

AR

# *ANTOINE REED Ed.D.*

antoinereed@yahoo.com | 7732725468 | Mundelein, IL 60060

**Antoine Reed**

RE: Superintendent Vacancy

Dear Hiring Manager,

Upon learning about the open School Superintendent role, I was eager to contact you about my interest. When reviewing the qualities our community and school board list as essentials, I was excited to see how well my experience aligns with your district's framework, mission, and vision. I have had the opportunity to live out these qualities with over twenty-one years of education experience as a teacher, instructional coach, dean, assistant-principal, principal, district leader, and now assistant superintendent.

As an adept School District Administrator, I have a well-rounded skill set in project leadership. With the scholar at the core, I have, in collaboration, provided the essential elements that support a district-wide improvement strategy to guide the actions of people throughout the district in the pursuit of high levels of achievement for each scholar.

I have received ongoing superintendent training from an organization called LUDA, which provides training for the largest unit districts across Illinois. This training keeps me prepared for innovations in the role. I have worked for some of the largest, most diverse districts in America, being mindful of spending habits that align with our goals and making budget decisions that project-out, keeping us surplus-minded.

I look forward to hearing from you as soon as possible to discuss how my experience and qualifications will prove valuable to our district. My resume is attached, and I can be easily reached at antoinereed@yahoo.com or 773-2725468.

Thank you for your time and consideration.

Sincerely,

ANTOINE REED E.d. D.

AR

# ANTOINE REED Ed.D.

## Professional Summary

Proven Results-Driven School District Project Leader: Experienced in growing schools; accustomed to overseeing facilities planning, curriculum development, student progress, program evaluation, and educational standards. Dedicated to developing quality education by providing school support through the lens of the instructional core, including performance-based accountability, recruitment-retainment strategies, and community engagement.

Placing families, scholars, and community at the forefront of decision with over twenty years of experience supporting aspects of school district leadership, committed to strengths in educational planning, and focusing on bettering the overall teaching experience. Cultivating communities through collaboration while delivering innovative initiatives and equitable actions within managing budgets, monitoring scholar success, and aligning the vision of the district in collaboration with the school board (policies) and community stakeholders.

## Work History

### Central State University - Adjunct Professor

Wilberforce

07/2023 - Current

- Enhanced student comprehension by employing diverse teaching methods and incorporating multimedia resources.
- Strengthened critical thinking skills in students through the incorporation of problem-based learning activities.
- Contributed to curriculum development efforts, ensuring up-to-date content was relevant to industry trends.
- Taught Education courses, providing instruction to up to 200 undergraduate students per calendar year.

### Rockford Public Schools RPS 205 - Assistant Superintendent- Chief of Equity

Rockford Illinois

07/2022 - Current

- Superintendent Cabinet-Managing and Supporting 42 schools and three charter schools: providing curriculum support, attendance support,

✉ antoinereed@yahoo.com

☎ 773-272-5468

📍 Mundelein, IL 60060

🔗 [Bold Profile](#)

## Skills

- Employee Performance Evaluations
- Budget Management
- Leadership and Change Management
- Recruitment and Retainment Pipeline
- LUDA Certified  
<https://www.ludaillinois.org/>
- Local Government
- Policy and Procedure Modification
- Project Leadership-Management (WBS)
- District-State Level Professional Development
- Curriculum Development
- Human Resources
- Facilities Management

## Education

Expected in 09/2024

**Saint Mary's University of Minnesota**

Winona, MN

Licensure: Superintendent Licensure

06/2020

**DEPAUL UNIVERSITY**

Chicago Illinois

Ph.D.: Education Leadership

06/2020

**Relay Graduate School of Education**

assets support, training, community building, and working in each axillary of school district leadership to improve classroom results.

- Guided facility planning while collaborating on equitable spending habits for an annual budget of nearly 300 million.
- Coached and supported school principals while implementing cost-saving strategies for districts, focusing on hiring staff that reflects the student demographics; Collaborated with new college partnerships and grow-your-own initiatives to increase retainment by 7% while creating sustained varied hiring pipeline projections five years out.
- We implemented district-wide, parent engagement, and student leadership teams while maintaining and supporting community engagement in collaboration with the city Mayor and the Chief of Police.
- Implemented Crisis Prevention Intervention district-wide and new Tier 1 supports for all schools while taking on the district's attendance policies through belonging and scholar leadership. Created curriculum alignment and supported the growth and goals of our Newcomers Community.
- Provided district-wide professional development and equity initiatives while creating new partnerships for the district to support Equity, attendance MTSS, and overall academic school improvement (PELP framework).

**WEST Allis West Milwaukee Central High (MCP) - High School  
Principal -Chief of Schools (MCP)**

Milwaukee, WI

07/2021 - 08/2022

- Equity-Rooted Core strategies to encourage student leadership behaviors, parent involvement, sustained partnerships, and communication with all stakeholders for 11 schools (Milwaukee College Prep).
- Decreased behavior incidents by 30%, Decreased schools' failure rate by 15%. Implemented Project Based Learning strategies to increase graduation rates by 8%.
- Counseled, advised, and assisted students in advancing post-secondary plans; provided robust resources and deep insights to prepare scholars for college careers and beyond
- Addressed policy, practice, and planning issues by proven practice and targeted professional development and instructional leadership training; increased instructional focus with staff through comprehensive feedback and evaluation (innovative grading policies).
- Administered personnel policies and procedures for school faculty and staff.
- Facilitated collaboration between departments to develop interdisciplinary curricula for a more holistic educational experience.

**COQUILLARD ELEMENTARY - Executive Management School  
Principal**

South Bend, IN

New York, NY

Evaluator Licensure

2010

**CHICAGO STATE UNIVERSITY**

Chicago, IL

Master of Science: SOCIAL SCIENCE,  
MINOR IN AFRICAN AMERICAN

08/2003

**MISSOURI STATE UNIVERSITY**

Springfield Missouri

BACHELOR OF ARTS: SOCIOLOGY –  
MINOR, BUSINESS

05/2020 - 08/2021

- Establish an environment that empowers students, promotes learning, and attains data-driven goals based on Assessment Growth Measured by I-Ready/Witt & Wisdom, NWEA, and state standards.
- Established positive, stimulating learning environment for students by creating inclusive, and culturally relevant planning through professional development; created education-focused setting for teachers; increased MAP scores by 8%, improving school's overall report card rating.
- Implement performance monitoring, daily school operations, logistics, budgets, learning goals based on national curricula, data presentation, school personnel hiring, and school policy review implementation.
- Provide expert oversight in implementing and evaluating Social-Emotional Learning (SEL) throughout schools, applying modern strategies and best practices for diverse learners and (ELL) students.

### **PERSPECTIVES JOSLIN, SCHOOL - School Principal**

Chicago, IL

05/2019 - 07/2020

- Advocated utilization of innovative, state-of-art technological laboratories to enhance student analytical skills
- Organized and managed meeting consultations with parents and school teachers to encourage close stakeholder collaboration
- Utilized resources through partnerships with NBA players and multiple Fortune 500 companies
- Navigated issues related to the COVID-19 pandemic, including revising curriculum and providing internet access to ensure students received support necessary to remain engaged
- Increased SAT scores by 14% and led Chicago in graduation rate during pandemic.
- Increased parent engagement through regular communication, workshops, and events focused on student success.

### **ACERO CRUZ K-12 SCHOOL - Assistant Principal - 7-12 Manager**

Chicago Illinois

06/2017 - 07/2019

- Led faculty and staff Professional Development in creating school culture focused on student learning and academic achievement. Executed PSAT/SAT, NWEA/PARCC Testing, and state standards to measure student achievement, learning, and growth
- Devised and implemented vital strategies that increased graduation rates by 5% and improved SAT by 20 points on average.
- Utilized Danielson Model in conducting observation, instructional coaching, and evaluation to improve teaching and learning.
- Supervised and evaluated teaching and support staff through instructional leadership and professional development.



**OGLESBY ELEMENTARY SCHOOL - Assistant Principal of Student Services (Interim)**

Chicago, IL

12/2014 - 07/2017

- Replaced student behavior initiatives with student leadership action plans. As a result, 60% of students saw their NWEA scores increase, while suspensions decreased by 25%.
- Mentored newly hired educators and provided coaching feedback while implementing culturally relevant instruction- and intervention-integrated lesson plans.
- We established instructional practices driven by statistical performance data with our Montessori program.
- Defined and coached student academic achievement through standards based district goals and objectives.

**HARPER HIGH SCHOOL - Assistant Principal Culture Climate, Teacher**

Chicago, IL

08/2003 - 01/2014

- Implemented social-emotional learning systems (MTSS) and care teams to support diverse learners
- Increased Attendance by five percentage points; Decreased suspensions by 40% while increasing restorative practice usage by 70%.
- Oversaw credit recovery programs that allowed students to earn credit courses using project-based learning and alternative credit attainment.
- Lead school Improvement Plan & The Curriculum Focus
- Interventionist & tutored after school, assisting in the growth of ACT scores and scholarship attainment (earning three Gates scholars)
- Worked cooperatively with other teachers, administrators, and parents to help students reach learning objectives.
- Analyzed standardized test results to identify areas of improvement in instruction methods and curriculum content.



**Dr. Matt Zediker**

Chief Human Resources Officer  
501 7<sup>th</sup> St  
Rockford, IL 61104  
(P) 815.966.3221 | (F) 815.972.3490  
[zedikem@rps205.com](mailto:zedikem@rps205.com)

April 1, 2024

To Whom It May Concern,

It is my sincere pleasure to provide this letter of reference for Dr. Antoine Reed for the position of Superintendent of Schools. I have had the privilege of working alongside Dr. Reed for the past three years as colleagues in the same school district on the Superintendent's Cabinet.

What immediately stands out about Dr. Reed is his exceptional ability to connect with students from all backgrounds. He has a special talent for making every student feel seen, heard and valued. His calm, empathetic presence puts students at ease, creating an environment where they feel comfortable opening up and sharing their thoughts and concerns. Dr. Reed's approach also models for other adults how to build solid positive relationships with all students with whom they interact.

Dr. Reed is a passionate advocate for students' wellbeing and academic success. He consistently goes above and beyond to ensure students have access to the resources and support they need to thrive, both inside and outside the classroom. Dr. Reed works tirelessly to break down systemic barriers and inequities, making him a true champion for all students, especially those from underserved communities.

Moreover, Dr. Reed firmly believes that creating inclusive, equitable schools is not just about policies, but about shifting the entire culture and climate. Under his leadership, campuses become spaces where diversity is celebrated, and students of all races, ethnicities, abilities, and backgrounds feel like they belong. He works collaboratively with parents, teachers, and the wider community to promote understanding and foster environments of mutual care and respect.

Perhaps Dr. Reed's greatest strength is his humble, servant-leadership approach. Despite his impressive credentials and depth of experience, he remains grounded, approachable, and genuinely invested in the perspectives of all stakeholders. Dr. Reed leads by example, rolling up his sleeves and doing the hard work in the schools required to drive meaningful, sustainable change.

In summary, Dr. Antoine Reed is a truly exceptional educational leader positioned to take a district's high standards of excellence to new heights. His student-centered approach, passion for equity, and humble leadership style make him an ideal candidate for this superintendent role.

Please feel free to contact me if you need any further information about Dr. Antoine Reed.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Zediker", written over a white background.

Dr. Matt Zediker  
Chief Human Resources Officer  
Rockford Public Schools



April 8, 2024

To whom it may concern:

It is a pleasure to recommend Dr. Antoine Reed for an available superintendent position. I have had the privilege of working with Antoine since 2022 when he joined the Rockford Public Schools as our Chief of Diversity, Equity, and Inclusion. During his first two years, Antoine has had a significant impact on the Rockford Public schools by focusing on recruiting and retention, developing the RPS diversity, equity, and inclusion work, and in developing a powerful focus on elevating student voice to address chronic absenteeism. He leads three different departmental teams to drive this important work.

Dr. Reed's focus on recruitment and retention has led to exceptional improvements in our District's efforts to improve the quality and diversity of our faculty and staff. Under his leadership, we have developed a recruiting room that monitors the district's relationship with over 500 teaching candidates over seven graduation years. This approach has allowed nine different recruiting strategies to come together to drive real recruitment results. RPS now has multiple strategies to support employees becoming teachers, multiple career pathways focusing on current high school students, residential housing subsidies, and even paid student teaching experiences. Additionally, Dr. Reed and his team have built a powerful partnership with Central State University that provides an annual group of student teaching candidates.

Dr. Reed has also created an impact through diversity, equity, and inclusion work. The RPS cabinet, principals, and district office have been part of a series of development activities. Additionally, Dr. Reed has built listening and affinity spaces for students, teachers, families, and principals to maximize opportunities to address equity needs. His listening sessions with students have been particularly powerful including well over 200 middle school and high school students in multiple events that have driven very specific policy improvement recommendations including topics like grading policy, curriculum, and ways to elevate student voice.

As the superintendent of a school District that serves over 28,000 students in a community as large and diverse as the Rockford Public Schools, I am truly grateful that Dr. Antoine Reed is our Chief of Equity, Diversity, and Inclusion. Antoine's focus on equitable outcomes for all students during his tenure in RPS has been extremely impactful, and he would make an outstanding candidate for an open superintendency.

Sincerely,

A handwritten signature in black ink, reading "Ehren R. Jarrett".

Ehren R. Jarrett, Ed.D.  
Superintendent, Rockford Public Schools  
815-966-3102  
[Ehren.jarrett@rps205.com](mailto:Ehren.jarrett@rps205.com)





From: Dr. Taren R. Turner  
Director of Alternative Education Programming  
Rockford Public School District No. 205  
501 7th Street  
Rockford, IL 61104  
taren.turner@rps205.com  
815.489.7341

August 2024

To whom it may concern,

I am writing to enthusiastically recommend Dr. Antione Reed for the position of Superintendent of Schools. Having had the privilege of working closely with Dr. Reed over the past two years while serving as a Middle School Principal, I can confidently attest to their exceptional qualifications, visionary leadership, and unwavering commitment to educational excellence.

In Dr. Reed's role as the Chief Diversity, Equity and Inclusion Officer for the Rockford Public School District No. 205, he has consistently demonstrated an outstanding ability to lead, inspire, advocate and innovate. Dr. Reed has been instrumental in disaggregating data and analyzing best practice interventions in support of marginalized student groups. This analysis by Dr. Reed resulted in an educators' call to respond by way of examining current school policy in response to student social/emotional and academic needs. Consequently, Dr. Reed ensured the training of all district personnel on strengthening student relationships and employing student de-escalation strategies. In addition, not only did Dr. Reed inform educators about culturally relevant teaching practices, he modeled those very practices...building teacher capacity around responsive student pedagogy, leaving them with a toolkit of instructional engagement techniques. Dr. Reed's implementation of student leadership opportunities district wide has ignited a sense of pride and determination within our student body, as students are challenged and celebrated for attaining their personal behavior, attendance and grade goals. From implementing new programs, improving student outcomes, and fostering community partnerships, these accomplishments are a testament to Dr. Reed's strategic thinking, collaborative approach, and dedication to creating an inclusive and supportive learning environment for all students.

One of the most remarkable qualities of Dr. Reed is his ability to build strong, positive relationships with students, staff, parents, and community members. He is a true servant leader who advocates for the people. Dr. Reed is one who goes into the community to include and



elevate the voices and concerns of those who were once “voiceless”; those who previously had matters done to them and not with them. Dr. Reed has a unique talent for listening to and valuing diverse perspectives, which has been crucial in fostering a sense of unity and shared purpose within our school community. Dr. Reed’s transparent and approachable leadership style has earned him the respect and trust of those he works with.

Dr. Reed has shown a deep commitment to professional development and lifelong learning. His background as an educator ranges from teaching to school level administration, to cabinet level leadership, providing him with experiences that bring a broad and eclectic lens, allowing him to represent all stakeholders in his decision-making. These qualities put Dr. Reed at the forefront of educational trends and best practices, ensuring that our school organization continually evolves to meet the ever-changing needs of our students and society. Dr. Reed’s forward-thinking approach has been particularly evident in promoting equity through ensuring personalized learning experiences for students, as evidenced by engaging project based learning environments in which students have enhanced their self-efficacy.

Dr. Reed also possesses a keen understanding of the complex challenges facing today’s educational landscape. Never one to shy away from speaking his truth, Dr. Reed has consistently demonstrated a capacity for thoughtful decision-making, balancing the demands of fiscal responsibility with the imperative to provide high-quality educational opportunities. His pragmatic yet compassionate approach to leadership has positioned the Rockford Public School District to thrive, even in the face of adversity.

In conclusion, I wholeheartedly endorse Dr. Reed for the role of Superintendent. His exceptional leadership, vision, and dedication to education make him an ideal candidate for this position. I am confident that he will bring the same level of excellence and passion to your school district/organization, driving positive change and fostering an environment where all students can succeed.

Please feel free to contact me at 815.489.7341 or [taren.turner@rps205.com](mailto:taren.turner@rps205.com) if you require any further information or wish to discuss Dr. Reed’s qualifications in more detail.

Sincerely,

*Dr. Taren R. Turner*

Dr. Taren R. Turner  
Director of Alternative Education Programming  
Rockford Public School District No. 205



**Official Academic Transcript from:**  
DEPAUL UNIVERSITY  
OFFICE OF THE UNIVERSITY REGISTRAR  
1 E. JACKSON BOULEVARD  
CHICAGO, IL 60604

TELEPHONE: 312-362-8610

**Official Academic Transcript of:**  
ANTOINE L REED  
Transcript Created: 27-Sep-2020

**Requested by:**  
ANTOINE L REED  
13720 BUCHANAN DRIVE  
LEMONT, IL 60439-8795  
  
E-Mail: antoinereed@yahoo.com

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Official Transcript

Student Name: Antoine L Reed  
Student ID: [REDACTED]  
SSN: [REDACTED]  
Birthdate: 05-31-XXXX

DePaul University  
1 East Jackson Boulevard  
Chicago, IL 60604  
United States

OPE-ID Code: 001671  
MAP Code: 013

Page 1 of 4  
Print Date: 09/27/2020

Send To: ANTOINE REED  
13720 BUCHANAN DRIVE  
LEMONT, IL 604398795

----- Degrees Awarded -----

Degree: Doctor of Education  
Confer Date: 06/12/2020  
Plan: Concentration in Educational Leadership

----- Beginning of Graduate Record -----

2012-2013 Autumn

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 801	LDRSHP: THEORY AND PRACTICE	4.000	4.000	A-	14,800
SCG 711	CULTURE, POWER, EDUCATION	4.000	4.000	A-	14,800
Term Totals:		8.000	8.000	GPA	29,600
Cumulative Totals:		8.000	8.000	3.700	29,600

2012-2013 Winter

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 811	ASSESSMENT/ACCOUNTABILITY	4.000	4.000	A	16,000
CS 704	CURRICULUM DISCOURSE/PERSPECTV	4.000	4.000	A-	14,800
Term Totals:		8.000	8.000	3.850	30,800
Cumulative Totals:		16.000	16.000	3.775	60,400

2012-2013 Spring

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
CS 751	CURRIC HUMN/COMMUNITY DEV	4.000	4.000	A-	14,800
SCG 775	SMNR FRMWKS INQRY EDUC RSRCH I	4.000	4.000	A	16,000
Term Totals:		8.000	8.000	3.850	30,800
Cumulative Totals:		24.000	24.000	3.800	91,200

2012-2013 Summer

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 700	REG DOCTRL STUDNT GOOD STANDNG	0.000	0.000		0.000
Grading Basis: No Grade Associated					
Term Totals:		0.000	0.000	0.000	0.000
Cumulative Totals:		24.000	24.000	3.800	91,200



**Official Transcript**Student Name: **Antoine I Reed**

Student ID: [REDACTED]

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**2013-2014 Autumn**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 803	SCHL PRGRMS,PLNT/HMN RSRC	4.000	4.000	A	16.000
SCG 785	SEM FRMWRK INQRY EDUC RSRC II	4.000	4.000	A-	14.800
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		8.000	8.000	3.850	30.800
Cumulative Totals:		32.000	32.000	3.813	122.000

**2013-2014 Winter**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 873	TRENDS IN BUDGETNG AND FINANCE	4.000	4.000	A	16.000
SCG 745	QUALITATV RESRCH METHODS I	4.000	4.000	B+	13.200
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		8.000	8.000	3.650	29.200
Cumulative Totals:		40.000	40.000	3.780	151.200

**2013-2014 Spring**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SCG 765	QUALITATV RSEARCH METHODS II	4.000	4.000	A-	14.800
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	3.700	14.800
Cumulative Totals:		44.000	44.000	3.773	166.000

**2014-2015 Autumn**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 843	THE POLITICS OF SCHOOLING	4.000	4.000	A-	14.800
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	3.700	14.800
Cumulative Totals:		48.000	48.000	3.767	180.800

**2014-2015 Winter**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 823	COMMUNTY/CONSENSUS BUILDG	4.000	4.000	A-	14.800
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	3.700	14.800
Cumulative Totals:		52.000	52.000	3.762	195.600

**2014-2015 Spring**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SCG 701	PHILSOPHY OF ETHCS IN EDUCTIN	4.000	4.000	A-	14.800
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	3.700	14.800
Cumulative Totals:		56.000	56.000	3.757	210.400

**2015-2016 Autumn**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
CS 488	CURRICULUM DESIGN	4.000	4.000	A-	14.800
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	3.700	14.800
Cumulative Totals:		60.000	60.000	3.753	225.200

**2015-2016 Winter**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SCG 735	QUANTITATV RESEARCH METHODS II	4.000	4.000	B+	13.200
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	3.300	13.200
Cumulative Totals:		64.000	64.000	3.725	238.400

**2015-2016 Spring**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 883	SCHOOL LAW	4.000	4.000	A	16.000
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	4.000	16.000
Cumulative Totals:		68.000	68.000	3.741	254.400



**Official Transcript**Student Name: **Antoine L Reed**

Student ID: [REDACTED]

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Print Date: 09/27/2020

**2015-2016 Summer**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SCG 406	HUMAN DEVL/LRNG:SECONDARY	4.000	4.000	D	4.000
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	1.000	4.000
Cumulative Totals:		72.000	72.000	3.589	258.400

**2016-2017 Autumn**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 597	POLITICS OF EDUCATION	4.000	4.000	A	16.000
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	4.000	16.000
Cumulative Totals:		76.000	76.000	3.611	274.400

**2016-2017 Winter**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SCG 401	ADVANCED LIFESPAN DEVELOPMENT	4.000	4.000	A	16.000
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	4.000	16.000
Cumulative Totals:		80.000	80.000	3.630	290.400

**2016-2017 Spring**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
PE 435	ADVANCED CARE OF THE ATHLETE	4.000	4.000	B	12.000
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	3.000	12.000
Cumulative Totals:		84.000	84.000	3.600	302.400

**2016-2017 Summer**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 493	DATA DRIVEN DECISION MAKING	4.000	4.000	B+	13.200
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	3.300	13.200
Cumulative Totals:		88.000	88.000	3.586	315.600

**2017-2018 Autumn**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
CS 493	CRCLM DVLPMT/ASMNT K-12 SCHLS	4.000	4.000	A	16.000
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	4.000	16.000
Cumulative Totals:		92.000	92.000	3.604	331.600

**2017-2018 Winter**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
LSI 421	FORMAL ASESMT IN SPECIAL ED	4.000	4.000	A-	14.800
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	3.700	14.800
Cumulative Totals:		96.000	96.000	3.608	346.400

**2017-2018 Spring**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
PE 450	PSYCH SPORT/ATHLTC PERFRM	4.000	0.000	W	0.000
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	0.000	0.000	0.000
Cumulative Totals:		100.000	96.000	3.608	346.400

**2018-2019 Autumn**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
SCG 721	HUMN DVLPMT/EDUC PROCESS	4.000	4.000	A	16.000
		<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Term Totals:		4.000	4.000	4.000	16.000
Cumulative Totals:		104.000	100.000	3.624	362.400

**Official Transcript**

Student Name: **Antoine I Reerl**  
 Student ID: XXXXXXXXXX

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 Print Date: 09/27/2020

**2018-2019 Winter**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 499	PLANING FOR PROFSSNAL DEVLPMNT	4.000	4.000	B-	10.800
<b>Term Totals:</b>		4.000	4.000	2.700	10.800
<b>Cumulative Totals:</b>		108.000	104.000	3.588	373.200

**2018-2019 Spring**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 700	REG DOCTRL STUDNT GOOD STANDNG	0.000	0.000		0.000
SCG 408	EDUCATION AND SOCIETY	4.000	4.000	A-	14.800
<b>Term Totals:</b>		4.000	4.000	3.700	14.800
<b>Cumulative Totals:</b>		112.000	108.000	3.593	388.000

**2018-2019 Summer**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
VCE 550	EDUCATION: GLOBAL CITIZENSHIP	4.000	4.000	A-	14.800
<b>Term Totals:</b>		4.000	4.000	3.700	14.800
<b>Cumulative Totals:</b>		116.000	112.000	3.596	402.800

**2019-2020 Autumn**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 706	CANDIDACY PAPER	0.000	0.000	PA	0.000
A&S 849	SUPRVISD DISSERTATN PROP DEVL	4.000	4.000	PA	0.000
<b>Term Totals:</b>		4.000	4.000	0.000	0.000
<b>Cumulative Totals:</b>		120.000	116.000	3.596	402.800

**2019-2020 Winter**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 839	INDPNDNT APLD CAPSTONE EDD:EDL	4.000	0.000	PA	0.000
<i>Repeated: Original Attempt to Pass Class</i>					
<b>Term Totals:</b>		4.000	0.000	0.000	0.000
<b>Cumulative Totals:</b>		124.000	116.000	3.596	402.800

**2019-2020 Spring**

<u>Course</u>	<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
A&S 839	INDPNDNT APLD CAPSTONE EDD:EDL	4.000	4.000	PA	0.000
<i>Repeated: Final Attempt: Course Previously Taken</i>					
<b>Term Totals:</b>		4.000	4.000	0.000	0.000
<b>Cumulative Totals:</b>		128.000	120.000	3.596	402.800

----- Graduate Career Totals -----

<u>Attempted</u>	<u>Earned</u>	<u>GPA</u>	<u>Points</u>
Career Totals: 128.000	120.000	3.596	402.800

----- End of Graduate Record -----

----- End of Official Transcript -----

# DePaul University Transcript Legend

Updated June 2016

## Graduate and Undergraduate Grades


*Graduate and Undergraduate course credit is awarded in quarter hours. Grades are assigned in accordance with the following definitions. A plus represents slightly higher achievement and a minus represents slightly lower achievement than the letter grade. For undergraduate students, the addition of a # indicates an original attempt of a course which has been repeated; therefore the grade is removed from the term and cumulative grade point average.*

A	Accomplishment of the stated course objectives in an EXCELLENT manner.
B	Accomplishment of the stated course objectives in a VERY GOOD manner.
C	Accomplishment of the stated course objectives in a SATISFACTORY manner.
D	Accomplishment of the stated course objectives in a POOR manner.
F	Failure to accomplish the stated course objectives.
IN	Temporary grade indicating satisfactory record for work completed when unique or unforeseeable circumstances prevent the student from completing the course requirements within the term. Incomplete grades lapse to "F" if not completed in the time specified by university policy, or sooner if specified by the instructor.
ING	Permanent grade assigned when a degree recipient chooses not to resolve a grade of "IN" awarded during the last two terms prior to graduation. The grade of "ING" (Incomplete, Graduated) is final, and cannot be changed nor lapsed to "F" once the degree is posted.
PA	Passing achievement, (Grades "A" through "D" represent passing performance).
W	Withdrawal from course.
WA	Administrative withdrawal.
FX	Failure due to non-attendance.
R	Satisfactory progress in a course that is designed to extend beyond the traditional length of the term. Grades of "R" earned by students will lapse to "F" if not completed within one year or sooner if specified by the instructor.
RG	Permanent grade assigned when a degree recipient chooses not to resolve a grade of "R" awarded during the last year prior to graduation. The grade of "RG" (Research, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.
M	Final grade not submitted by instructor.
AU	Auditor status, not for credit.

## College of Law Grades

*College of Law course credit is awarded in semester hours. Grades are assigned in accordance with the following definitions. Plus or minus grades represent a slight variance from the indicated definition.*

A	Accomplishment of the stated course objectives in an EXCELLENT manner.
B	Accomplishment of the stated course objectives in a VERY GOOD manner.
C	Accomplishment of the stated course objectives in a SATISFACTORY manner.
D	Accomplishment of the stated course objectives in a POOR manner.
F	Failure to accomplish the stated course objectives.
IN	Temporary grade indicating satisfactory record for work completed when unique or unforeseeable circumstances prevent the student from completing the course requirements within the term. Incomplete grades lapse to "F" if not completed in the time specified by university policy, or sooner if specified by the instructor.
PA	Passing achievement, (Grades "A" through "D" represent passing performance).
W	Withdrawal from course.
WA	Administrative withdrawal.
FX	Failure due to non-attendance.
M	Final grade not submitted by instructor.
AU	Auditor status, not for credit.



**Michael L. Wright**  
University Registrar

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**FERPA:** This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974.

**INSTITUTIONAL INFORMATION:** For accreditation information, rules and policies governing grade point average and cumulative statistics calculation, please consult the University Catalog at <http://offices.depaul.edu/university-registrar>



# State of Indiana

## Professional Educator's License

Antoine L Reed

SPN No.: 16791819  
License No: 000033205  
Highest Degree Earned: Doctorate

<u>Instructional</u>	<u>Basis</u>	<u>Grade Coverage</u>	<u>Issued</u>	<u>Expires</u>	<u>Action</u>	<u>Res. Req.</u>	<u>Proficiency</u>
Mild Intervention	REPA 3	P-12	3/5/2025	3/5/2035	Original	No	AP

  
Dr. Katie Jenner  
Secretary of Education

# STATE OF MICHIGAN

State Board of Education

Department of Education

## SCHOOL ADMINISTRATOR CERTIFICATE

awarded to

**ANTOINE L REED**

In accordance with Michigan Compiled Laws and Administrative Rules, the holder of this certificate has completed all state requirements for Administrator Certification.

### ENDORSEMENTS

CENTRAL OFFICE (CO)

ELEMENTARY & SECONDARY ADMIN K-12 (ES)



Michael F. Rice, Ph.D.  
Superintendent of Public Instruction

Issue Date: 01/06/2025  
Expiration Date: 06/30/2030  
License Number: SA0000001188174

Certification requirements are subject to change. The certificate holder is responsible for being knowledgeable about current and revised regulations. It is the responsibility of the certificate holder to maintain a valid appropriate certification by meeting the requirements for certificate renewal as prescribed by statute and/or the State Board of Education.

### MICHIGAN CODE OF EDUCATIONAL ETHICS

The following ethical standards address the professional educator's commitment and responsibility to (and for):

<b>Code of Ethics</b>	<a href="https://www.michigan.gov/-/media/Project/Websites/mde/educator_services/prof_practices/code_of_ethics.pdf">https://www.michigan.gov/-/media/Project/Websites/mde/educator_services/prof_practices/code_of_ethics.pdf</a>
<b>The Profession</b>	Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and others to the same ethical standards.
<b>Professional Competence</b>	Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.
<b>To Students</b>	A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.
<b>The School Community</b>	Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.
<b>Ethical Use of Technology</b>	Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place and role are maintained when using electronic communication.

### ADVISORY TO EDUCATOR

In accordance with Public Act 96 of the Public Acts of 1995, it is a criminal misdemeanor to : use a suspended, surrendered, revoked, nullified, fraudulently obtained, altered or forged educator certificate, or a certificate of another person.

TO BE EMPLOYED AS AN EDUCATOR IN MICHIGAN THE EDUCATOR OATH MUST BE SIGNED, NOTARIZED, AND SUBMITTED TO YOUR EMPLOYER.  
THIS IS AN OFFICIAL CERTIFICATE ONCE SIGNED AND NOTARIZED.

### EDUCATOR OATH - STATE OF MICHIGAN

I do solemnly swear (or affirm) that I will support the Constitution of the United States of America and the Constitution of the State of Michigan, and that I will faithfully discharge the duties of the office of educator according to the best of my ability.

This certificate was subscribed and sworn to before me, along with picture identification, on \_\_\_\_\_

\_\_\_\_\_  
Notary Print Name

\_\_\_\_\_  
Notary Signature

Commission Expires: \_\_\_\_\_

Notary Seal

ANTOINE REED Ed.D

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