

Dear Search Committee,

It is with great pleasure that I submit my application. As a highly qualified education leader I am well prepared to contribute immediately to ensure all students are college and career ready.

Public education has endured a pandemic and various political challenges the past few years leading districts into a continuous state of uncertainty and inevitable change. Regardless of district size and structure, nearly all school boards and superintendents are facing similar challenges: school safety; student academic recovery, truancy, behavior, and support; employee retention and recruitment; fiscal uncertainty; enrollment management; appropriate social media and technology use; and adjusting to new parent and community expectations. In times of uncertainty, it is imperative to prioritize navigating obstacles without losing focus on student learning, effective instruction, quality workforce, and safe schools. I believe that we can emerge stronger than ever by personalizing student learning, teaching career skills aligned with academic standards, and structure organizations to meet future challenges in order to fulfill the mission of preparing students for college and career.

My record of increasing student achievement in racially and economically diverse school districts is the result of my broad experience, which comprises instructional, operational, and administrative roles, in small districts and large, in both urban and rural communities. Those experiences have taught me the importance of data-driven strategic planning to ensure the equitable allocation of resources that support teachers and staff ensuring all students have access to a rigorous, standards-based education.

My strategy is rooted in cycles of inquiry resulting in inclusive systemic policies, practices, and procedures that increase the capacity of organizations. By strategically developing actionable goals, implementing, and evaluating programs and systems, we can develop an organization that serves the whole child, reflective of the gifts and talents of students, staff and the community stakeholders.

As a leader, I value the diversity of opinions and perspectives. By listening to stakeholders, I am able to develop transparent, inclusive, and accountable teams that are prepared to serve the community. My approach creates a culture of collaboration, consensus, and accountability, where teachers, leaders, students and stakeholders are empowered to act in an impartial environment with excellence as the standard.

As a leader, I've demonstrated my commitment to every student by transferring my son from his "distinguished school", to mine, thus establishing a "skin in the game" approach. This decision meant that my leadership had to guarantee results for all students based on the expectations I have for my sons. As I've always said, if a school isn't good enough for my sons, then it's not good enough for anyone else's.

Thank you for your consideration and I look forward to working together to make every school great for all our children.

Sincerely,

Adam Taylor

Profile

A highly experienced, multi-disciplinary, and results-oriented instructional leader with over 30 years of experience. Known for leveraging data-driven strategies to improve equity and inclusion through innovative practices, strategic planning, and organizational capacity-building. Proven track record of improving achievement in racially diverse and high-poverty schools by engaging community support. Skilled in communicating transformational goals to a wide range of stakeholders.

Education, Licensure & Training

- **Master of Arts in Education** - Patten University, Oakland, CA
- **Master of Arts in Curriculum & Instruction** - Patten University, Oakland, CA
- **Bachelor of Arts in Political Science** - Cal Poly San Luis Obispo, San Luis Obispo, CA
- **Administrative Certification** - California, Massachusetts
- **Superintendent Certifications & Leadership Training**
 - New Leaders (Cohort 7)
 - Urban Superintendent Academy, AASA
 - National Superintendent Academy, A.R.P.
 - ACSA Superintendent Certification

Core Experience & Leadership Roles

Strategic Leadership & Innovation

- Led a district through successful PK-12 accreditation.
- Developed and implemented a strategic plan defining mission, vision, and core values.
- Transformed two secondary schools to incorporate project-based learning, technology integration, and innovative learning environments.
- Expanded community partnerships to provide on-site mental health support, addressing long-standing community challenges related to poverty.

Board Governance

- Worked with the board to set clear district expectations, reducing employee discipline cases requiring board intervention.
- Partnered with board members to develop and refine policies promoting equity and inclusion.

Finance & Operations

- Managed a \$54M budget, ensuring efficient use of resources.
- Developed a communications team to enhance information sharing across the district.
- Collaborated with the board to “right-size” the district, leading redesigns of alternative schools.
- Played a key role in negotiating and implementing collective bargaining agreements.

Advocacy & Community Engagement

- Authored weekly staff memos to foster a culture of engagement and transparency.
- Published “letters to the editor” to inform the public about district operations.
- Delivered presentations to civic groups and potential partners to secure on-site mental health support.
- Represented the district in press conferences and legislative events, advocating for education policies impacting the community.

Human Capital Development

- Revamped employee hiring and onboarding processes to enhance engagement and retention.
- Reorganized the central office to improve efficiency and school support.

- Regularly communicated with all employees to share strategic goals and promote wellness and self-care.
- Led district-wide training in equity, inclusion, and racial bias awareness

Professional Experience

Consultant, Darryl Richardson, LLC (2020 - Present)

- Provides expertise to support equitable systemic change through data-driven leadership practices.
- Focuses on equitable resource distribution to ensure college and career readiness for all students.
- Specializes in mentoring practices and inclusion strategies, particularly to enhance African-American student achievement.

Superintendent, Rutland City Public Schools (2018 - 2020)

- Oversaw 2,500 students across 9 schools with a \$54M budget.
- Partnered with board and community leaders to align resources with strategic goals.
- Led initiatives to redesign two alternative high schools, creating tech-focused, student-centered learning environments.
- Developed and implemented a district-wide professional learning plan covering equity, trauma-informed practice, and implicit bias.
- Improved district communication tools to enhance engagement with families and the community.

Executive Director / Regional Superintendent, West Contra Costa Unified School District (2012 - 2018)

- Supervised 27 school leaders across 54 schools, overseeing budgets totaling \$178M.
- Directed district-wide initiatives in safety, community schools, response to intervention, and student leadership.
- Co-developed the South Richmond STEM corridor with MIT and Chevron, including specialized programs for African American males and women of color.
- Led the design, implementation, and evaluation of 31 Full-Service Community Schools.

Principal, Brookfield Village Elementary School, Oakland Unified School District (2008 - 2012)

- Raised API scores, achieved AYP targets, and moved the school out of NCLB Program Improvement.
- Improved student assessment results, especially among African American and Latino students.
- Reduced truancy from 17% to under 4%.
- Created a Full-Service Community School through partnerships with local businesses and organizations to provide comprehensive support for students and families.

Additional Experience

- **Assistant Principal**, Oakland Unified School District, Oakland, CA (2007-2008)
- **Teacher**, Oakland Unified School District, Oakland, CA (2003-2007)
- **Dropout Prevention Specialist**, Oakland Unified School District, Oakland, CA (1993-2003)
- **Dropout Prevention Instructor**, California Department of Education (1996-2003)

Awards & Recognitions

- **Oakland Alliance of Black Educators Distinguished Service Award** (2012)
- **Educator of the Year, In-Spirit** (2010)
- **Most Improved School Attendance Award** (2010)
- **Superintendent Semi-finalist**, San Diego Unified School District (2022), Duval County FL (2024)

Selected Presentations

- **Welcome Keynote**, National Dropout Prevention Conference, San Diego, CA (1999)
- **Dropout Prevention 101**, National Dropout Prevention Conference, San Jose, CA (1996)
- **Keynote**, California Association of School Psychologists (2000)
- **Increasing Early Literacy**, Anne E. Casey Foundation; Congressional Black Caucus (2011)

Adam Taylor's extensive experience across various leadership roles in education demonstrates his commitment to fostering inclusive, community-centered educational environments. His skills in strategic planning, advocacy, and financial management make him a valuable leader with a focus on equitable student success and community engagement.



Robert Bliss
Assistant Superintendent of Schools
6 Church St
Rutland, VT 05701

April 9, 2024

To Whom it May Concern:

You are receiving this letter because Adam Taylor is seeking a leadership role in your school district and community. He is a student-centered and transformational leader, with a focus on equity, the likes of which I have never met. He deserves your most serious consideration. I have known Mr. Taylor for just over six years since his recruitment and selection as Superintendent of Schools for Rutland City Public Schools. Having worked as one of his closest colleagues, I can accurately represent his dynamic and visionary qualities.

Adam Taylor arrived in Rutland City from Oakland, California where he had been a regional Superintendent with the responsibility of overseeing more schools and diverse communities than we could fathom. He immediately established himself as a learning member of Rutland City by attending community organization events, being present at the farmers market and National Night Out, and having an open door for people with an interest in supporting the school district. With his "new eyes" to the community he was able to make observations and create solutions in a number of realms, most importantly increasing academic rigor, and equity for our families and students.

Among the major accomplishments of the district in Adam's first year were three efforts related to our students who most needed his support. He wisely set the goal of listening and learning, but his observations and vision allowed us to make progress where we otherwise would not. First, he assessed that one of our models of in school support actually inhibited our students' ability to gain skill, confidence, and the relationships they need to succeed. He asked that the building Principal look at dissolving and remodeling the program. In short order, student behavior and in class productivity improved for a few of our Intermediate School students who had been taking most of the adults' time. This small step also helped us as a district see the need to refocus on building relationships with students in a restorative manner, rather than excluding them to create the illusion of calm. It worked, and we are carrying on that effort this year as we "go slow to speed up."

Second, Mr. Taylor identified that an alternative program we have was "not good enough for his son, so it was not good enough for any student." We went about the process of counseling the Director out, focusing on quality of academics rather than isolation, and improving the ability of the faculty to connect with their students. Relationships really do matter! As a result of that work, our alternative site has a new team and focus. The Director has created an academic and skill building experience that includes art integration, adventure-based learning, farming, and community experiences. The students now have a relevant and meaningful reason to attend and excel. Attendance is up, and behavior issues are down. All of this has been accomplished while reducing costs. Without Adam Taylor's insistence on high quality programs for all student, we would not have gotten this far.

Finally, in Vermont students must be provided with multiple pathways for graduation. Adam Taylor saw the value of the philosophy. He immediately established relationships with our local colleges. More importantly, he assessed that our district's pathway for students who need a non-traditional high school experience were being shortchanged. Their space was outdated, their instructors were not always licensed

experts in the academic content they were teaching, and the teachers needed more support. As school opened that next year, our new 77 Grove Street Campus debuted with licensed and master teachers in each discipline. The rapid turn around was thanks to Adam Taylor's vision, support, and delegation to empower other leaders in the district.

Having been Adam Taylor's team mate for a year, I can affirm that he is a joy to work with. We kept an open and honest flow of communication in all matters educational and professional. It has been years since I have been honored with such a level of support and professional respect. However, the most valuable endorsement I can imagine bestowing on a colleague occurred when Adam Taylor attended his first meeting of Rutland's Project Vision, a grassroots community effort to make our city the happiest and healthiest city in Vermont.

I was honored that I was asked to introduce Adam Taylor to the community at Project Vision. As I spoke about his experience, his journey, and his outstanding singing voice, I realized that the most honest and genuine assessment I could offer was this, "Finally, I want to let you know I told my wife this morning over breakfast this: Adam Taylor is even more student centered than I have ever been. We are going to do great things together for the kids in this community."

If I can offer any more support for Adam Taylor in your organization please do not hesitate to contact me directly. I would enjoy the conversation.

Most Sincerely,



Robert S. Bliss



West Contra Costa Unified School District

Special Education Department

3000 Parker Road, Richmond, CA 94806

Phone: 510-307-4630 Fax: 510-724-8829

Dr. Kenneth C. Hurst
Superintendent of Schools

Christine Gant Hatcher
CCEIS Coordinator

May 17, 2024

To: Hiring Committee
From: Christine Gant Hatcher
Re: Adam Taylor
Date:

This letter is my sincere recommendation for Adam Taylor for the position of [district/ organization]. Having worked with Adam more than 15 years, first in Oakland Unified School District (OUSD) and then in West Contra Costa Unified School District (WCCUSD) as a former colleague and direct report, I have had the honor of directly observing his exceptional leadership, commitment, and love of learning.

During his tenure as my supervisor, Adam consistently exhibited outstanding leadership qualities that inspired and motivated our team to achieve excellence. He possesses a rare combination of vision, integrity, and strategic thinking that I believe make him exceptionally well-suited for the role of Superintendent.

One of Adam's greatest strengths is his ability to create a positive and inclusive work environment where every member of the team feels valued, respected, and empowered to contribute their best efforts. He fosters collaboration, encourages open communication, and promotes a culture of continuous learning and professional growth.

Moreover, Adam has a proven track record of implementing initiatives that enhance student achievement and ensure the holistic development of every child, greatly improve student outcomes, and increase the general efficacy of our educational activities. He understands the importance of tailoring educational programs to meet the needs of individual students, and modifying instructional methodologies to match the various requirements of our students and communities where every student feels valued and supported..

Apart from his outstanding leadership abilities, Adam possesses the highest honesty, empathy, and professionalism. Leading by example, he exhibits a resolute dedication to integrity, transparency, and accountability in all of his interactions and decision-making procedures.

Overall, I have the utmost confidence in Adam Taylor's ability to serve as an outstanding Superintendent for your [district/ organization]. He possesses the vision, experience, and dedication necessary to lead Duval County Public Schools to even greater levels of success, and I wholeheartedly endorse his candidacy for this critical leadership position.

If you need any more information or clarification regarding Adam Taylor's qualifications and fitness for the Superintendent position, do not hesitate to get in touch with me. Thank you for considering him for this vital leadership position.

Sincerely,

A handwritten signature in blue ink that reads "Christine G. Hatcher".

Christine Gant Hatcher

christine.hatcher@wccusd.net

(510) 206-0167

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Chairman Emeritus, Founder

To Whom It May Concern:

I am pleased to write this letter of recommendation for Adam Taylor who is seeking an education administration position within your district. I have known Adam for the past 12 years since volunteering as mentors for the local chapter of the 100 Black Men Bay Area.

As colleagues, we have worked together developing mentoring programs, designing a school for Black Boys and collaborating with universities to increase higher education opportunities for People of Color. During this work I have had the opportunity to observe Adam's leadership in a variety of situations. In addition, I have utilized his consulting services to develop, implement and evaluate mentoring programs with a focus on academic preparedness and community development.

As a result of our many projects I have had the opportunity to have in depth, reflective discussion with Adam about numerous leadership topics. I appreciate Adam's leadership style. He is open and accessible and believes in building on strengths. He is student focused and willing to make tough decisions. He focuses on getting to know students, staff and community members and building strong collaborative partnerships. I learned as much from him as I hope he did from me.

He quickly develops an authentic rapport with people and leads from a perspective that many can't. Adam has learned over time that he must continuously work to ensure that stakeholders have a voice at the table and are acknowledged for their contributions. He has also learned to truly bring sustainable organizational change, it begins by building the capacity of the organization utilizing as many experts that already exist within the organization.

I strongly recommend Adam for an education leadership position, such as the superintendency. He is experienced, skilled, thoughtful and student focused and will be an asset to a school district who is seeking a leader.

Sincerely,

Darryl Richardson
100 Black Men of the Bay Area
510-207-0217
drichardson@100blackmenba.org



PATTEN UNIVERSITY
Office of the Registrar
2100 Franklin St., Ste. 350
Oakland, CA 94612
(415) 813-6147

Adam Michael Taylor

Student ID : [REDACTED]
Date Issued : 03/16/2018

Major: Education
Degree: Master of Arts
Graduated 06/17/2006

Summer 2003

Course	Title	Credits	Grade	Quality Points
EDU577	Educational Assessment and Learning Processes	2.00	A	8.00
EDU592	Computer Literacy in Education	2.00	A	8.00
EDU596A	Health Education for Classroom Teachers	2.00	A	8.00
LNG611	Introduction to Linguistics	3.00	B+	9.90
Attempted		Passed	Q-Pts	GPA
Term:	9.00	9.00	33.90	3.76
Cum:	9.00	9.00	33.90	3.77

Summer 2004

Course	Title	Credits	Grade	Quality Points
EDU594	Educating the Exceptional Child	2.00	B-	5.40
EDU602	Values and Ethics	3.00	A-	11.10
EDU622	Comparative Curriculum Development	3.00	A	12.00
EDU623	Curriculum Planning, Design, and Development	3.00	A	12.00
LIT625	Children's Literature	3.00	A	12.00
Attempted		Passed	Q-Pts	GPA
Term:	14.00	14.00	52.50	3.75
Cum:	44.00	44.00	161.80	3.68

Fall 2003

Course	Title	Credits	Grade	Quality Points
EDU575	Professional and Legal Foundations	2.00	A	8.00
EDU579	Reading Instruction and Methods	3.00	A	12.00
EDU581	Curriculum and Instruction	3.00	A	12.00
Attempted		Passed	Q-Pts	GPA
Term:	8.00	8.00	32.00	4.00
Cum:	17.00	17.00	65.90	3.88

Fall 2004

Course	Title	Credits	Grade	Quality Points
EDU587	Theories and Methods of Teaching English	3.00	A	12.00
EDU589A	Advanced Reading/Writing Instruction and Methods	2.00	B+	6.60
EDU591B	Intern Practicum	6.00	B	18.00
EDU601	Research Writing and Evaluation in Education	3.00	A	12.00
Attempted		Passed	Q-Pts	GPA
Term:	14.00	14.00	48.60	3.47
Cum:	58.00	58.00	210.40	3.63

Spring 2004

Course	Title	Credits	Grade	Quality Points
EDU583	Classroom Observation, Participation, & Management	2.00	B	6.00
EDU584	Multicultural Seminar	2.00	A-	7.40
EDU588	Advanced Curriculum and Instruction	3.00	A	12.00
EDU591A	Intern Practicum	6.00	B	18.00
Attempted		Passed	Q-Pts	GPA
Term:	13.00	13.00	43.40	3.33
Cum:	30.00	30.00	109.30	3.64

Spring 2005

Course	Title	Credits	Grade	Quality Points
EDU603	Research Seminar I	3.00	A	12.00
EDU624	Advanced Curriculum Design	3.00	A	12.00
Attempted		Passed	Q-Pts	GPA
Term:	6.00	6.00	24.00	4.00
Cum:	64.00	64.00	234.40	3.66



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Aaron Hiatt, Registrar



PATTEN UNIVERSITY
Office of the Registrar
2100 Franklin St., Ste. 350
Oakland, CA 94612
(415) 813-6147

Adam Michael Taylor

Student ID : [REDACTED]

Date Issued : 03/16/2018

Major: Education
Degree: Master of Arts
Graduated 06/17/2006

Spring 2006

Course	Title	Credits	Grade	Quality Points
EDU604A	Research Seminar II	1.00	P	0.00
Attempted		Passed	Q-Pts	GPA
Term:	1.00	1.00	0.00	0.00
Cum:	65.00	65.00	234.40	3.66

Summer 2006

Course	Title	Credits	Grade	Quality Points
EDU604A	Research Seminar II	1.00	P	0.00
Attempted		Passed	Q-Pts	GPA
Term:	1.00	1.00	0.00	0.00
Cum:	65.00	65.00	234.40	3.66

Regis. Notes MASTER OF ARTS/EDUCATION/JUNE2006
Regis. Notes THIS INDIVIDUAL HAS COMPLETED A
MULTIPLE SUBJECT CREDENTIAL PROGRAM AS APPROVED
BY THE CALIFORNIA COMMISSION ON TEACHER
CREDENTIALING

*** End of Transcript ***



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Aaron Hiatt, Registrar

PATTEN UNIVERSITY

Office of the Registrar, 2100 Franklin St., Ste. 350, Oakland, CA 94612

PHONE: (415) 813-6147

FAX: (415) 354-5684

Accreditation:

Patten University is accredited by the Western Association of Schools and Colleges, 985 Atlantic Ave., Suite 100, Alameda, CA 94501, (510) 748-9001. For the State of California, Patten is accredited by the Board of Education, and the California Commission on Teacher Credentialing.

Calendar and Credits:

The University uses the standard semester credit. Effective Fall 2012, select programs adopted non-traditional, rolling terms. "Semester" and "Session" both indicate regular university (residence) credits. "Continuing Education" indicates that the coursework was sponsored by the Patten Continuing Education Office and may be undertaken by non-matriculated students.

Terms identified by a four digit number indicate the year (first two digits) and month (last two digits) a condensed course was completed.

Course Numbering:

Prior to 1992:

000-199 Undergraduate
200-299 Teacher Credential

Present:

- 000-099 Developmental Courses which do not carry credit toward graduation.
- 100-299 Lower division undergraduate courses which are general and introductory in nature. They are intended to provide a foundation for advanced work.
- 300-499 Upper division undergraduate courses which generally assume prior knowledge or experience in the subject, with content more advanced or specific than lower division courses. Some of these courses may be accepted for the CLAD emphasis or CLAD authorization.
- 500-599 Post-baccalaureate teacher credential courses, and graduate level courses
- 600-699 Graduate Courses

Name Changes:

Patten University - 2003 to present.
Patten College - 1979 to 2003.
Patten Bible College - 1966-1979.
Patten School of Religion - 1953-1966
Oakland Bible Institute - 1944-1953

Grading System*:

Grade	Numerical Score	Grade Points	Achievement Level
A	93-100	4.00	Superior
A-	90-92	3.70	
B+	87-89	3.30	
B	83-86	3.00	Above Average
B-	80-82	2.70	
C+	77-79	2.30	
C	73-76	2.00	Average
C-	70-72	1.70	
D+	67-69	1.30	
D	63-66	1.00	Barely Passing
D-	60-62	0.70	
F	0-59	0.00	Failure

*Graduate coursework is credit earning with a letter grade of C or better.

The following grades do not affect the grade point average:

CR	Credit: Completion of the course with a grade of "C" or better.
NC	No Credit: Completion of the course with grade below "C."
AUD	Audit (Satisfactory)
W	Withdrawal
I	Incomplete
IP	In-Progress: Final grades await course completion. Courses may extend beyond end of single term.
S	Satisfactory participation
J	Unsatisfactory participation
CEU	Continuing Education unit. Not for college credit.

Repeat Policy:

Students may repeat courses that did not receive a passing grade, or to improve overall GPA. All grades, including the grade for the repeated course, will appear on the student transcript. Only the highest grade achieved is taken into the overall GPA.

Honors:

Summa Cum Laude 3.80 GPA or higher
Magna Cum Laude - 3.50-3.79
Cum Laude 3.20-3.49

RELEASE OF INFORMATION

This information has been forwarded to you at the request of the student with the understanding that it will not be released to other parties. The Family Education Rights Act of 1974 prohibits release of this information to a third party without the student's written consent. The content of this academic transcript satisfies the original authorization for release as granted by the requestor. Information not included as a part of this record is not subject to the original authorization, and may only be released upon the requestor's written consent.

California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in
recognition of preparation for service in California Public schools*

ADAM TAYLOR

is hereby awarded the

Administrative Services Credential

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 07/03/2020 to 08/01/2025

Document Number: 200139218



*Marquita Grenot-Scheyer
Chair, Commission on
Teacher Credentialing*



*Mary Vixie Sandy
Executive Director,
Commission on Teacher
Credentialing*