math 79%, Oregon 66%; Beaverton Writing 67%, Oregon 60%

Grade 8 Reading - Beaverton 65%, Oregon 59%; Beaverton Math 64%, Oregon 52%; Beaverton Writing 77%, Oregon 68%

Grade 10 Reading - Beaverton 59%, Oregon 52 %; Beaverton Math 49%, Oregon 36%; Beaverton Writing 77%, Oregon 72%

• Oregon Report Card results for Beaverton School District:

1 School rated “Exceptional”

22 Schools rated “Strong.”

20 Schools rated “Satisfactory.”

1 Alternative School “Not Rated”

0 Schools “Rated Unsatisfactory”

1990 – 1998 - **K-8 Principal**, Jefferson Middle School (Grades 6-8, School Enrollment 650) and Magnet Arts Alternative Elementary School (Grades K-6, Enrollment 300), housed in the same building, Eugene School 4-J, Eugene, Oregon (District Enrollment 20,000)

Highlighted Magnet Arts Elementary Accomplishments:

- Facilitated the Development of a comprehensive Integrated Arts Curriculum.
- Collaboratively established a “Little People Reading Program.”
- Developed and implemented a shared leadership governance model.

Highlighted Jefferson Middle School Accomplishments:

- Established an integrated curriculum anchored by Multicultural, International and Technology Education.
- Facilitated the establishment of an Ocean School, a High Desert School, and a Cyber classroom in conjunction with the Asia Society.
- Secured grant funding from AT&T JENS to team up with a school in Manchester, England and Inami, Japan to do a project on culture.
- Established a school wide “Racism Free Zone”.
- Lead the transformational efforts to change Jefferson Middle School from being a failing school into becoming nationally recognized as one of the best schools in country.
- Managed a multi- million-dollar budget.
- Served as a member of the district collective bargaining negotiation team.
- Represented the district at civic and community events.
- Served on the Latino Coalition Committee; African American Community Coalition; Native American Youth Committee; Asia Society and Asian Studies Program.
- Served on the Superintendents Cabinet.
- Provided for the highest level of safety and security for students and staff.
- Provided community outreach for all constituents.

1995 –1996 - **Adjunct Professor**, Lewis and Clark College, Portland, Oregon

- Instructed aspiring administrators in the areas of School Improvement, Teacher Supervision and Evaluation, and Education Administration.

1989 – 1990 - **Assistant Principal**, Kennedy Middle School (Grades 6-8, School Enrollment 700) Eugene School District 4-J, Eugene, Oregon (District Enrollment 19,000)

- Managed student discipline by creating an advisor support program that reduced referrals by 30 percent.
- Supervised and evaluated teachers and classified staff utilizing a critical friend’s approach.
- Developed the master schedule using a team approach that resulted in greater access for students.
- Supervised curriculum by establishing curriculum teacher leaders in each department.
- Managed the support services and student body budget.
- Provided for the highest level of safety and security for students and staff.
- Provided community outreach for all constituents.

1988 – 1989 - **Assistant Principal and Teacher**, Roosevelt Middle School, (Grades 6-8, School Enrollment 975), Eugene School District 4-J, Eugene, Oregon (District Enrollment 20,000)

- Supervised teacher and classified staff evaluations by creating a rotational supervision schedule.
- Supervised curriculum and developed the master schedule by utilizing and empowering teacher leaders.
- Provided Health Education Instruction.
- Managed the student body budget.
- Provided for the highest level of safety and security for students and staff.

- Provided community outreach for all constituents.

1987 – 1988 – **District At-Risk Program Director**, Eugene School District 4-J, (District enrollment 19,000)

- Director of the Big Brother Big Sister At – Risk Support Program.
- Conducted adult applicant screening, student placements, trainings, and orientations.
- Developed a network of support services for K- 12 at-risk students with special emphasis on minority and underrepresented students.
- Worked collaboratively with schools and county social service agencies to assist families and students.
- Developed and managed the program budget.
- Provided community outreach for all constituents.

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1984 – 1987 - **Teacher:** Grades 6-12; Eugene School District 4-J.

Professional Recognition

2015 **Leadership and Achievement Award** – Blacks in Government, Lane County, Oregon

2009 **Oregon High School Principal of the Year** – National Association of Secondary School Principals and the Confederation of Oregon School Administrators.

2007 **Dr. Martin Luther King, Jr., Pearl Hill Memorial Award** for Lane County, Human Rights Commission, Eugene, Oregon.

2005 **Excellence in Educational Leadership Award** from the University Council for Educational Administration, University of Missouri – Columbia.

2002 **Dr. Martin Luther King Jr. Award**, City of Eugene,

2000 **Leadership and Achievement Award for District and School Improvement**, Beaverton, Oregon.

1992 **Oregon Administrator of the year**, Oregon Multicultural Association, Portland, Oregon.

Civic, Community, and Professional Leadership Activities:

Board of Directors	Confederation of Oregon School Administrators
Board of Directors	Teacher and Counseling Education Consortium, Oregon State University
Board of Directors	Sacred Heart General Hospital Advisory Board, Eugene, Oregon
Board of Directors	Reach for Success, University of Oregon
Board of Directors	Benevolent Faith Missions
Education Chair	State Commissioner, Oregon Commission on Black Affairs
Panelist	Closing the achievement gap, Oregon Department of Education
Panelist	Oregon Hispanic Education Community Forum
Presenter	Organization Change Symposium, Educational Compact, Milwaukie, Wisconsin.
Presenter	Judicious Discipline, NMSA, Atlanta, Georgia
Presenter	Oregon Multicultural Education Association Convention, Portland, Oregon
Committee	Legislative Committee, NASSP, Washington, D.C.
Committee	Education Reform Implementation Committee, Oregon Department of Education.
Member	Delta Rotary, Rotary International
Judge/Mentor	NAACP Academic, Cultural, Technological and Scientific Olympics

Conductor

The Eugene Symphony Orchestra, “Battle of the Batons”

Additional Knowledge and Training:

Coaching for educational equity; C.O.S.A. Data Institute “Using data to make school improvement decisions”; Sheltered Instruction Observation Protocol; IDEA Reauthorization; S.R.E.B. Developing High Performing Work Environments; Cultural Competency; Using Brain research to Organize Schools and to Improve Instruction; Pedro Nogurea, Eliminating the Achievement Gap; Michael Fullen, Change Workshop; Closing the Minority Student Achievement Gap; Danforth Foundation, From Good to Great; A.S.C.D. Achievement Gap; Wallace Foundation, S.R.E.B. Achievement Gap; Certificate of Advanced Mastery; Turning Points, Middle Level Education; Hispanic Education; Elementary, Middle, and High School Reading Symposium; Whole Language; Reading Recovery; Reading Interventions; Scholastic Read 180; Read Write Interventions; Plato Computer Assisted Instruction; Cognitive Tutor; Elementary, Middle, and High School Math Symposium; A.S.C.D. Critical Thinking Skills Institute; Assertive Discipline; Positive Behavior Support; Gang Taskforce; Cooperative Learning; Multiple Intelligences; Integrated Curriculum; Direct Instruction; Education Quality Model; Team Building; Conflict Resolution; Classroom Assessment; Looping; Multicultural Curriculum; Talented and Gifted Education; Authentic Assessment; Multi-Age Grouping; Curriculum Mapping; Curriculum Prioritization; Credit by Proficiency; Special Education; Title; English as a Second Language; English Language Learners; Bilingual Education; No Child Left Behind; Crises Management; School Reform Models; and Servant Leadership.

Professional Affiliations:

- Association for Supervision and Curriculum Development (ASCD)
- National Association of Secondary Principals (NASSP)
- National Association of Elementary School Principals (NAESP)
- National Alliance of Black School Educators (NABSE)
- American Association of School Administrators (AASA)
- National Middle School Association (NMSA)
- Asia Society
- Oregon Multicultural Association (OMA)
- Confederation of Oregon School Administrators (COSA)
- Oregon Technical Education Association (OTEA)
- Oregon Association of Secondary School Administrators

References:

Mr. George Russell, Eugene School District 4-J retired Superintendent, George Russell and Associates

1270 Little John Lane, Eugene, Oregon 97401

(541) 953-0120

gruss@teleport.com

Dr. Sheldon Berman, retired Superintendent, Andover Public Schools

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Dr. Johnny Lake and Associates
PO. Box 13994 Salem, Oregon
(503) 910-9240
Drlake@drlake.com

Dr. Johnny Lake and Associates
PO Box 13994 Salem, OR
(503) 910-9240 Drlake@drlake.com
May 4, 2023

To Whom It May Concern,

I have served as a colleague of Dr. Robert Bolden in multiple roles, over the past 25 years. I have worked closely with Dr. Bolden. He has consistently demonstrated integrity, commitment to excellence, competence and leadership skills. He has provided exceptional professional service to schools and families, resulting in the delivery of excellent educational and learning opportunities for students.

I was a personal witness as Dr. Bolden diligently pursued his own higher education goals, developed the skills and gained the credentials to more fully and expertly fulfill the important mission of educating all of our children, as well as increased, effective service to the community. Dr. Bolden accomplished his personal education goals while leading a school, serving the community and caring for a family.

I believe Dr. Bolden an accomplished leader, a talented and unique individual in both a personal and professional capacity. I have observed his sensitivity, strength, and diplomacy in working in challenging issues and potentially volatile situation with a grace and calmness that influenced everyone involved. I am aware of some of his life challenges, and am impressed with his ability to translate life lessons into increased sensitivity, awareness, knowledge and wisdom for understanding, leading and helping others.

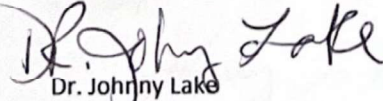
Dr. Bolden is a very competent and able educator, especially in helping others to learn and progress. Because of his experience, personal knowledge, attitude and academic preparation I would say that Dr. Bolden is extremely qualified and prepared to provide expert leadership in any school district.

In my interactions with him, I have found Dr. Bolden to be a thoughtful and ethical leader, showing exceptional commitment to children, education, and community. He demonstrates excellent ability to communicate effectively with a broad constituency and to work successfully with diverse persons.

I have been able to ask for and receive his support and assistance on many important occasions and have personally and professionally learned and benefitted from his unique skill set and personality. He is one of the few leaders that I would follow without question. Dr. Bolden helps others and is able to instill confidence in others through his ability to communicate, to listen and to lead others.

I confidently recommend the employment of Dr. Bolden as a school and district leader. His work will return added benefits to your organization and community, both personally and professionally. Thank you for your consideration of my comments. Please contact me further if I can be of further assistance.

Sincerely,


Dr. Johnny Lake

Sheldon H. Berman, Ed.D.
10184 Juniper Glen Circle
Redmond, Oregon 97756
shelberman@comcast.net
502-836-6346

April 22, 2023

Reference for Robert A. Bolden, Ph.D.

To Whom It May Concern:

It gives me great pleasure to submit this reference letter on behalf of Robert Bolden, whose open and accepting approach makes everyone—colleagues, parents, and students alike—feel comfortable in calling him “Dr. Bob.” He is a familiar and admired person throughout the community, where he has served for more than two decades as a teacher, recreation director, assistant principal, program director, principal (elementary, middle school and high school), central office administrator, and adjunct professor.

I worked closely with Bob throughout my four years as superintendent in Eugene. Since my interaction with Bob was in his role as principal of Sheldon High School, I will focus my comments on the many strengths I have seen him demonstrate in that capacity. In a school system that values parental choice, Sheldon High School had the largest enrollment of any of our high schools. With a four-year-cohort graduation rate that was the best in the district, and its ranking by *Newsweek* as among the top six percent of the nation’s high schools, enrollment at Sheldon was highly prized by parents as well as students. However, such was not always the case. I’m told that when Bob Bolden assumed the leadership of Sheldon, its reputation was less than stellar. But Bob was not deterred. He set himself a goal of pointing everyone in the direction of higher student achievement and never looked back.

How did he turn Sheldon around? Having honed his leadership and change skills in a variety of settings, he knew he could not do it alone. Fortunately, as I personally observed, one of Dr. Bob’s strongest attributes is his strategic ability to recruit and select the best people to get a job done, to place those people in the appropriate positions, and then to delegate both the responsibility and the authority to accomplish the goals. He advocates and implements a philosophy of shared leadership/shared accountability, and he seeks input from teachers and other stakeholders before making key decisions. His leadership structure for the school included a Student Achievement Leadership Team (SALT) that reviewed achievement data and planned interventions to support students who were academically at risk. In addition, he established an Advisory Mentor program in which each teacher actively supported a group of students throughout their high school years.

Highly knowledgeable about education-related research and best practices, Bob is also keenly aware of the mission of public schools and focuses on academic improvement for all. Taking full advantage of the district’s Skillful Teacher program, he continuously refined his own skills in observing instruction and providing quality feedback to teachers, insightfully enhancing teacher performance through the district’s teacher growth and evaluation process. He has a deep and personal understanding of the importance of cultural competence and strives to address the needs of diverse learners, viewing their varied cultures and abilities as assets to build upon rather than as

deficits to overcome. He is particularly attuned to helping those students who are most at risk, directing them toward programs that offer a viable path to success. He created a strong Advancement Via Individual Determination (AVID) program and was committed to ensuring that students succeed in postsecondary education. Bob established a positive school climate, one where students were engaged and wanted to be involved in activities of special interest. Whether it's through the Academy Program for academically challenged students, or the school's outstanding and award-winning music program, or an athletic program that rivaled any in the state and engaged a large percentage of the student population, Bob strove to ensure that every student had a sense of "belonging" at Sheldon High School. Actively present throughout his school, he was responsive to students and intentionally worked every day to earn and maintain their respect.

Bob not only builds teams, he is a strong team player, as evidenced by his approach to district decisions. For example, the district decided to consider moving to a common high school schedule. Sheldon already had a highly effective schedule in place, and as Bob served on the committee charged with making a recommendation, he ardently shared how well this schedule had worked at his school. However, when a different schedule was ultimately recommended, Bob immediately jumped on board and guided his faculty through a change process that was smooth and evoked minimal objections from parents, faculty, or students, even though it was not their preference.

Beyond the realm of academics, Bob Bolden is an outstanding manager who understands the intricacies of an organization. Operating within a site-based district, he did an exceptional job of squeezing the most benefit for students out of his school's budget allocation, and also gave valued input into the district budget. He works well with colleagues; is articulate, thoughtful, and a good listener; has a deep commitment to human and civil rights; and respects the views of others.

In addition to the depth of hands-on experience already cited, Bob's work at the university level enabled him to mentor other school administrators. His mentoring of assistant principals and teachers within the district contributed to many of them being appointed to principal or other leadership positions. In addition, his two-year term as an area superintendent in the Beaverton (Oregon) School District as well as his district leadership in support of diversity and inclusion in Eugene after I left the district afforded him a broad overview of the many responsibilities that come into play in leading a district. He has the knowledge, skills, and attributes to be highly successful in leading a school or district, especially one where student achievement is a priority and diversity is valued. It is without reservation that I recommend Dr. Robert Bolden as a candidate for the position of principal, assistant superintendent, or superintendent, and I urge you to give his application your most serious consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sheldon Berman".

Sheldon Berman, Ed.D.
Retired Superintendent of Schools

Email: gruss@teleport.com

Website: <http://www.georgerussellassociates.com>

April 23, 2023

Re: Letter of Recommendation — Dr. Robert Bolden

Dear Superintendent Search Committee:

I am pleased to write this letter of recommendation for Dr. Robert Bolden, affectionately referred to by students, staff, and parents as "Dr. Bob." I understand that Dr. Bob is applying for the position of Superintendent in your school district.

As Superintendent of the Eugene School District 4-J from 1998 to 2011, and as the former Executive Director of Human Resources for the Eugene School District from 1994 to 1998, I worked closely with Dr. Bob for over 15 years.

Dr. Bob is a nationally respected and accomplished administrator. He is a facilitative leader, an outstanding and effective communicator and an expert in leading educational reform. He has successful and exemplary administrative experiences as a building principal at the elementary, middle and high school levels. Additionally, he has successful central office experience as an Executive Director with the Beaverton School District. And, most recently he worked in central office of Eugene School District with district curriculum and instruction and particular emphasis on diversity and inclusion efforts. In this capacity, he played a major role in planning and organizing the district-wide middle and high school student symposium which focused on underrepresented student achievement.

At the time I retired, Dr. Bob was the principal of Henry D. Sheldon High School (grades 9-12). The Sheldon community is a very demanding community with extremely high expectations of their leaders and Dr. Bob exceeded them all. He was the principal from 2002 to 2019, a tenure far exceeding any previous principal in the last fifty years. Through Dr. Bob's leadership on closing the achievement gap, school reform, problem solving, communication, school facilities, and school budgeting, Sheldon High School experienced phenomenal success during his tenure.

Dr. Bob always demonstrated outstanding problem solving ability, excellent facilitation skills and a willingness to challenge the status quo. Dr. Bob is a very intelligent and bright administrator who works well in group settings, and his work was always on time and of high quality. He is a very motivated and self-directed administrator.

Dr. Bob is unique in that he is already a mentor for superintendents as an adjunct professor at the University of Oregon's Certificate of Advanced Licensing Program designed to prepare administrators to become superintendents. He also mentors current superintendents as they work toward renewing their licenses. This experience has provided Dr. Bob with insight and experience that was advanced for a building administrator. Dr. Bob also has a diverse

background of experience; he has worked as a teacher at the middle, high school, and university levels. He was a director of a city recreation program and he was a central office administrator in a large metropolitan district (Beaverton). He was appointed as a state commissioner by the Governor of Oregon to serve as the education chair for the Oregon Commission on Black Affairs. Because of these experiences, he brought an advanced level of knowledge and insight to his assignments. He is wise, articulate and thoughtful, and when he speaks, people listen.

Dr. Bob served the Eugene School District 4J exceptionally well. He was highly respected by district managers, employees, and the union leadership. He is widely known for his professional demeanor and consistent advocacy for children and parents. More importantly, his school community (students, parents, teachers, and classified staff) recognized and appreciated him for the contribution he made to the school and the community. He is also recognized as a leader in multicultural education, with a strong commitment to ensuring that every student achieves to the maximum of their ability.

Dr. Bob's diverse and comprehensive experience and his management style and philosophy fit well within this school district. I have no doubt that he would be an outstanding superintendent capable of leading your district to the next level. I am very pleased to provide this strong recommendation for his candidacy. However, I must admit that I do so quite reluctantly. If he does leave here for another position, it will be a genuine loss for the community. You would be very fortunate to hire him as your superintendent.

Please do not hesitate to call me at 541-953-0120 should you need more information about Dr. Bob.

Sincerely,

A handwritten signature in black ink that reads "G Russell". The signature is written in a cursive, flowing style.

George Russell, Superintendent Retired

Education & Management Consultant

Robert A. J. Koide

[illegible]

Graduate Transcript

Page 1

Record of: **Bolden, Robert Alvis**

Print Date: 17-OCT-06

High School: California High School
 Admit Term: Summer 1983
 Matric Term: Summer 1983
 UO Degrees: Master of Science, Aug 31, 1984
 Major: Health Education
 Bachelor of Science, Jun 12, 1983
 Major: HE:Community Health

Subject No	Course Title	Credits	Grade	Repeat
Summer 1988 Community Education Program				
HEP 410G	Drug Ed & Intern	2.00	P*	
HEP 505	Reading	1.00	P*	
HEP 505	Reading	1.00	P*	
Earned Hrs: 4.00		GPA Hrs: .00	Quality Pts: .00	GPA: .00

Transcript Totals

	Earned Hrs	GPA Hrs	Points	GPA
Total Institution:	60.00	25.00	77.00	3.08
Total Transfer:	0.00			
Overall:	60.00			

End of Transcript

Subject No	Course Title	Credits	Grade	Repeat
Winter 1983 HE:Community Health Undergraduate				
HEP 443	Sch Hea Coordin	3.00	A-	
Earned Hrs: 3.00		GPA Hrs: 3.00	Quality Pts: 12.00	GPA: 4.00

Subject No	Course Title	Credits	Grade	Repeat
Spring 1983 HE:Community Health Undergraduate				
SEED 469	Read & Writ Sec	3.00	B	
Earned Hrs: 3.00		GPA Hrs: 3.00	Quality Pts: 9.00	GPA: 3.00

Subject No	Course Title	Credits	Grade	Repeat
Summer 1983 Health Education Pre-Masters				
HDEV 408G	Work Lei & Aging	2.00	P*	
HDEV 408G	Work Lei Pro Eld	2.00	P*	
HEP 406G	Priv He Consul	2.00	P*	
HEP 406G	Internat Health	2.00	P*	
HEP 505	Read Hlth/Prb Ba	2.00	P*	
Earned Hrs: 10.00		GPA Hrs: .00	Quality Pts: .00	GPA: .00

Subject No	Course Title	Credits	Grade	Repeat
Fall 1983 Health Education Pre-Masters				
EDPM 445G	Modern Philos Ed	3.00	B+	
HEP 410G	Vitamin Minerals	3.00	B	
HEP 506	Prob H. Sxtry	3.00	P*	
HEP 507	Statistics Lab	1.00	C-	
HEP 509	Prac	3.00	P*	
HEP 531	Fund Statist He	3.00	C-	
Earned Hrs: 16.00		GPA Hrs: 10.00	Quality Pts: 26.00	GPA: 2.60

Subject No	Course Title	Credits	Grade	Repeat
Winter 1984 Health Education Masters				
HDEV 521	Res Meth Hlth Rec	3.00	C	
HEP 506	Prob Hlth Occup	3.00	P*	
HEP 541	Phil Curr Des Hlth	3.00	A-	
HEP 542	Sex Education	3.00	A	
HEP 554	Disease Control	3.00	P*	
Earned Hrs: 15.00		GPA Hrs: 9.00	Quality Pts: 30.00	GPA: 3.33

Subject No	Course Title	Credits	Grade	Repeat
Spring 1984 Health Education Masters				
HEP 407G	Hlth Student Teach	1.00	P*	
HEP 506	Acc Prev Safety	3.00	P*	
Earned Hrs: 4.00		GPA Hrs: .00	Quality Pts: .00	GPA: .00

Subject No	Course Title	Credits	Grade	Repeat
Summer 1984 Health Education Masters				
HEP 501	Research	3.00	P*	
Earned Hrs: 3.00		GPA Hrs: .00	Quality Pts: .00	GPA: .00

Subject No	Course Title	Credits	Grade	Repeat
Fall 1987 Community Education Program Unclassified				
EDPM 509	Prac Adm Interns	2.00	P*	
Earned Hrs: 2.00		GPA Hrs: .00	Quality Pts: .00	GPA: .00

(Continued on Next Column)

Issued to: **Robert A. Bolden**

Herbert R. Cheneck
 Herbert R. Cheneck
 University Registrar

THE INFORMATION IN THIS TRANSCRIPT IS CONFIDENTIAL AND SHOULD NOT BE RELEASED WITHOUT THE STUDENT'S WRITTEN CONSENT

TRANSCRIPT EXPLANATION PRINTED ON REVERSE SIDE



Educator Primary Information

Select a License to review associated Endorsements and Specializations

Full Name Robert Bolden

TSPC Account ID 32854

Refresh

10

Select	License Type	Effective	Expiration	Status	Grace Period End...	Restrictions
Select	Professional Adminis...	2/08/2024	2/22/2029	Active		None

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Showing 1 to 1 of 1 entries

Endorsements

Endorsement

Authorization Level

Specializations

Specialization

Authorization Level