

# DUANE L. ROSS

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## Professional Summary

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Skilled school leader with 26 of years teaching and leading in diverse learning environments. Well versed in developing and implementing content focused on race, equity, bias and debunking negative stereotypes and tropes. Provided safe learning environment that fostered growth of students (K-12 as well as undergraduate, graduate and among professional peers both academically and emotionally). Optimized student performance by promoting goal-oriented activities and encouraging critical thinking and the advancement of courageous and difficult conversations.

## Skills

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- Leadership Development
- Mentoring- Principal Leadership Development  
Team Member
- Developing Needs assessment for High Impact  
Schools
- Qualitative research
- Teacher Improvement Plan Development
- Innovative Lesson Planning
- Alternative Dispute Resolution training
- Facilitating Workshops on Anti-Racist Behavior  
and Bias Awareness

## Work History-Job Experiences

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### Assistant Principal

07/2006 to Retired 2021

### Montgomery County Public Schools – Rockville, Maryland

- Conduct observation and evaluation of professional and support staff.
- Participate in CORE Team Meetings.
- Member of MCPS Leadership Development Team.
- Member of Diversity, Cultural Responsiveness Team Management.
- Serve as School Testing Coordinator/develop schedules for all testing activities.

- Developed Comprehensive Discipline Plan.
- Lectured to Georgetown University, George Washington University and Trinity University graduate students on the political, cultural and economic systems that impact urban education.
- Managed daily operations for a school of approximately 500 children and 60 staff members.
- Coordinated school-based testing programs/schedules for local and state assessments.
- summative data to continuously identify instructional growth and areas of need by grade level.
- Wrote and implemented in collaboration with the leadership team, the data-driven school improvement plan with targets in mathematics, reading, student attendance and parental involvement.
- Developed a comprehensive professional development program based on the needs assessment data for the staff and student improvement.
- Monitored formative and summative data to continuously identify instructional growth and areas of need by grade level.
- Developed a mentoring program for 5th grade boys.
- Developed Improvement Plan for under-performing teachers- strengthening teacher pedagogical concerns.
- Member of Curriculum and Instruction committee.
- Conducted qualitative research on high-performing, high poverty schools that was used in developing the comprehensive school improvement plan.
- Organized, analyzed and presented assessment, retention, attendance, and mobility data to staff, parents and community members during monthly planning meeting for the purpose of school improvement.
- Mentored leadership program interns and student teachers.

#### **Adjunct Lecturer**

07/2020 to Current

**Howard University** – Washington, DC

- Used variety of learning modalities and support materials to facilitate learning process and accentuate presentations, including visual, and social learning modalities.
- Organized, prepared and revised educational leadership course material and applied technological options for online and course-related software.
- Developed lesson plans, assessments, site visits and course syllabus.
- Probed, encouraged and facilitated class discussions by building discussions into lessons, asking open-ended questions and using techniques to track student participation and actively solicit input.

#### **Adjunct Professor**

07/2004 to 06/2010

**Trinity University** – Washington, DC

- Taught school management and leadership courses, providing instruction for up to 24 undergraduate students.

- Taught school management courses, providing instruction to up to 15 graduate students.
- Transitioned course material and applied technological options for online and course-related software for school management and school administration.
- Worked with colleagues and administrators to create robust education programs.
- Collaborated with faculty members in designing leadership modules and curriculum for departmental courses.

### **Principal**

08/2005 to 06/2006

#### **Lemon G. Hine Junior High School District of Columbia Public Schools – Washington, DC**

- Performed classroom evaluations to assess teacher strategies and effectiveness.
- Administered all facets of personnel policies and procedures, including conception, modification, and approval of professional staff additions.
- Introduced modifications to English/ Language Arts curriculum and introduced new, effective instructional techniques.
- Coordinated yearly operations and staff budget, tracked expenses and documented actions.
- Collaborated with business manager to develop functional budgets within allocated funds.
- Trained teachers on effective teaching techniques, classroom management strategies and behavior modification.
- Prepared school budget and submitted to school board with recommendations for hiring, capital expenditures and cost-saving initiatives.
- Verified adherence to state, federal and private funding source requirements across programs and outcomes.
- Facilitated continued education for teaching staff through implementation of quality curriculum training and appropriation of necessary resources.
- Mentored newly hired educators and provided encouragement and feedback.

### **Principal**

07/2001 to 08/2004

#### **Abram Simon Elementary School District of Columbia Public Schools – Washington, DC**

- Performed classroom evaluations to assess teacher strategies and effectiveness.
- Supervised afterschool program to promote student growth and maintain safety for all attendees.
- Administered all facets of personnel policies and procedures, including conception, modification and approval of professional staff additions.
- Oversaw administrative functions such as schedule management and protocols for orientation, registration and related activities.
- Coordinated yearly operations and staff budget, tracked expenses and documented actions.
- Trained teachers on effective teaching techniques, classroom management strategies and behavior modification.

- Prepared school budget and submitted to school board with recommendations for hiring, capital expenditures and cost-saving initiatives.
- Collaborated with system's budget officer to develop functional budgets within allocated funds.
- Modeled expected and appropriate leadership to promote to teaching staff and administrative personnel positive interaction with students and families.
- Built productive relationships with parents of students facing difficult situations at school or at home.
- Monitored student behavior and enforced discipline policies.
- Established positive, stimulating learning environment for students and exciting education-focused setting for teachers.
- Researched and wrote proposals for educational grants.
- Mentored newly hired educators and provided encouragement and feedback.
- Cultivated positive relationships between community members, school students and teachers.

#### **Principal**

08/1998 to 07/2001

#### **Flora L. Hendley Elementary School District of Columbia Public Schools – Washington, DC**

- Performed classroom evaluations to assess teacher strategies and effectiveness.
- Supervised afterschool program to promote student growth and maintain safety for all attendees.
- Researched and incorporated new educational trends and instructional strategies to optimize education effectiveness.
- Oversaw administrative functions such as schedule management and protocols for orientation, registration and related activities.
- Trained teachers on effective teaching techniques, classroom management strategies and behavior modification.
- Established instructional practices driven by statistical performance data.
- Built productive relationships with parents of students facing difficult situations at school or at home.
- Established instructional practices driven through statistical performance data.
- Supported human resources operations, including hiring, training, disciplinary action and termination in compliance with legal guidelines and requirements.
- Established positive, stimulating learning environment for students and exciting education-focused setting for teachers.
- Instructed small groups of teachers and students.
- Researched and wrote proposals for educational grants.
- Developed subject and grade leaders to advance oversight and improve instruction. newly hired educators and provided encouragement and feedback.

#### **Assistant Principal**

08/1997 to 08/1998

#### **London Towne Elementary School Fairfax County Public Schools – Centerville, Virginia**

- Built and maintained positive relationships with diverse stakeholders, such as parents, school volunteers and outside agencies.
- Performed classroom evaluations to assess teacher strategies and effectiveness.
- Monitored and evaluated educational programs to maintain high-quality performance objectives and standards.
- Trained teachers on effective teaching techniques, classroom management strategies and behavior modification.

### **First Grade Teacher**

08/1996 to 06/1997

#### **Beacon Heights Elementary School Prince Georges County Public Schools – Riverdale, Maryland**

- Taught students subject-specific material, learning strategies and social skills.
- Implemented classroom management improvements to enhance class morale and engagement.
- Drove student learning by establishing clear classroom plans and group objectives, as well as actionable strategies to achieve each goal.
- Instructed up to 30 students individually and in groups on reading/language arts subjects.
- Assessed student learning progress and comprehension with routine tests and standardized examinations.
- Built positive relationships with parents to involve families in educational process.

### **Elementary Teacher**

08/1993 to 06/1996

#### **Malcolm X Elementary School District of Columbia Public Schools – Washington, DC**

- Drove student learning by establishing clear classroom plans and group objectives, as well as actionable strategies to achieve each goal.
- Helped students develop self-esteem and life skills by fostering healthy conflict-resolution, critical thinking and communication.
- Implemented classroom management improvements to enhance class morale and engagement.
- Taught students subject-specific material, learning strategies and social skills.
- Evaluated individual student abilities and created action plans based on current level and desired growth goals to support preparedness for transition to next grade level.
- Prepared materials for lessons, assignments and assessments and evaluated, corrected and graded student performance to identify gaps in skills or knowledge and set realistic goals.
- Provided warm, supportive environment for developing academic, social and emotional growth.
- Instilled understanding of diversity via the inclusion of minority authors in lessons.
- Maintained student portfolios used for monitoring skills assessments and work samples needed for promotion and to monitor areas needing improvement.

## Education

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**Ed.D:** Education Administration and Policy Analysis 2019  
**School of Education Howard University** - Washington, DC

**Ed.S:** Education Administration and Policy Studies, Human Development 2008  
**The George Washington University** - Washington, DC

**Master of Science Administration** 1997  
**Trinity University** - Washington, DC

**Bachelor of Science:** Political Science 1991  
**University of the District of Columbia** - Washington, DC

## Affiliations

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- Member- Principal's Center Harvard University Graduate School of Education
- Member- National Principal's Center Harvard University Graduate School of Education
- Member- 100 Black Men
- Member of NAACP committee on Racial Justice
- Member of Restorative Justice Committee (Montgomery County Public Schools)
- Member- American Association of School Administrators
- Member- National Association of Elementary School Principals
- Member- University Council of Educational Administration
- Member- National Urban League
- Member- Association for Supervision and Curriculum Development
- Member- American Educational Research Association

## Certifications

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- Urban Schools Superintendent Academy- May 2017
- Advanced Professional Certificate Administrator I- May 2022
- Advanced Professional Certificate Administrator II- May 2022
- Certificate of Advanced Graduate Study- May 2024

## Proficiency In/with

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Microsoft Suite to include but not limited to: Office 365, PowerPoint, Microsoft Teams, Outlook, Excel, OneNote, Zoom, Google Meet, Google Classroom, Google Duo