

March 14 , 2025

Monroe County Public Schools
241 Trumbo Road
Key West, Florida 33040

Dear Human Resources Director,

My name is Terence Cunningham. I am forwarding to you my application for the Superintendents position in your school district. I am currently the Director of Innovation and Development for LEARN RESC (Regional Educational Service Center).

As the Director of Innovation and Development, I function as a catalyst for change and growth by further connecting LEARN to the local, regional, and statewide educational communities. These responsibilities include identifying new services and service improvement, research, design and development, implementation, and evaluation of services. Lead administrator on the research and development team designing new schools for LEARN. Develop Annual Support Plan to outline the needs of the regional support services team to research new educational and business opportunities in the region. Create strong partnership in the region to increase support for LEARN schools and partnering school districts. Design and development outreach programs to ensure the partner district is receiving the necessary services. Increase innovative support services initiatives that will create more opportunities for educational program growth and implementation. Evaluation of services to determine the relevance of the program as it relates to LEARN Core goals.

A major part of my responsibilities is designing and developing of a comprehensive regional remote learning program to enhance educational accessibility and engagement across diverse communities. The regional remote learning program is set to launch in the 2025-26 school year. I collaborate with a team of nine local superintendents to design an innovative and accessible educational model. Engage assistant superintendents, curriculum specialists, and high school principals to gather diverse insights and ensure a comprehensive, high-quality learning experience. These efforts will lead to the creation of a structured curriculum tailored to remote learners, integrating interactive digital resources and live virtual instruction to ensure high-quality learning experiences. Established partnerships with local educators and institutions to expand program reach and effectiveness while implementing user-friendly technology solutions to facilitate seamless participation. Focused on scalability and adaptability, enabling the program to meet evolving educational needs and support learners of varying backgrounds.

Additionally, I manage major school construction and improvement projects. I collaborate with architects, design team, city planning board and LEARN staff to conceptualize the educational needs of school building improvement projects and new construction designs. Provide overall project oversight, reporting, and coordination for large, single-and multi-phased capital improvement projects at various phases (planning, design, and construction). Manage the architecture/engineering design teams, construction managers, and contractors to ensure the study or project is being completed on time and under budget. Ensure that projects maintain completion milestones. Resolves project design issues and construction delays. Assist in creating and updating design standards. Oversee preparation and documentation for facility's feasibility studies, planning studies, and site studies. Assists in creating and updating education specifications. Assist in creating and updating design standards. Oversee preparation and documentation for facility's feasibility studies, planning studies, and site studies. Assists in creating and updating education specifications. Participate in community engagement and committee meetings with community and school stakeholders.

As Principal of the Regional Adult/Alternative High School I was responsible for supervising staff that facilitated adult and alternative educational services at 6 locations that service seven cities in Fairfield County. My programs supported students who have dropped out or are on the verge of dropping out of school. My staff was responsible for implementing Academic and Counseling programs to ensure these students are successful academically and grow as adult learners. My staff provided educational support for students taking the GED, ESL and Citizenship Testing. My responsibilities included supervising and training staff on effective implementation of common core instruction programs

as they relate to adult education standards, technical careers preparation, budgeting programs and services, identifying funding partnerships, community outreach and counseling program development.

I supervised the following: Evening High School, Career and Technical Training programs, Odysseyware Online Course Program, Virtual High School, GED supports programs, graduation assessment testing, personnel development, and career service programs. I provided leadership and support to core curriculum programs as well as special education, continuous school improvement (CSI)/Accreditation, and professional development. Provided input, guidance, and recommendations to the District Superintendent on program effectiveness, continuance, and expansion or modification. I ensured the application of 21st Century teaching and learning practices which include College and Career Readiness Standards implementation into district improvement plans which support the goals of the District Strategic Plan. I have also worked collaboratively with the federal correctional institution in Danbury on several programs. Other responsibilities include Community outreach and substance abuse program development. Additionally, I was responsible for the implementation and supervision of various district level offices and programs. As Danbury Public Schools PreK-12 Summer School program coordinator. I developed and organized our summer school programs that provided a service for three thousand students. Serving as the director of district wide testing services, I was responsible for the implementation of the following services and programs for the districts: SBAC, NGSS, Student alternative assessment programs, SAT, PSAT and staff development. I served as the Superintendents Designee for Expulsion Hearings. I also worked with Human Resources as the district's recruitment coordinator, developing a recruitment platform that focused on equity and equality as it cores principles in our efforts to bring a more representative teaching and administrative staff to Danbury.

Before working as a Regional High School Principal, I served as Supervisor of Student Services. I trained my staff on effective implementation of programs that would effectively improve students' academic and behavioral performance in our schools. My pupil personnel workers service programs helped to improve the attendance, suspensions, and behavioral referral rates in most of the schools we serviced. This was done by effective implementation of programs such as Check and Connect, PBIS and Positive Behavioral Facilitation. These programs were designed to have regular positive and proactive contact with students to build relationships and create counseling opportunities. These programs proved to be highly effective in helping us to serve the needs of our students. My staff was also responsible for working with families in need of social services. I trained my staff to have a thorough knowledge of Child Development Program regulations, policies, principles, and procedures, to advise and to make recommendations for revision to and/or establish new regulations, policies, or procedures for the integration of Family programs. My staff provided a link between the parents and the many social service resources available in the county. Additionally, I work to insure they had Comprehensive, thorough knowledge and understanding of the substantive nature of the justification, acquisition, and operation of CYS/Family programs and processes, and the interrelationship among these programs. I also served as a Guidance Counselor during my tenure in Prince Georges County.

Prior to working for Prince Georges County, I served as Instructional Special Assistant to the Superintendent for Newark Public Schools. Newark Public School serves a community that is mostly low-income families that is comprised of mostly Latino Americans and African Americans. As a Special Assistant I was responsible for the selection, training and evaluation of Principals and specialized in instructional staff (K-12) on educational programs implementation. Additionally, I supported the vision and mission of the District Superintendent, fully sharing the duties, responsibilities, and operation of the District Office. I also provided educational leadership and administrative direction to school administrators, district office instructional support specialists, and educators. As a Special Assistant I was also responsible for connecting with union leaders, parents, and teacher's leaders, community agencies and operations staff to ensure services are properly provided. During my tenure in Newark, I also served as Principal of Broadway Elementary School. In my role as principal, I ensured that students receive a thorough and rigorous education. Additionally, I provided them with a safe and culturally rich educational environment focused on student achievement.

Prior to working in Newark, I served as a Whole School Reform and Turnaround Specialist for the New Jersey State Department of Education. As a Specialist working with Whole School Reform Initiative my primary duties were associated with help underachieving school districts implement innovative school improvement strategies using developmental models

such as the Coalition of Essential Schools, The Comer Model and Success for All. My other responsibilities included the following school improvement support efforts: assessments of instructional programs and practices, district and school level budget development and review, school-based management team building, staff evaluation, curriculum development, facilities, and community involvement. Additionally, I divided team core function work, as documented in integrated Annual Support Performance Plan, into manageable activities and develop schedule for that work. I ensured opportunities for norming and collaboration across and among Support Teams. I worked, in conjunction with relevant Functional Support Team (FST) members, to provide opportunities for LEAs with similar interest, performance or needs, to collaborate, problem solve and share practices.

In addition to my administrative experience, I worked to enhance the personal growth and academic development of students as a Teacher/Professional School Guidance Counselor at Redland Middle School for Montgomery County Public Schools. During my tenure at Redland, we were awarded the National Blue Ribbon School of Excellence Distinction. I was also Head Basketball Coach at Seneca Valley High School in Maryland for 4 Years.

Enclosed is my application package for your consideration. I look forward to hearing from your office soon to further discuss my qualifications.

Sincerely,


Terence Cunningham

Terence Cunningham
112 Tower Road Middlebury, CT 06762
973-698-6290 terence826@aol.com

CAREER SUMMARY

Results driven educational leader with a strong history of significantly increasing student outcomes at all levels. Presently, I am currently the Director of Innovation and Development for LEARN.

Outstanding skills in the following areas:

- Building and strengthening leadership capacity
- Increasing student achievement and closing achievement gaps
- Implementing systematic continuous school improvement utilizing data and research
- Expanding opportunities for all students focusing on underrepresented populations
- Working with diverse school and community populations
- Organizational leadership focused on human resource development.

EDUCATION

Master of Arts, Education Administration, The College of New Jersey, Trenton, NJ
Master of Education, Counseling and Guidance Howard University, Washington, DC
Bachelor of Arts, Marketing Richard Stockton College of New Jersey, Pomona, NJ

CERTIFICATION

Connecticut School Administrators Certificate 092 & 093
Maryland State Certification in Counseling & Guidance & School Administration (K-12)

PROFESSIONAL EXPERIENCE

Director of Innovation and Development LEARN Regional Educational Service Center February 2023-Present

Job Responsibilities:

- Lead administrator on developing the Regional Remote Learning Program.
- Responsible for the development of new service and school district improvement.
- Lead administrator on the research and development team designing a new school for LEARN.
- Develop Annual Support Plan to outline the needs of the Regional Support Services Team
- Research New Educational and business opportunities in the Region
- Create strong partnership in the region to increase support for LEARN Schools and Partnering School Districts
- Design and development outreach programs to ensure the partner district is receiving the necessary services.
- Increase innovative support services initiatives that will create more opportunities for educational program growth and implementation.
- Evaluation of services to determine the relevance of the program as it relates to LEARN Core goals.
- I work with architects, design team, city planning board and LEARN staff to conceptualize the educational needs of school building improvement projects and new construction designs.
- Provide overall project oversight, reporting, and coordination for large, single-and multi-phased capital improvement projects at various phases (planning, design, and construction).
- Develop RFPs and RFQs.
- Conduct interviews for Bids
- Manage the architecture/engineering design teams, construction managers, and contractors to ensure the study or project is being completed on time and under budget. Ensure that projects maintain completion milestones. Resolves project design issues and construction delays.

- Assist in creating and updating design standards. Oversee preparation and documentation for facility's feasibility studies, planning studies, and site studies. Assists in creating and updating education specifications.

Principal of WERACE Danbury Public Schools Regional Adult Education Program—Danbury Public Schools Danbury, CT July 2013 – February 2023

Job Responsibilities:

- I supervised the adult basic education and English literacy programs within the region, including budgets in a manner consistent with the requirements of the Adult Education and Family Literacy Act, Title II of Workforce Innovation and Opportunity Act (WIOA) of 2014, and the procedures outlined in the Operational Guidance Manual for Adult Education and Literacy Programs.
- WERACE services 7 school districts in Fairfield **County**.
- Managed and supervised 10 programs designed to help students receive a High School Diploma, GED, US Citizenship and English as a Second Language Proficiency.
- Supervised 53 faculty and staff at six school sites.
- Developed and managed budgets.
- Provided leadership and support to core curriculum programs as well as special education, continuous school improvement (CSI)/Accreditation, and professional development. Provides input, guidance, and recommendations to the District Superintendent on program effectiveness, continuance, and expansion or modification.
- Supervised counselors using Naviance interest inventory.
- Developed programs and strategies related to Career and College Readiness.
- Developed program to support students interested in the military with ASVAB tutoring.
- Developed programs and strategies to decrease the dropout rate of students at risk of school failure.
- Ensure the application of 21st Century Teaching and Learning practices which include College and Career Readiness Standards implementation into district improvement plans which supports the goals of the Community Strategic Plan.
- Served as the districts testing Director.
- Developed Master Schedule.
- Managed all State Standardized Testing for the district. SBA, Alternative Assessment, SAT and NGSS
- Director of PreK-12th Grade Summer School Programing. Including Transportation for all students
- District Recruiter, I recruited hard to fill teaching positions for the school district.
- Served as Superintendents Designee for districts student expulsion program.

Program Goals achieved 2022-2023

1. 100% of graduates accepted in College or Post Secondary Training Programs
2. Increase Graduation Rate to 98% (+ 3 increase)
3. Decrease Dropout Rate to 7% (-2 Decrease)
4. Attendance rates increase to 96% (+5 Increase)
5. Increase students applying to post secondary Colleges, Military and Training Programs 100% (+73 increase)

Supervisor of Student Services, Prince Georges County Public Schools Upper Marlboro, MD 2007- 2013

Job Responsibilities:

- Supervised and evaluated 30 Pupil Personnel Service Workers in the southern region of the district.
- Worked collaboratively with the following offices: County Child Protective Services, County Mental Health Services and County Court Liaison Office
- Trained staff in instructional and counseling services to support At Risk student development.
- Developed proactive truancy programs and practices to service at risk students in the county.
- Work with general counsel to ensure current policy and guidelines are being implemented.
- Respond to alleged violations of rules, regulations, policies, procedures, and standards of conduct by evaluating or recommending the initiation of investigative procedures.
- Assess suspension and attendance data to develop programs to positive effects in these areas.

Achievement Data Points

1. Increased Attendance Rate to 96% (+ 3 increase)
2. Suspensions Decreased to 3% (-2 Decrease)

3. Decreased Expulsion Rate to 4% (-3 Decrease)
4. Increased Homeless Family Support Network
5. Developed a Teen Pregnancy Intervention Program
6. Increased Military Family Support Programs

Principal Broadway Elementary School, Newark Public Schools Newark, NJ: 2006 – 2007

Job Responsibilities:

- Provided a safe and educationally rigorous school environment.
- Develop teachers' instructional skills by providing instructional leadership and guidance.
- Supervised, teachers and other pertinent staff on educational services and programs.
- Conduct classroom visits to evaluate the performance of the educational programs.
- Coordinated the K-4 After School Program and Saturday College Tutors Institute.

Achievement Data Points

1. Increased the percentage of students reading at or above grade level from 41% to 56% (+15)
2. Increased the number of students making one year's growth in one year's time in reading from 55% to 71% (+16)
3. Increased the number of students scoring at grade level in math from 42% to 61% (+19)
4. Increased the number of students making one year's growth in one year's time in math from 57% to 68% (+11)
5. Increased the number of students scoring at or above proficiency in writing from 77% to 82% (+5)
6. Conducted annual programmatic assessment of total school performance to efficiently allocate resources/funding and refine school-improvement process.

Special Assistant to Superintendent, Newark Public Schools Newark, NJ: 2002 - 2006

Job Responsibilities:

- Supervised principals, supervisors, and other pertinent staff on educational services and programs.
- I supported the vision and mission of the District Superintendent, fully sharing the duties, responsibilities, and operation of the District Office.
- I provided educational leadership and administrative direction to school administrators, district office instructional support specialists, and educators.
- Conduct school visits to evaluate the performance of the educational programs.
- Worked with district instructional specialist to ensure the educational programs meet the needs of students in the area and recommend changes and improvements to the District Superintendent.
- Worked with administrators, union leaders, parents, and teachers on school policies and programs, community relations and operations staff to ensure services are properly being provided.
- Thorough understanding of the Charlotte Danielson Teacher evaluation model.
- Instructed the staff to improve practices for the New Jersey State Assessments NJASK and GEPA Afterschool Prep Institute for the Newark Public School Afterschool Program.
- Many of the schools I worked with made great gains measured by state standardized test results.
- In 2004, I was honored to have one of my schools, Branch Brook Elementary named the National Blue-Ribbon School of Excellence.
- Implemented and established policies and procedures for recruitment, screening, rating, and selection of employees, Recommends the appointment of principals and selected staff personnel, evaluates principals and staff, mentors' principals, and staff, and ensures provision of appropriate staff development opportunities.
- Coordinates implementation activities with the superintendent for the Functional Support Teams (division leading technical assistance, policy development, assessments, and data analysis), and any other leadership staff.

Achievement Data Points

1. 77% of Elementary Schools met end of year growth targets in reading.
2. 61% of Elementary schools met end of year growth targets in math.
3. 6.3% increase in one-year graduation rate
4. Helped to Oversee \$10 million operating budget.
5. Opened 2005-2006 school year 96.8% staffed compared to 87% the previous year.
6. Developed and implemented school turn around model for underperforming schools.
7. Developed common core literacy and math framework rollout strategy.
8. Worked collaboratively with university partners to strengthen post- secondary matriculation.
9. Worked with the School Councils and Newark Political Leadership to ensure that all stakeholders had an opportunity to contribute to the school's strategic plan and improvement process.
10. Recalibrated principal measures to align more with student outcomes and school performance.

Whole School Reform Turnaround Specialist, / State Liaison for Teacher Recruitment and Retention New Jersey State Department of Education Trenton, NJ: 1998 - 2002

Job Responsibilities:

- Assist underachieving school districts implement innovative school reform strategies.
- Conduct assessments of school districts instructional programs and practices
- Help facilitate district and school level budget development and review.
- Worked as a member of the State's New Teacher Mentoring Program Review Team.
- Developed strategies to implement the Urban Districts Early Childhood teacher training program.
- Developed strategies to improve school-based management teams and curriculum development.
- Thorough knowledge of New Jersey teacher certification and licensure process include traditional and alternate routes to help recruit highly qualified staff.
- Researched into districts staffing needs to find highly qualified teachers.
- Researched and evaluated multiple educational software packages and programs.
- Ensured opportunities for norming and collaboration across and among Support Teams.
- Worked, in conjunction with relevant Functional Support Team (FST) members, to provide opportunities for LEAs with similar interests, performance or needs, to collaborate, problem solve and share practices.
- Developed New Jersey first teacher recruitment website NJHire.com.

Teacher/Professional School Counselor – Redland Middle School, Rockville, Maryland: 1994 - 1998 (During my tenure Redland Middle School was identified as a National Blue-Ribbon School).

Job Responsibilities:

- Conducted counseling services for the academic and personal development of students.
- Developed master schedule for school operations and planning.
- Taught student relations and orientation course.
- Developed school wide conflict resolution program for teachers and students.
- Developed programs and strategies to decrease the dropout rate of students at risk of school failure.
- Held conferences between teachers, parents and students addressing all school related issues.
- Identified special services for students and families in need of social services.

GRANTS AWARDED

- Worked as a member of the NJDOE grant team that was awarded the State Action for Education Leadership Project Grant Development (SAELP). This grant will be used to develop programs that will help identify, recruit, and retain quality school administrators in New Jersey using the Interstate School Leader Licensure Consortium Standards (ISLLC) \$250,000 start up funds and \$50,000 for three years.

PRESENTATIONS AND SPEAKING ENGAGEMENTS

- Presented NJHIRE to the New Jersey State Board of Education – June 2002.
- Rowan University Talk Radio. Topic: “Teacher Shortages in New Jersey” – August 2005.
- Presented NJHIRE at the New Jersey County Superintendents Round Table Meeting – September 2005.
- Panelist at the NJEA Minority Teacher Retention and Recruitment Summit – October 2010.
- Participated as a guest speaker and conducted workshops at AmeriCorps Statewide Conference – November 2010.
- Guest speaker at the Middle Atlantic Association for School, College and University Staffing (MAASCUS) National Conference – March 2002.
- Guest speaker at the American Association for Employment in Education (AAEE) National Conference – June 2002.
- Panelist at NJIT Careers Summit- May 20
- Keynote Speaker at the College of New Jersey’s Education Administration Graduation May 2006
- Panelist at the Truancy Summit held at Prince Georges County Community College-November 2007
- Alternative Education Programs County Forum-2012/2013

AUTHORED PUBLICATIONS

- New Jersey Whole School Reform Implementation Manual authored with Sylvia Kaplan; Pat McDonald, Dr. Antoine Gayles; Dr. Mark Cohen; Donald Nicholson – 1998.
- New Jersey Abbott School District Early Childhood Teachers Incentive Program Guidelines authored with Karen Harcar-Morris; Nancy Hazelgrove; Dr. Rochelle Hendricks – 2001.

HONORS AND AWARDS

- Newark Public Schools - Employee of the month of February 2006 – For the development of an innovative “Early Childhood Best Practices Staff Development Day”.

ORGANIZATION AFFILIATION

- Alpha Phi Alpha Fraternity Incorporated
- NABSE National Association of Black School Educators

References:

Elizabeth Faison, Executive Director of Student Services

Relationship: Supervisor

Prince Georges County Public Schools

14201 School Lane

Upper Marlboro, MD 20874

202-607-6685

Lydia Silva, Superintendent

Relationship: Supervisor

Newark Public Schools

2 Cedar Street

Newark, NJ 07103

704-222-6152

Kevin Walston, Superintendent

Relationship: Supervisor

Danbury Public Schools

64 Beaverbrook Road

Danbury CT 06810

203-797-4713



Pemberton, NJ
08068-1599

609 or 856-222-9311

www.bcc.edu

To Whom it may concern,

It is with great pleasure to have an opportunity to write a letter of reference for Terence Cunningham, who was formally the State Coordinator for Teacher Recruitment at the NJ State Department of Education.

When asked to manage the Teacher Recruitment Initiative first time marketing efforts and recruitment strategies, a key reason I accepted this offer was Terence Cunningham had just moved to that department. I had heard about this highly respected DOE professional who had come from the division of School Reform. His former supervisor happened to transfer into my department. She was so impressed with Terence's professional demeanor and high achievement; she contacted senior management at the DOE to relay how exceptional he was. It is told she simply said "You must hire Terence Cunningham for the new Teacher Recruitment area. He is outstanding.

This was clear to me from the moment I met him. As a college admissions director for over twenty years, the field of recruitment was my world. From the first time I was introduced to Terence, I recognized he had an exceptional talent for communication with people. Not only is he very quick and bright in his processing abilities and communication style, but his sincerity also resonates in all he discusses. He is concise and strong in his presentation, highly effective and well received whether his audience includes the State Board of Trustees, principals of schools, and prospective teachers he is trying to recruit. I have observed this consistently within all environments from urban, suburban, world languages, elementary and high school, to prospective teachers ranging in age from college seniors to adults considering entering the profession for the first time through the alternate route.

Terence Cunningham has acquired unique strengths from both his breadth of experience and advanced education level. His undergraduate work and early career included business and marketing; his Master's in guidance and counseling at Howard University and having served as a school counselor and then advanced to the Department of Education. The competencies needed to be successful in each of these diverse areas range from sharp business communication skills, as in the for-profit world he entered upon graduation, to the student professional skills school counseling cultivates. Then to advance through the NJ State Department of Education, one must be a quick learner and demonstrate the talent and brightness to relate within all levels of education and state government; and it includes extensive computer training. When Mr. Cunningham indicated he was continuing his education for an advanced administrative certificate, it did not surprise me. His talent is unlimited.

Terence Cunningham is an exceptional, congenial, and resourceful individual. He has demonstrated a unique talent to conduct himself with grace under the greatest bureaucratic pressure. He values his professional responsibilities and the people with whom he works are drawn to working with him. He possesses these diverse talents and would be an ideal leader for a senior management position in any school district, college, or university.

Sincerely,


Nancy G. Hazelgrove

Director NJ Statewide Transfer Initiative

DANBURY PUBLIC SCHOOLS
Administration Center
63 Beaver Brook Road
Danbury, CT 06810-6211
(203) 797-4701 FAX (203) 790-2875
E-mail: glassw@danbury.k12.ct.us

William R. Glass, Ed.D.
Deputy Superintendent

February 26, 2021

Recommendation for Terence Cunningham

I am pleased to write this letter of recommendation for Terence Cunningham as he is one of the most effective and capable educators with whom I have ever had the privilege of working. Although Mr. Cunningham's leaving would be a significant loss to our school district, I would be remiss if I did not support his continuing career development efforts.

His outstanding leadership experience will serve your district well and I know that he will make an excellent addition to your leadership team. You will find Terence to be very bright, highly reflective, a collaborative decision-maker, and an exceptionally focused leader. You will also realize that he is an adroit problem solver and a highly creative thinker with great strength in a wide range of adult learning areas as well as other leadership areas.

As an educator with the Danbury Public Schools, Terence has distinguished himself as a superb instructional leader. In his current position as the Director of Adult and Continuing Education and the primary point person for our very large and complex summer school he has brought these programs to newer and higher levels of efficacy.

He has done an excellent job of leading programs designed to help students achieve a high school diploma, a GED, US Citizenship, and English as a Second Language Proficiency. He leads a high school program with a total school enrollment of over 900 students. The population is comprised completely of students who had challenges with their regular high school programs.

Due to Terence's leadership, each year the program's graduation rate has increased. He also led the creation of an online GED Lab. He currently supervises 40 faculty and staff members at five school sites throughout the city. He has also developed partnerships with numerous community agencies to increase services and resources to students and their families.

Terence developed programs and strategies for students returning to school from being in dropout status. He has also developed programs and strategies to ensure that all students are enrolled in a post-secondary program upon graduating from his program.

Recommendation for Terence Cunningham continued

As noted, Terence also serves as the district's Summer School Director. This broad area of responsibility involves developing the programming structure and hiring the lead coordinators for the elementary and secondary programs. Terence is the "go to" person to resolve any problems or issues that arise. He also oversees all aspects of registration, transportation, program monitoring, and budget.

Lastly, Terence also serves as our Director of Testing. He has supported schools in the implementation of all testing processes. He ensures that all appropriate staff are trained annually and are aware of details and modifications to our assessment battery. To that end, he has been very meticulous. The process has evolved to a level where schools are comfortable and confident with all protocols and procedures. He provides continuing support throughout the testing windows to ensure thorough and efficient administration of all assessments.

It is for these reasons and many more that I can give Terence Cunningham my highest recommendation. I know that your relationship will be one of reciprocal benefits. You will find that he will bring intelligence, wisdom, and a wealth of practical experience to his administrative responsibilities.

Please feel free to contact me if you require additional information. I would enjoy an opportunity to discuss further with you the many strengths of this outstanding educator.

Sincerely,

William R. Glass, Ed.D.



The Newark Public Schools
SCHOOL LEADERSHIP TEAM IV

Technology High School

Broadway Suite 218

Newark, New Jersey 07104

Phone: 973- 497-5776 Fax: 973-497-5777



Marion A. Bolden

Lucille E. Davy

State District Superintendent

Commissioner of Education

Lydia Silva

Assistant Superintendent

January 9, 2023

To whom it may concern,

It is with great Pride and honor that. This letter of recommendation for Terence Cunningham is written.

Mr. Cunningham assumed the role of Newark Public Schools SLT IV Special Assistant on July 8, 2002. In all academic areas, - Mr. Cunningham has executed his responsibilities with unwavering commitment, dedication and focus, He demonstrates in-depth knowledge and superior skills in curricula design, assessment and school organization. Mr. Cunningham's work performance has benefited every member of the Newark Public Schools SLT IV community since he began his tenure.

Mr. Cunningham is a committed, dedicated, articulate advocate for the provision of quality education for all students. He has proven to be an invaluable asset to the SLT IV community of learners. The information and knowledge he has consistently imparted has served to strengthen SLT IV's standing one of the highest achieving schools.

Terence Cunningham is a rare find in the educational field. Everything he does has the wellbeing of students at its center. These attributes have garnered him the respect of all principals, vice principals and the community at large.

In summary, his attributes which include a lifelong search for better solutions to the problems facing public education and his commitment to the student achievement, make him an ideal candidate for your school district.

Yours truly,

Lydia Silva, Assistant Superintendent

Official Transcript

Page 1 of 2

Name: Terence Cunningham
Student ID: [REDACTED]
Print Date: 07/02/2009

Send To: Cunningham, Terence
P.O. Box 1457
Bowie, MD 20717
United States

ISSUED TO STUDENT

Degrees Awarded

Degree: Master of Education
Confer Date: 08/02/2001
Degree GPA: 3.807
Plan: Educational Leadership Major

Beginning of Graduate Record

2000 Summer

Program: School of Education
Plan: Educational Leadership Major

Course	Description	Attempted	Earned	Grade	Points
EDAD 525	INTRO TO EDUC ADMIN	3.000	3.000	A	12.000
EDFN 508	INTRO TO RESEARCH	3.000	3.000	A-	11.010

		Attempted	Earned	GPA Units	Points
Term GPA	3.835	Term Totals	6.000	6.000	23.010
		Transfer Totals	0.000	0.000	0.000
		Combined Totals	6.000	6.000	23.010

2000 Fall

Program: School of Education
Plan: Educational Leadership Major

Course	Description	Attempted	Earned	Grade	Points
EDAD 540	SCHOOL FINANCE	3.000	3.000	A	12.000
EDAD 624	PRACT/SEMINAR ADMIN	3.000	3.000	A	12.000
EDFN 597	ADV TPCS EDUC FND	1.000	1.000	A-	3.670
SUPV 520	STAFF SUPERVISION	3.000	3.000	A	12.000

		Attempted	Earned	GPA Units	Points
Term GPA	3.967	Term Totals	10.000	10.000	39.670
		Transfer Totals	0.000	0.000	0.000
		Combined Totals	10.000	10.000	39.670

2001 Spring

Official Transcript

Page 2 of 2

Name: Terence Cunningham
 Student ID: 559585
 Program: School of Education
 Plan: Educational Leadership Major

Course	Description
CURR 514	CURRIC THEOR & PRACT
EDAD 572	SCHOOL LAW
EDAD 624	PRACT/SEMINAR ADMIN
EDFN 597	SPECIAL TOPICS ED FOUND

ISSUED TO STUDENT

Attempted	Earned	Grade	Points
3.000	3.000	A	12.000
3.000	3.000	A	12.000
3.000	3.000	A	12.000
1.000	1.000	A-	3.670

Attempted	Earned	GPA Units	Points
Term GPA	3.967	Term Totals	10.000
		Transfer Totals	0.000
		Combined Totals	10.000

Program: School of Education
 Plan: Educational Leadership Major

Course	Description
EDAD 526	SEC SCHOOL ADMIN
EDAD 560	COMP APPL ED ADMIN
EDAD 597	SPECIAL TOPICS ED ADMIN
EDAD 700	ED LDRSHIP COMP EXAM
EDFN 520	SOCIAL PROBS & EDUC

2001 Summer

Attempted	Earned	Grade	Points
3.000	3.000	A	12.000
3.000	3.000	A-	11.010
1.000	1.000	A-	3.670
0.000	0.000	P	0.000
3.000	3.000	B-	8.010

Attempted	Earned	GPA Units	Points
Term GPA	3.469	Term Totals	10.000
		Transfer Totals	0.000
		Combined Totals	10.000

Graduate Career Totals
 Cum GPA:

Attempted	Earned	GPA Units	Points
Cum GPA	3.807	Cum Totals	36.000
		Transfer Totals	0.000
		Combined Totals	36.000

End of Official Transcript

Student No: XXXXXXXXXX**HOWARD UNIVERSITY**
Office of Enrollment Management
Washington, D.C.

Date Issued: 26-JUN-2009

WEB

Page: 1

Record of: Terence Cunningham
Current Name: Terence Cunningham
*** WARNING ***
--No Address--Issued To: Terence Cunningham
P.O. Box 1457
Bowie, MD 20717
United States of America

Course Level: Graduate

Current Program

College : School of Education
Major : Counseling and Guidance

Degrees Awarded Master of Education 14-MAY-1994

Primary Degree

Major : Counseling and Guidance

SUBJ	NO.	C	COURSE TITLE	CRED	GRD	PTS	R
------	-----	---	--------------	------	-----	-----	---

INSTITUTION CREDIT:

Fall 1992

School of Education
Counseling and Guidance
First-Time Graduate

HUDE 200	M		INTRO TO EDUC RES	3.00	C	6.00	
HUDE 240	M		INTRO TO COUNS & PSY	3.00	B	9.00	
HUDE 242	M		INFO SERVS IN GUID	3.00	A	12.00	
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 27.00 GPA: 3.00							

Spring 1993

School of Education
Counseling and Guidance
Continuing

HUDE 205	M		STAT METHODS I	3.00	C	6.00	
HUDE 241	M		TECH&THEO PSY COUN	3.00	B	9.00	
HUDE 347	M		COUNS MIN & DISADV	3.00	B	9.00	
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 24.00 GPA: 2.67							

Fall 1993

School of Education
Counseling and Guidance
Continuing

***** CONTINUED ON NEXT COLUMN *****

SUBJ	NO.	C	COURSE TITLE	CRED	GRD	PTS	R
------	-----	---	--------------	------	-----	-----	---

Institution Information continued:

EDAP 231	M		MULTI ED ISS/TRENDS	3.00	A	12.00	
EDAP 252	M		HISTORY BLACK EDUC	3.00	B	9.00	
HUDE 221	M		HUMAN DEVELOPMENT	3.00	B	9.00	
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 30.00 GPA: 3.33							

Spring 1994

School of Education
Counseling and Guidance
Continuing

HUDE 243	M		ORG & ADMIN GUID SER	3.00	A	12.00	
HUDE 343	M		GROUP COUNSELING	3.00	A	12.00	
HUDE 344	M		PRACT IN COUNS	3.00	A	12.00	
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00							

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	36.00	36.00	117.00	3.25

TOTAL TRANSFER	0.00	0.00	0.00	0.00
----------------	------	------	------	------

OVERALL	36.00	36.00	117.00	3.25
---------	-------	-------	--------	------

***** END OF TRANSCRIPT *****

VALID ONLY WITH SILVER
HOWARD UNIVERSITY SEAL



STOCKTON STATE COLLEGE

POMONA, NEW JERSEY 08240

STUDENT'S NAME CUNNINGHAM

TERENCE

DATE OF TRANSCRIPT 06/20/88

DEGREE PROGRAM

DATE DEGREE GRANTED

ID #

TERM MATRICULATED FALL 1983

BA BSNS

SFRG 1988

☒ HIGH SCHOOL

☐ TRANSFER

☐ OTHER

COURSE NUMBER	COURSE TITLE	CREDIT	GRADE
BASK 1101	FALL 1983 COLLEGE WRITING W1	4	C
BASK 1102	CRITICAL THINKING/STUDY SKILLS	4	C
BASK 1103	QUANTITATIVE REASONING	4	F
ENVL 2100	SPRG 1984 PHYSICAL GEOGRAPHY	4	F
GAH 2220	MODERN BRITAIN	4	F
GNM 2158	SCENIC REGIONS OF THE U.S. W2	4	F
GSS 2237	ISRAEL, JEWS & MODERN WORLD	4	C
ENVL 2180	FALL 1984 ECOLOGICAL PRINCIPLES	4	D
GAH 1215	AFRO-AMERICAN DANCE	4	A
GAH 1360	TOPICS IN AFRO-AMERICAN HISTORY	4	C
GSS 2113	THE CRIMINAL JUSTICE SYSTEM	4	C
ENVL 2100	SPRG 1985 PHYSICAL GEOGRAPHY I	4	F
GNM 2234	THE PINE BARRENS	4	D
GSS 2610	AFRO-AMER ECON EXPERIENCE W2	4	C
POLS 1100	POLITICS IN THE 90S	4	F
ACCT 2110	FALL 1985 PRINCIPLES OF ACCOUNTING I	4	C
ARTP 1641	BEGINNING VOICE	2	B
ARTP 3251	STOCKTON CHORALE	2	A
GEN 1124	BASIC ALGEBRA AND GEOMETRY	4	A
ACCT 2120	SPRG 1986 PRINCIPLES OF ACCOUNTING II	4	C
ECON 1400	INTRODUCTION TO MICROECONOMICS	4	C
INFO 2180	INFO SYSTEMS & PROGRAMMING	4	C
MKTG 3110	PRINCIPLES OF MARKETING	4	B

COURSE NUMBER	COURSE TITLE	CREDIT	GRADE
MKTG 2806	SUMR 1986 ADVERTISING IN TELEVISION	4	B
MKTG 4822	WHEEL OF RETAILING PROJECT	4	C
GIS 3790	FALL 1986 BLACK POWER	4	B
GNM 2182	ATOM, MAN, UNIVERSE	4	C
MGMT 3110	INTRODUCTION TO MANAGEMENT	4	B
PLAW 2120	BUSINESS LAW I	4	C
FINA 3110	SPRG 1987 FINANCIAL MANAGEMENT I	4	C
GNM 1157	ALGEBRA & ELEMENTARY FUNCTIONS	4	B
INFO 1206	STATISTICS I	4	D
SOWK 1103	HUMAN DEVLPMT IN SOC ENVMT	4	C
MKTG 4111	SUMR 1987 CASE STUDIES STRATEGIC MKTG W2	4	B
ECON 1200	FALL 1987 INTRODUCTION TO MACROECONOMICS	4	C
LITT 1100	INTRODUCTION TO LITERATURE W1	4	D
MGMT 4110	MOTIVATION AND LEADERSHIP	4	B
MKTG 3235	MARKETING INFO SYSTEMS	4	A
GERO 1100	SPRG 1988 INTRODUCTION TO GERONTOLOGY	4	B
MGMT 4112	ADV MANAGEMENT STRATEGIES W2	4	C
MKTG 3345	MARKETING COMMUNICATIONS W2	4	B

THE RICHARD STOCKTON COLLEGE OF NJ
Pomona, NJ 08240 (609) 652-4235

Joseph J. LoSasso

Joseph J. LoSasso
Registrar

Office of Student Records & Registration

STOCKTON CREDITS ATTEMPTED 160
STOCKTON CREDITS 136
TOTAL CREDITS 136

CUNNINGHAM
182 SOUTH 7TH ST
NEWARK

TERENCE
NJ 07103

OFFICE
OF
STUDENT RECORDS

UNLESS OTHERWISE STATED, THIS STUDENT IS IN GOOD STANDING. WHEN SIGNED BY AN AUTHORIZED OFFICIAL OF STOCKTON STATE COLLEGE AND IMPRESSED WITH THE COLLEGE SEAL, THIS IS A VALID TRANSCRIPT OF A STUDENT'S RECORD.