

CANDICE K. ROUNTREE

LEADER, EDUCATOR, FACILITATOR

Motivated, ECE, SPED, and ADMIN I certified, driven, and analytical, detail-oriented, strategic, adaptable, and communicative leader with a commitment to learning and collaboration and a proven track record in Special Education, adult learning and diversity, and equity inclusion and justice (DEIJ).

CONTACT

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Indian Head, MD

US Citizen

PROFESSIONAL INTERESTS

Developing Team Culture
Diversity, Equity, Inclusion & Justice, DEIJ
Inquiry based learning
Staff Wellbeing
Professional Development
Service Learning
Instructional Leadership
Special Education



PROFESSIONAL OVERVIEW

- 18 years of teaching and leadership experience
- Primary school leadership experience, 1.5 years as School Leader Intern
- Leadership experience at ICSEA
- Data collection, organization, and analysis
- Business Experience/Procurement
- SEN/ Special Education experience and training

KEY COMPETENCIES

- Professional Development
- Management
- Climate and Community Building
- Effective Communication
- Conflict Management and Resolution
- Data Analysis and Decision Making
- Technical Skills
- Collaborative and Interpersonal
- Adaptability
- Emotional Intelligence
- Detail Oriented
- Microsoft and Google Suite/TEAMS
- Database Development
- WEBEX/ZOOM

EDUCATOR / ADDITIONAL PROFESSIONAL EXPERIENCE

Charles County Public Schools- SPED Case Manager | August 2023-July 2024

- Draft and Amend IEP's, Attend IEP meetings, develop and implement supplementary aids and services to students in the lower primary division of the school. Manage Med. Asst Billing, Communicate with key stakeholders, Based on data-determine in and out of gen ed service hours, assess using the TERA-3 and Woodcock Johnson IV, collect academic and social emotional data; work collaboratively with a team of 7 sped teachers and instructional aids.
- Possess knowledge of SPED laws and regulations, strong communication and collaborations skills with IEP facilitator and multidisciplinary team, maintain highly organized and detailed data collection.
- Maintain an adaptive and flexible approach to meeting individual needs of students and families.

International Community School of Abidjan, District of Columbia Public Schools (DCPS), Prince George's County Public Schools (PGCPS) | August 2006-June 2023

- Grades 1 and 3 Teacher, Head Start and Kindergarten Teacher (Montessori)
 - Support academic and social emotional development; create lesson plans for diverse learning styles, foster positivity and inclusion, utilized various teaching methodologies and resources to facilitate learning; built positive relationships with teachers, parents, students, and all stakeholders; administered assessments, collected data, made data-informed decisions
- Grades K-5 Teacher (Common Core, Singapore Math, Engage NY), Grade Level Team Leader - K-1
 - Designed curriculum aligned assignments and assessments; utilized innovative teaching strategies and technology in the classroom; assessing student progress and implementing individualized instruction; participated in ongoing professional learning; maintained strong classroom management

EDUCATION, CERTIFICATIONS & AFFILIATIONS

MSA Educational Administration, 2013
BA Child Development, 2005
Ed.D Admin-Curriculum and Instruction, present
Council of International Schools, CIS, School
Accreditation Evaluator Certification, 2023

Early Childhood Education (DC, USA)
Special Education (MD, USA)
Admin I Credential (MD, USA)
ASC Administrative Service Credential (DC, USA)

Association of International Educators of Color,
AIELOC, Aspiring School Leaders Program
NAEYC-National Association for the Education of
Young Children
NAESP-National Association of Elementary School
Principals

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RECENT PROFESSIONAL ACTIVITIES

Science of Reading Fundamentals for Maryland Educators
Admin I Credential
Grants Writing - SENIA
MSA-Middle States Accreditation Leadership
CIS-Council of International Schools
Shipping Donated Reading Materials from Prince George's County Public Schools, MD to Local Schools in Abidjan.

PERSONAL INTEREST

Authoring children's books
TEDx- Giving a talk (Black Woman Resilience)
Social Media as Educational Tool,
Family-2 sons, 1 adult daughter and grandson

REFERENCES

Courtney Hrobak, Principal, CCPS
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Shiquita Walker, ILT, CCPS
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Seamus Hennessy, Director, ICSA
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Heather Naro, Principal, ICSA
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Matt Losch, Curriculum Coord., ICSA
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Maipelo N'guessan, Service Learning,
Child Safety Officer, DEI Lead, ICSA
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Jervie Pettie, Administrative Internship supervisor,
Trinity Washington University, DC, USA
jrvpetty@yahoo.com

LEADERSHIP EXPERIENCE

CHARLES COUNTY PUBLIC SCHOOLS

Reading Resource Teacher/Reading Instructional Coach, | August 2024-present

- Facilitated daily ILT meetings per grade level, focusing on data-driven instruction and alignment with the school improvement plan.
- Provided coaching and support to grade-level teachers (PreK-5) on effective reading strategies and differentiated instruction.
- Analyzed student performance data to identify trends, plan interventions, and improve literacy outcomes.
- Designed and delivered professional development on research-based reading practices and data-informed instruction.
- Developed and curated instructional resources aligned with state standards and school goals.
- Fostered collaboration among teachers through PLCs to share best practices and improve instructional quality.

INTERNATIONAL COMMUNITY SCHOOL OF ABIDJAN

Professional Learning (PL) Coordinator, CTT Collaborative Teacher Training | August 2018-June 2023

- Support 250 students and 38 staff, leading school-wide professional learning communities (PLCs) and delivering K-12 teacher training.
- Manage logistics, communication, advertising, and quality control for PL units while customizing activities and analyzing data to improve efficiency.
Gather, analyze, and document school requirements, processes, and workflows; set criteria and metrics for PL execution.
- Prepare and present effective oral/written communications, reports, and publications in collaboration with the tech team to design PL solutions

DEIJ Steering Committee Leader | August 2022-June 2023

- Examine the student and staff school experience; provide a safe space for students and adults
- Collaborate with school leaders to define project scope, objectives, and deliverables
- Collect and disaggregate quantitative and qualitative data and make recommendations for school improvement
- Combine data from multiple sources into one database easy accessibility and increased productivity
- Work closely with school stakeholders to understand needs, challenges, and to set goals and objectives
- Make strategic decisions based on professional development data and school wide academic goals, and vision
- Plan school-wide events and activities to promote full inclusion
- Identify priorities based on a assessment of the organization's strategic plan and schoolwide goals

MSA Accreditation Chair (Early Childhood) | August 2022-June 2023

- Facilitate school self-evaluation process for the school's academic and operational systems
- Conduct self assessment research based on qualitative and quantitative data
- Collaborate with, provide feedback, and make recommendations based on data to school admin and board
- Manage deadlines, conduct meetings with accreditation committee, and compile information to present data
- Led accreditation process, ensuring compliance with MSA standards and implemented improvement plan.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS/ TRINITY WASHINGTON UNIVERSITY

Administrative Intern with Peabody Primary School | 2012-2013

- Served approximately 210 students and 24 instructional staff
- Performed peer evaluations to include pre and post observation conferences and feedback
- Developed a school improvement and technology integration plan and master schedule
- Maintained effective communication with staff and parents and facilitated back-to-school night
- Led data talks, facilitate in-house peer learning opportunities, and conducted parent conferences
- Facilitated and proctored assessment for all grades and led PBIS initiatives for the school



Educational Philosophy

My educational philosophy is grounded in the conviction that educational institutions should prioritize students and their learning experiences, concurrently fostering lifelong learning, collaboration, inspiration, and leadership. Drawing from my experience as an educator, I have observed that giving precedence to these values results in favorable student outcomes and cultivates a positive school culture. The subsequent sections provide a detailed exploration of each value and elucidate their significance in constructing an educational environment conducive to growth, a sense of belonging, and excellence.

Focus on Students: Achieving student success necessitates accommodating diverse learning styles, setting evaluative goals, and cultivating a collaborative culture between students and educators.

Lifelong Learning: To foster a community that values lifelong learning, it is imperative for educators to engage in continuous learning themselves, serving as models for both colleagues and students.

Collaboration: The key to enhanced achievement lies in promoting collaboration skills and best practices among colleagues and students, with the implementation of shared goals being a crucial component.

Inspire and Motivate: Creating a safe, respectful, and supportive environment for each child's unique skills and abilities is essential. Emphasis on developing critical thinking through deliberate practice further contributes to inspiring and motivating students.

Leadership: The success of a school hinges on a transformative and servant leadership model. This model is integral in cultivating and retaining highly qualified teaching staff, ultimately contributing to the development of globally-minded student learners.

These values serve as the foundation for an educational approach that not only addresses immediate academic needs but also prepares students for a lifetime of learning and meaningful contributions to society.

Leadership Philosophy

In today's world, leadership has become an essential component of any successful organization, especially in the field of education. A school leader who possesses a clear philosophy of leadership is better able to inspire and guide their team towards a common goal of academic excellence. In this regard, two leadership styles that have gained significant traction in education are transformational leadership and servant leadership. Both styles offer unique approaches to leadership that emphasize collaboration, empathy, and a focus on the common good. This essay will explore my personal philosophy of leadership, which combines these two styles to create a leadership approach that fosters a culture of trust, transparency, and academic advancement.

Transformational Leader:

Belief Statement: As a transformational leader, I am committed to the common good of others. I believe that collaboration and shared decision-making empower the school community, including educators and parents, resulting in a more cohesive unit. I am a strategist, and through effective communication and collaboration with educators, I foster a culture of trust, transparency, and engagement. I firmly believe that involving more educators in decision-making leads to higher school morale, greater participation, and commitment in achieving the school's goals.

Servant Leader:

Belief Statement: As a servant leader, I approach each day with new energy, dedication, focus, and motivation to improve something in my life. I prioritize the academic achievement of students and the building of a positive climate and culture for all stakeholders. I believe in respecting individual differences and celebrating what unites the staff. I regard educators as experts in the field and trust them to mold young learners. I lead from the rear and push forward those in my care. I build collegial relationships based on consistency and fairness, where respect is at the forefront when engaging in crucial conversations about student learning and instructional practices.