

Michael A. Grego, Ed.D.

EDUCATION

Doctorate of Educational Leadership, University of South Florida, 1997
Master of Education Degree, Educational Leadership, University of South Florida, 1989
Master of Education Degree, Industrial Technology Education, Illinois State University, 1980
Bachelor of Science Degree, Technology Education, State University of New York at Oswego, 1979
Technical Education Director State Certification, University of South Florida, 1989
Eckerd College Community Foundation Leadership Institute, St. Petersburg, FL, 2004
Florida's Superintendent Leadership Training Program, Tallahassee, FL, 2008–2009
Harvard Graduate School of Leadership, Harvard University, Spring 2010

PROFESSIONAL EXPERIENCE

Chancellor of Public Education for Florida – Interim – Commissioner and State Board Appointment,
June 2011 – November 2011

In this role I provided overall statewide leadership and communication to include: improving the quality of public K-20 education, and directing and overseeing the development of the school accountability system. I provided leadership for performance monitoring, legislative and budget coordination, and evaluating the performance of each school district and individual schools in the districts. I directed and oversaw the development of the K-12 school accountability system and recommended changes to the Commissioner and Florida Board of Education. I engaged state legislators, federal and state officials, and professional associations to successfully promote and improve Florida's educational system.

Senior Advisor to Florida's Commissioner of Education – November 2011

Served as senior advisor to the Commissioner of Education on federal and state legislative issues as well as statewide policies that impacted school districts. Successfully interacted with state- and federal-elected officials and U.S. Department of Education leadership.

University of Central Florida:

Associate Professor, August 2011 – present

I am serving as a member of the Educational Leadership faculty teaching doctoral and graduate-level courses, developing research proposals, advising and mentoring students, and participating on master's projects and dissertation committees. In addition, we are currently revising the doctoral program in Educational Leadership to better align with and serve the instructional and research needs of school districts. I was also invited by the dean to serve on the inaugural board of the Morgridge International Reading Center.

School District of Osceola County, Florida:

Superintendent, July 2008 – June 2011

As Superintendent I was completely responsible for the overall operation of the school district. Successfully increased student achievement levels on all state measures from significantly below the state mean to matching or surpassing the state. I assembled and led a team that successfully produced a top-performing school district.

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School District of Hillsborough County, Florida:

Assistant Superintendent, Curriculum and Instruction, November 2002 – June 2008

Provided executive leadership for the administration and implementation of curriculum development and for instructional delivery for programs districtwide for Pre-K through adult education, along with co-curricular and extra-curricular activities. Developed short- and long-range academic and financial plans to ensure that the district's strategic objectives were met, that all instructional modalities were updated and instruction was delivered by the most effective method at every instructional level, and made provisions for all students to be successful.

Assistant Superintendent, Technical, Career, and Adult Education, June 2000 – November 2002

Provided strategic direction and executive management of technical and career education programs from middle school level through postsecondary education and all adult and community education programs. Program development included establishing active business and chambers of commerce partnerships, career academies, secondary to postsecondary articulation, dual enrollment opportunities, apprenticeship programs, and career centers. Responsible for administration of adult and community education centers and programs, allocation of instructional and non-instructional personnel units, program funding, facility design and management, student safety, and teacher certification issues.

General Director, Technical and Career Education - March 1997 – June 2000

Directed the curriculum development and implementation of technical and career education programs at all middle, high school, and adult technical education sites in the district. In collaboration with local businesses established industry standards for technical programs involving appropriate teacher credentials. Developed all technical and career programs and facilities and implemented district magnets including International Studies, Engineering, Health Professions, Culinary Arts, Automotive Centers of Emphasis, and the Academy of Finance.

Director, Divisional Program Services - November 1994 – March 1997

Handled all FTE projections, funding allocations and expenditures, state and federal grants related to technical, career, and adult education (estimated annually at over \$12 million), statistical data for placement and follow-up reports and graduation rates, and oversight of the Office Machine Repair Department.

Supervisor, Technology/Industrial Education - October 1988 – November 1994

Directed all technology and industrial job preparatory programs for grades six through adult technical education including the following: curriculum development and implementation, facility and lab creation and management, teacher recruitment and training, and the purchase and maintenance of all equipment.

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Teacher, Department Head, Coach, Site Coordinator for Southern Regional Education Board Project, Leto High School - August 1980 – October 1988

Involved in various aspects of managing and developing a strong instructional program and teaching in a comprehensive high school. Responsibilities included oversight of department, developing a master schedule, teacher staff development, budget management, teacher observations, and program articulation with middle schools.

Illinois State University: Teacher, August 1979 – May 1980

Awarded and successfully served a full scholarship as a graduate assistant, teaching freshmen industrial technology courses while earning a Master's Degree in Industrial Technology Education.

University of South Florida: Adjunct Professor, College of Education, 1996–1997

Taught classes on curriculum development and program management at the Master's Degree-level. Students were preparing for administrative positions in school districts.

Nova University: Adjunct Professor, Educational Leadership, Budget and Finance, 1998–2000

Taught a budget and finance course to students seeking a Master's Degree in Educational Leadership, focusing on an understanding of the Florida Educational Finance Program (FEFP) and its impact on decision-making. Students were preparing for the Florida Educational Leadership Examination (FELE).

Quotation

"I truly believe that the greatest predictor of student achievement is teacher effectiveness. We need to invest in our teachers and administrators to ensure educational excellence. We need to train them well, equip them properly, compensate them fairly, and ensure excellence in instructional delivery. When we do that, we will get the results we seek."

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**INSTRUCTIONAL LEADERSHIP – PROGRAM DEVELOPMENT ACHIEVEMENTS
OSCEOLA COUNTY PUBLIC SCHOOLS**

Writing Training Program – Implemented a districtwide writing training program leading to tremendous student learning gains. In 2008 the district had an achievement gap of more than 30 percent, when compared to the state average at certain grade levels. In 2011, the district outperformed the state.

Highly Qualified Reading Teachers – Increased the number of highly qualified teachers by providing incentives and training for earning the state-approved reading endorsement in middle and high schools.

VPK Program – Dramatically increased enrollment in the district’s VPK program while ensuring a total focus on increasing student readiness to enter and successfully complete kindergarten.

Science Labs – Provided science labs for use by all K-5 students, with an emphasis on using lab equipment, materials, and lessons that support and reinforce the Sunshine State Standards in science. The elementary science scores increased by 13 percent over the three years.

Osceola Talented Identification Program – Identified academically talented 7th graders to sit for the SAT and participate in a summer college program in collaboration with the University of Central Florida and other universities. Special efforts were made to identify minority and low-SES student participation. The number of 7th-grade students identified and taking the SAT increased from approximately 97 in 2008 to over 500 students in 2011.

High School Academies – Increased the number of state-approved career/technical academies in which students are provided the opportunity to take a nationally recognized certification exam at the end of their training program.

Graduation Rate – Developed a district task force to assist schools in tracking students and providing educational options to students that resulted in a district graduation rate of over 83 percent, a significant increase from the rate of 67 percent three years earlier.

Advanced Placement – Increased the number of students taking Advanced Placement courses by over 100 percent, and the number earning a 3 or above on AP exams to match the national average for 2009–2010.

International Baccalaureate Program – Expanded the number of IB programs in the district to include a second high school site, and also a middle and elementary IB program.

Central Florida Coalition (PRISM Project) - Served as a member of the Central Florida Coalition (seven districts) to support and promote effective teaching and student learning of mathematics, science, technology, and engineering courses and activities to increase the number of students pursuing high-tech and engineering careers.

Expansion of Strings and Fine and Performing Arts – Expanded the Strings Program beginning with the elementary and middle schools. Schools were provided funding to begin and/or expand their existing strings programs. Students participated in programs before, during, or after school, based on the times offered at the school.

**INSTRUCTIONAL LEADERSHIP – PROGRAM DEVELOPMENT ACHIEVEMENTS
HILLSBOROUGH COUNTY PUBLIC SCHOOLS**

Bill and Melinda Gates Foundation - Recognized for accomplishing the greatest student gain scores in areas of Advanced Placement and Honor courses as well as SAT/ACT participation rates, especially for underrepresented students over a 5-year period.

Eliminating the Achievement Gap – “One Student at a Time” – Chair of district and community task force that aggressively examined recommended and evaluated strategies to eliminate the achievement gap between minority and non-minority students. This task force also recommended performance measures to individual schools for inclusion in the school improvement plan. Hillsborough School District successfully reduced the achievement gap between minority and non-minority students.

School Improvement Plan Process – Administered revisions to and successful implementation of an improvement plan process for all 200 plus schools in Hillsborough County, ensuring that each plan focused on data and methods to positively impact student achievement and staff development, emphasizing teacher and administrator accountability for the learning environment resulting in Hillsborough County earning an A grade in 2006.

Early Intervention Program for Students Grades K-3 – Administered the design, funding, and successful implementation of the Early Intervention Program for students in grades kindergarten through three, resulting in an increase in the percentage of students on grade level and a subsequent reduction in the frequency in which students are unnecessarily referred to exceptional student education services. Of the students served the first year, 43 percent were reading on grade level after six months, and 93 percent made gains that precluded referral for an ESE evaluation.

Advanced Placement Initiative – Established the Advanced Placement (AP) teacher-training program at the University of South Florida to successfully train all AP teachers during summer institutes. Established with the Classroom Teachers Association a minimum of 30 hours of College Board training over three years for all AP teachers. Increased the number of students enrolled in AP courses by 21 percent from 2003–2004 to 2004–2005 and continued to increase approximately 5 percent annually. Significantly increased the number of low socio-economic students (SES) and minority students enrolled in AP courses and reduced the performance gap to 3 percent between high-SES and low-SES schools. Increased the access of low-income students to advanced placement coursework by 30 percent from 2005–2006 to 2006–2007.

Talented 20 Report – Achieved a #1 ranking in the number of students eligible for the Talented 20 program for 6 consecutive years. Also lead the state in qualifying rates of Black and Hispanic students.

Exceptional Student Education Infusion Model Training – Oversaw the training of all administrators and Exceptional Education teachers to promote the concept of infusing ESE students, when appropriate, into regular educational classrooms with the ESE teacher assisting. Results indicate a significant increase in the number of ESE students at level three or higher on the FCAT.

Teaching For Higher Order Thinking (THOT) – Wrote and directed a \$1 million grant, awarded by the FLDOE, addressing effective teacher performance and student acquisition of higher order thinking skills.

Academy of Reading and Read 180 – Administered the implementation of technology-based reading programs for struggling adolescent readers. Both programs produced significant student gains in reading, especially for ELL students.

BUDGET - FINANCIAL – FISCAL ACCOUNTABILITY

Balanced Revenue/Expenditures – Balanced revenue and expenditures for all Osceola County district schools and departments. Reviewed all budget requests in light of the district’s mission of increasing student achievement and safety.

Employee Suggestion Program – Established an employee suggestion program In Osceola County for increasing efficiency and/or cost savings in all areas of the district.

Transportation – Implemented a GPS tracking system for all Osceola County transportation routes to ensure the most cost-efficient route is taken.

Class-Size Reduction – Effectively planned for implementation of state-mandated requirements for class-size reduction in Osceola County, noting personnel needs, classroom space, instructional materials, and transportation issues. Uniform staffing ratios were implemented at elementary, middle, and high schools.

Budget Allocation Equity – Increased the level of funding directly impacting student achievement for IDEA, ELL, SAI, and Workforce Education Funds by requiring accountability of all funds being expended based on a cost-efficiency budget model.

Site-based Budgeting – Developed a site-based budgeting program for all postsecondary workforce education programs in Hillsborough County Public Schools. Funding program was based on performance of students and teachers as well as state funding methodology.

**ADDITIONAL STAFF DEVELOPMENT INITIATIVES
HILLSBOROUGH AND OSCEOLA COUNTY PUBLIC SCHOOLS**

Curriculum Training – Expanded content-area training by the Department of Curriculum and Instruction in cooperation with Professional Development to impact teacher effectiveness.

Algebra I Teacher Training – Created a process to examine and improve Algebra I curriculum guides, student assessments, instructional pacing calendars, and remediation programs. Implemented student schedule modifications as needed; required teacher training and new teacher mentoring.

Professional Inservice Offerings – Provided safety, customer service, and necessary licensing training by Professional Development in cooperation with district leaders of each division and department for all non-instructional employees.

Preparing New Principals Training – Revised the entire program to include core competencies of effective leadership as supported by the research. Program covers a full 2 years with performance measures to determine levels of competence.

Aspiring Leaders Program – Created a leadership-training program for teachers desiring to become administrators. Includes assistance in obtaining Educational Leadership degree to a mentor who provides guidance and leadership experiences to the participant.

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SAFE AND CARING ENVIRONMENT

K-12 School Uniforms – Successfully implemented the state’s first districtwide mandatory school uniform plan for all K-12 students in Osceola County. District realized a significant reduction in student disruptive behavior in-class, on-campus and a drastic reduction of gang activity on campuses throughout the district.

Mentor Program – Established a teacher as mentor program at each school in Osceola County for those students most at-risk academically or socially.

Town Hall Meetings – Conducted regular “town hall” meetings in all areas of Osceola County to encourage parent participation in their student’s education and provide the community with a forum to discuss issues directly with the superintendent and district staff.

COMMUNICATION AND PRODUCTIVITY

Dell Partnership to Enhance ELL Instruction – Piloted a program (2010–2011) that placed 150 computers in homes of limited- and non-English speaking students and parents with specific instructional software to dramatically increase instructional time. This program was embraced by the ELL community and greatly contributed to increase achievement levels of Hispanic students.

Website – Created an interactive district website that is updated daily along with one available in Spanish.

Data Management System – Implemented a user-friendly data retrieval system for teachers and administrators to monitor student achievement.

Electronic Messaging System – Effectively utilized electronic messaging systems for immediate parent-school communication.

BUSINESS AND INDUSTRY INVOLVEMENT

State of Education Address – Annually invited and presented to approximately 200 prominent business leaders a review of the progress and anticipated work to improve local public education

Board Member, Central Florida YMCA, Mr. Jim Ferber, President and CEO

Board Member, Kissimmee/Osceola Chamber of Commerce

Board Member, Boy’s and Girl’s Club, Central Florida

Board Member, Osceola Education Foundation, Osceola County

Board Member, PRISM to Advance Student Achievement in Science, Technology, and Mathematics

Collaborated with several local business associations to establish educational programs such as the Central Florida Teacher’s Credit Union, American Builders and Contractors (ABC), Florida Hospital, High-Tech Corridor, Kissimmee Airport, Nemours, and the Central Florida Hotel and Lodging Association to name a few.

NATIONAL PRESENTATIONS

Presenter at the National Teacher and Leadership Effectiveness Conference, Orlando, Florida on “*The Critical Need to Transform Leadership: A Blueprint for Success in Challenging Times*” (June 2012)

Presenter at the Council of Chief School State Officers, Washington, D.C. on Florida’s ESEA Waiver Application (2011)

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- Presenter at the National Council of Great City Schools National Conference in Nashville on how Hillsborough District is "Eliminating the Achievement Gap" (2007)
- Presenter at the National Council of Great City Schools National Conference in Chicago on how Hillsborough District is "Successfully Narrowing the Achievement Gap" (2004)
- Presenter at the National Council of Great City Schools Conference on Hillsborough District Advancement in Elementary Mathematics (2003)
- Presenter at the International Technology Education Association (ITEA) Research Forum on "Teaching for Higher-Order Thinking" (1997)
- Presenter at the National Science Foundation Conference on "Teaching for Higher-Order Thinking" (1997)

RECOGNITIONS AND AWARDS

- Superintendent of the Year – Florida – 2009–2010 Statewide Award from Fine Arts Educators-promoting art
- Central Florida's 2010 Most Influential Businessmen Nominee for Education
- Superintendent of the Year - Florida – 2008–2009 Statewide Award from Music Educators-promoting music
- Broad Superintendent Academy – chosen as one of 30 from over 500 applicants nationally
- President, Florida Organization of Instructional Leaders (FOIL) (2007–2008)
- Career and Technical Leadership Award – Rotary Club of Tampa (2006)
- Leadership Award – Hillsborough Association of School Administrators (HASA) (2005)
- Laureate Citation – National Honorary Award, Epsilon Pi Tau – presented for notable achievement in educational research and program development (1999–2000)
- Educational Boss of the Year – Hillsborough Association of Educational Office Professionals, (1998–1999)
- Outstanding Educator Award – Hillsborough Technical, Career, and Adult Association (1994–1995)
- National Supervisor of the Year – International Technology Education Association (1994–1995)
- President Florida Technology Education Association – representing 1,600 teachers statewide (1991– 1992)
- Outstanding Florida Teacher of the Year for Technology Education (1987–1988)
- Southern Regional Education Board "High Schools that Work" review team member (1985–1998)
- Florida's Coach of the Year – Cross Country (1983–1984)

PROFESSIONAL MEMBERSHIPS AND EDUCATION LIAISON/ASSOCIATE

- American Association of School Administrators
- Florida Association of School Administrators
- Florida Association of School Superintendents
- Florida Organization of Instructional Leaders (FOIL)
- Epsilon Pi Tau – Laureate Citation honorary recognition
- Council of Great City Schools
- Adult and Community Educators of Florida, Inc.
- Florida Association of Technology and Industrial Education
- Florida Council for Supervisors of Technology Education
- Florida Technology Education Association
- FFA Foundation (formerly Future Farmers of America)
- International Technology Education Association
- National Association for Career and Technical Education
- Phi Delta Kappa
- Phi Kappa Phi

PERSONAL - Wife: Camille; Son: Anthony; Daughter: Lauren