AASB Superintendent Search
APPLICATION FORM

Property of AASB

If you are applying for more than one position, it is ***not*** necessary to complete a separate application. If you desire, AASB will duplicate this completed form for any subsequent position applications.

I. PERSONAL INFORMATION

First Name: Alex Middle Name: P Last Name: Tatum

Mailing Address: 3705 Arctic Blvd. #865 Anchorage, Alaska 99503

Home Telephone: 907-333-3915 Work/Message: 907-250-4739 Cell phone: 907-250-4739

Email: alexptatum@msn.com or alexptatum@gmail.com

List any other name under which application materials may be received: n/a

Have you ever been convicted of, or pled guilty to, a misdemeanor or a felony? NO

If yes, please give details and attach to application: n/a

Have you ever been convicted of, or pled guilty to, a DWI? NO

CERTIFICATION

The superintendent position requires an Alaska Type B certificate with a superintendent endorsement. Do you hold a current Alaska Type B Administrative Certificate with a Superintendent Endorsement?

Yes: XXX No:

If yes, expiration date is: 1-7-2016

If No, have you applied for a Type B certificate with a superintendent endorsement with the Alaska Department of Education & Early Development?

Yes: No:

Information on requirements for the specified certificate may be obtained from:
Alaska Department of Education & Early Development
Teacher Certification
801 W. 10th, Suite 200
Juneau, AK 99801-1894
Tel. 907-465-2857

Alaska law requires at least six semester hours of college academic credit in the last five years in order to receive a Superintendent's Certificate in Alaska. Do you meet these qualifications?

Yes: XXXX No:

In what other states do you hold a Superintendent's Certificate? n/a

All of II. PRESENT EMPLOYMENT INFORMATION

Present Employer: AEC Alaska Education Consultants

Employer's Address: 311 Bree Anchorage, Alaska 99515

Your Title/Position: Executive Education Management Consultant & Mentor

Years in Position: 5

Are you presently under contract? Yes: XXXX No:

Present Salary: $500 a day ($150 an hour)

Does your employer know of this application? Yes: XXX No:

III. EMPLOYMENT HISTORY

Please list all FULL TIME experience. List present employment above and all others here, beginning with the most recent, and work backward in chronological order. (Please list on additional sheet if necessary.)

DATES OF SERVICE	POSITION/DUTIES	ORGANIZATION ADDRESS	SIZE OF ORGANIZATION # TEACHERS./# STUDENTS
05/01/2010	Executive Education Management Consultant & Mentor	311 Bree Anchorage, AK 99515	All of North Slope Borough & Ilisagvik College staff & students
07/03-07/04	Principal	Anchorage School District 5530 East Northern lights	3,500teachers 48,000 students
10/82-06/91	Superintendent of Schools	Chevak, Alaska	32 teachers 200 students
05/81-09/82	Instructor	University of Alaska, Anchorage	3,200 teacher 20,000 students
05/81-09/81	Assistant Coordinator-Upward Bound	University of Alaska, Fairbanks	3,200 teacher 20,000 students
08/76-05/80	School Principal	Yukon Koyukuk School District	87 teachers 870 students

Please summarize your work experience in years as applicable:

Superintendent: 9	Asst. Superintendent:	Principal:5	Asst. Principal:
Teacher:	Elem:	Mid:	HS: 4
Central Office:			

IV. EDUCATIONAL HISTORY

(Please list on additional sheet if necessary.)

INSTITUTION NAME	MAJOR/MINOR	DATES ATTENDED	DEGREE EARNED
Alaska Methodist University	History/NPAS/Speech & Dra.	1968-1972	BA
University of Alaska, Southeast	Public School Admin.	1976-1979	MED
Boston University	Human Resource Ed.	1990-1992	CAGS
The Union Institute Grad. School	Education Philosophy	1990-1994	PHD
University of Alaska, Anchorage	Global Logistics	2003-2005	GSCM

V. APPLICANT'S STATEMENT

1. *Philosophy/Orientation:* Summarize your general philosophy of the status of public education in the U.S. what is working and what challenges lie ahead in the next 10 years, and some of your best ideas for addressing that challenge.

From a personal perspective my philosophy of education is that I teach the acceptance of responsibility. As I have found over the years the rest is relatively easy. If I as a teacher am responsible for providing the academic resources required and they as students are responsible for the acceptance of responsible for learning the materials we have a mutual admiration society.

Over the next 10 years. I see an assortment of changes that will be impacting the state of education in this nation. The No Child Left Behind legislation that we have been dealing during this past generation is now at the point where anticipated outcomes must be presented or demonstrated as would be expected in some areas of society. Those outcomes have been greatly less than desired. Now we're left with "what should we do at this point" in order to get this back on track, or do we change to meet where we are versus where we should be. I called the approach "If you can't meet the expected goals and outcomes, then you change the rules". Unfortunately, this approach does not necessarily work.

With more and more people anticipating that public education is there to provide oversight of their children until they reach age 18 and at that point they are returned to the family as productive working members of the society. This approach must change. I have always believed that education is the responsibility of the family and that the public education system is there to work with each and all families. The common core state standards initiative will have a great impact on education in the United States. many people see it as a positive move because it seeks to establish consistent educational standards across all of the states. On the surface this sounds very good, but in reality not everyone is on board with the concept. 44 of the 50 states are on track with the common core state standards. Obviously there is disparity amongst the states as to what should be in should not be taught in our educational system. There are pros and cons of either side of this argument. although most people will agree that there should be some sort of standard every student meets but what that standard is has become a debate. When considering education and the future we must consider how the Internet and social media will be impacting the use as teaching tools but at the same time must consider the condition of educational facilities and how that will affect the performance of education in any given community. In general many people would say, the better the buildings conditions are the better the students and their teachers perform. but that's not always true.

As we turn our attention to the future of education we have to consider alternative assessment methods, the current trends in brain research that will impact student learning, when and where to use character education, how to deal with conflict resolution how do we collaborate and work together for the benefit of the whole all students, what is critical thinking and how best to use it in the education process, considering the world that we live in now. How do we define inquiry-based learning and how do we use it within the school? How do we deal with the concept of school choice and also the concept of school violence? Where will the overall standards movement that we all see going on currently really impact on the local level education? Many people see teacher accountability as one of the key factors that must be developed and work out. And of course technology and teaching and what it will do for all of us. There are many issues that are coming up that educators, school boards and superintendents must face.

2. *Personnel Management:* Describe your approach to personnel management and your ability to utilize staff effectively.

I've always been a proponent of collaborative management. Although I may have to make the final decision I want everyone to have the opportunity of providing input to that decision. I seek to align teachers and staff's skills, knowledge and interests with whatever job needs to be done. School districts as public sector institutions must always bounce the ever increasing demand for public sector services against an ever shrinking budget. Additionally, I want to ensure compliance with all of the many laws and rules regarding workplace conduct in discipline. This is imperative. As a supervisor my philosophy is to begin from a proactive stance. I begin with the end in mind; where is it that we want to be and when do we want to get there? Then, what I call first things first; I want each employee and their supervisor to be able to work together to benefit of the school.

3. *Fiscal Management:* Appraise your approach to developing a budget, managing budget implementation, and your ability to utilize scarce resources effectively.

In my professional career I've had to develop numerous budgets for schools and other organizations. My personal preference is to first assemble a budget team made up of those who will be involved in the development of a budget for the school that will be presented to the school district. I next bring in a

budget calendar to prepare for the budget process and how we chronicle about it during the making of a budget with the resources that we have. At this point, we developed the budget and lastly implement a process for monitoring the budget to be sure that we are following our plan as approved by the school board. Because I always want to show a team approach in the budget process I foster collaboration across the school district encouraging all staff members to work together to define our goals, our best efforts to allocate our resources and methods for monitoring the progress.

4. *Communications:* Appraise your ability in public speaking, writing, persuasiveness, media relations, and capacity to develop a credible public image. What are your approaches to internal communications? To public communications?

I have a bachelor's degree in speech and drama and I have worked on both radio and television as an on air personality. As a public speaker I have had to give speeches to multiple thousands of people all across the state of Alaska. Additionally, I've had to do the same thing and other states and before legislative bodies in both Washington DC and the Alaska State Capital. I've had to write various articles for publication and critical review by peers. I have competencies from my past training and experience to develop a credible public image of the school district. I am a firm believer in keeping everyone informed concerning the school district. This will involve the development of an internal communications network if there isn't one already in place. I am currently involved with developing the public image of a charter school where I am the chairman of academic policy committee. Obviously, as a charter school we want to get our name out to those who may be interested in attending our school and the parents. This has involved putting together a refined website, using radio and television spots and being sure that we are able to communicate via the print media what makes our school unique and why students should be there. We are developing open house situations where people who are interested in attending the school can come and see just what we're all about. We have now established our goals for enrollment for \the next academic year. It appeared to be on track with that goal

5. *Experience with ethnic and cultural groups:* What experiences have you had in working with groups with varied ethnic, cultural and economic backgrounds?

From the various Native corporations and school districts I have worked with I've had the opportunity to work with all Alaska Native cultural groups. From Ketchikan to Barrow, from Western Alaska to Southeast Alaska and all areas in between I have worked with the various groups. Additionally as a college student I attended college in Japan, and after leaving I traveled around the world studying American foreign-policy as it related to the various areas throughout the world. I should also mention that my doctoral degree is in multicultural education.

6. *Alaska knowledge and experience:* Describe the nature of your experience in education in Alaska. Explain how this experience and perspective would contribute to your qualifications for this position.

My father came to Alaska after the 2nd World War. I was raised in Alaska and attended school in Alaska. After graduating, I entered Alaska Methodist University and graduated. To obtain my teaching certificate I attended the University of Alaska. After the Molly Hootch decree I was asked by the Alaska State Operated School System to start the first high school program for the students living in Emmonak, Alaska. I was required to teach all subjects and take care of all duties concerning the school. Because there were no facilities provided to teach in I had to renovate an old community building and make it into a suitable school facility. As the only state teacher I had to be resourceful and work with the Bureau of Indian Affairs teachers to obtain any limited resources that might be available. In addition, the closest state school was in Bethel, 150 miles away, with no phone connection. It was accepted that any problems that might arise would require me to resolve without the assistance of the central office in Bethel.

Because of the success of the Emmonak High School I was asked to start the first high school program in the village of Holy Cross. I taught all high school subjects to a student population of about 20 students in grades 9-12. My next education experience was school principal for the k-12 school in Kaltag, Alaska for the Yukon Koyukuk School District. As principal I implemented the first high school program for this community under the State Operated School System. I supervised a staff of about twenty. While serving as principal, I was fundamental in implementing field based education for the students to give them wider exposure to the world beyond their village.

As Superintendent for the Kashunamiut School District, I administered a preschool-12th. grade school district. Family Partnership Charter School (FPCS) was my first experience with a large urban school district. FPCS is a uniquely innovative school program where parents direct the education of their children under the guidance of certified teachers. I supervised an administrative staff of 8. There were approximately one 150 that I supervised either full time or part-time. My

duties included, public relations for the school, recruiting of staff and teachers, evaluations of all full time employees.

7. *Educational achievement:* What have you done to upgrade the educational program in schools under your supervision? How have you evaluated the results?
In schools where I have had the opportunity to work or lead I have been a real advocate for the STEM education program. The acronym STEM stands for science, technology, engineered and mathematics. The University of Alaska has a special program just for STEM students. This approach to education is designed to revolutionize the teaching of subject areas such as mathematics and science by incorporating technology and engineering into the regular curriculum. From my background STEM education attempts to transform the typical teacher centered classroom by encouraging a curriculum that is driven by problem solving, discovery, exploratory learning, and requires students to actively engage a situation in order to find a solution. By adopting the STEM philosophy all play an important part in the teaching of the whole student. The science, engineering and mathematics skills are made complete by the technology component that provides a creative and innovative way to problem solve and apply what has been learned. What I've found from research is that all students benefit from the STEM program because they are taught to be independent, innovative and allows students to explore greater areas of all of the subjects by utilizing the skills learned: these skills are going to be required in order for today's students to be tomorrow's global leaders. More and more jobs requiring workers to have a greater ability to think critically, work as a member of a team and independently, and goals that close the performance gap between our American students in those being produced in many other countries. I would want to work with UAA using their resources to work with our students during the academic year and summer programs.

8. *Labor Relations:* Describe your experiences in the area of labor relations.
I am a trained labor relations and contract negotiator. I've had to work with various unions across the state dealing with labor relations issues. These have included the teachers unions, operating engineers, carpenters union, laborers union and the Teamsters. I've had to negotiate several teacher contracts and classified staff contracts. In addition, I've had to work with several unique contracts. For example, I worked with a contract where the laborers union and the operating engineers were under one contract. This made for some very difficult situations when there was a conflict involving employees and their supervisors.

9. *Board/superintendent relations:* In your view, what is the proper or appropriate relationship between the school board and its superintendent?
The school board is the policymaking body for the school district. the school district superintendent is there to carry out the marching orders of the school board. From my past background and training, effective school boards work best as a united team with the superintendent, each from their respective roles with strong collaboration and mutual trust. With that as the starting point the school board should commit to a vision of high expectations for student achievement and quality instruction and define clear goals towards that vision. Working with the school superintendents the school board should have a strong shared belief and values about what is possible for students and their ability to learn and of the system and its ability to teach all students with a very high level of competency. Working together, the effective school board should be accountability driven spending less time on operational issues and more time focused on policies to improve student achievement. With an effective school board and superintendent relationship, together they can have a collaborative relationship with staff and the community and establish a strong communication structure to inform and engage both internal and external stakeholders and setting and achieving the school district's goals. An effective school board superintendent relationship enables all to be data savvy. By this I mean they can embrace and monitored data, even when the information is negative and use it to drive continuous improvement in the school district. Building on this relationship they are able to align and sustain school district resources such as professional development to meet district goals. Effective school board superintendent relationships enable them to each work from their respective roles leading to a much stronger school district for all students.

10. *Other:* Any other points or comments you would like to make which could aid in the selection process?
In the area of community engagement and educational research a representative example include: While working on research for my doctorate degree I was tasked with reviewing and comparing educational systems throughout the USA. To accomplish this, my family and I traveled throughout the USA in a motor home working with selected school systems. From Washington to Florida to

Maine and Canadian Provinces we visited school districts across the country comparing and contrasting their educational programs. For two academic years we home schooled our 4 elementary age children while we traveled. We had enrolled them in the Yupiit School District. Our children were taken to the village of Akiachak where they became acclimated to their peers and teachers before we left for our travels. As we traveled our children were tasked with developing educational videos and other materials of various areas we traveled to and then expressing the videos along with various educational materials such as sea life in California and snake skins in Arizona back to the village. This was a great success back in the village. The village children were able to identify with our children leading to more meaningful educational experiences.

I worked with Ray Barnhardt of the UAF Education Department on development of educational programs for rural Alaskan villages. As a young teacher I was deeply influenced from the research we developed on education for rural villages. Native knowledge systems, ways of knowing and world views were implanted in my knowledge base and impregnated my educational philosophy.

VI. ACKNOWLEDGEMENT

Your file with the Association of Alaska School Boards must contain the following items for your candidacy to be considered:

Formal letter indicating interest in the position
Completed application
Confidential placement file (if it is current)
College transcripts (graduate work in administration only)
AASB Reference forms (3)
Alaska Superintendent Certificate (copy)
Up-to-date Resume
Other items of your choice
Photo (optional)

I certify that the foregoing statements are true and correct and authorize you to investigate all references listed and to secure additional information if necessary. I also agree to waive my right to a public discussion of my candidacy as provided in AS 44.62.310©, thereby permitting a board or committee formed by the board to screen application files and/or interview finalists in executive session.

2/18/15
DATE

APPLICANT'S SIGNATURE