

BRIAN G. OSBORNE

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PROFILE

Educational leader and professor of practice with significant and successful track record in increasing student learning preK-12. Raised student achievement as a teacher, co-founded a new school, served as Chief of Staff in Teaching and Learning in the nation's largest district, led as Superintendent in two diverse midsize school districts, and consulted with universities, foundations, nonprofits, and private sector companies about educational leadership. Expertise in curriculum design and implementation, organization change, creating shared vision, multi-year planning and building teams to increase equity and excellence for students. Fluent in Spanish.

EDUCATION

Harvard Graduate School of Education:

Ed.D., Administration, Planning, and Social Policy, concentration in the Urban Superintendency, 2011.

M.A., Administration, Planning, and Social Policy, 2001. John E. Stevens Fellow.

New York University: M.A.T. Masters of Mathematics Education, 2000. Johnathan Levin Fellow.

Colgate University: A.B. Bachelor of Arts in Philosophy and Religion, high honors, *magna cum laude*, Phi Beta Kappa, 1991. Latin America Study Group: Mexico, Nicaragua, Guatemala, Spring 1990.

Instituto Centro América, Quetzaltenango, Guatemala: Summer 1992.

EXPERIENCE

LEHIGH UNIVERSITY COLLEGE OF EDUCATION

Professor of practice, Educational Leadership

Visiting professor, Educational Leadership

2020 – present

2019 – 2020

Classes taught:

EDL 485: The Superintendency

EDL 479: School Law and Ethics

EDL 476: School Resource Management

EDL 437: School District Resource Management

EDL 436: School District Governance: Policy Planning, Ethics and Law

EDL 425: Leading and Managing Change

EDL 408: Central Office Internship

EDUC 493: Internship in Educational Leadership

Dissertation Committees:

Krista Leh *Leading the Process of Within-District Integration: A Grounded Theory*

Rachel Goldberg *Teacher Self-Efficacy as a Predictor of Student Achievement in the 2018 PISA* (Seton Hall University)

Matthew Kelsey: *High School Internet Use and Student Achievement*

Nick Mitchell: *Teaching Students to Single-task: A Single-Subject Case Study of an Intervention to Support Middle School Students Who Struggle with Computer Multitasking*

Patrick O'Kane *Effects of Participation in High School Sports on Academic Achievement by Season*

Service to the college:

Executive Director of the Lehigh University School Study Council and the Greater Lehigh Valley Consortium for Equity and Excellence. Secured PDE approval to grant Act 45 credit.

Reviewd of the Urban Principal Academy at Lehigh and advised director on needed improvements.

Currently designing Superintendent Certification cohort program for summer 2021 launch.

Service to the university:

Member of cross-disciplinary exploration team to the Bermuda Institute of Oceanic Studies, 2019.

Leadership in the field:

Editorial Review Board, AASA Journal of Scholarship and Practice.

Board of Directors, National School Development Council.

Conference Advisory Committee, PDK, Int. 2020

CONSULTANT IN EDUCATIONAL LEADERSHIP

2018 - present

Advisor to universities, foundations, non-profits, and private sector companies.

Member of design team for the Panasonic Foundation's New Jersey Network of Superintendents, providing professional leadership development of 16 superintendents focused on improving leadership for increased equity and outcomes in member districts. Senior Advisor to Flex Academies, a provider of enrichment programs. Principal Mentor for the New Jersey Principals & Supervisors Association. Curriculum Implementation Advisor for Amplify, a private sector company that creates K-8 curriculum, assessment, and intervention programs.

SUPERINTENDENT, CITY SCHOOL DISTRICT OF NEW ROCHELLE, NY

2014 - 2018

Diverse city preK-12 public school district with 10,985 students, 1,850 employees and a budget of \$270M

Led district of 11 schools. Implemented first consistent districtwide curricula in ELA, mathematics following a clear theory of action of instructional improvement. Increased participation in honors and high-honors classes, especially among underrepresented groups. Created and implemented a comprehensive approach to academic interventions and student support services. Restored financial stability, increased reserve funds and restructured budget to better support instruction. Corrected deteriorating building infrastructure and dramatically improved facilities. Developed and campaigned for successful \$106.5M capital bond. Initiated and completed fiber optic network upgrade to provide wireless access in all district spaces. Introduced and led large-scale use of mobile devices, enhanced technology, core curricula, formative assessments, academic interventions, cultural competence, and implicit bias training. Developed Strategic Roadmap with elected Board of Education in consultation with school and community stakeholders. Built an outstanding team of leaders at the district and school levels. Successfully negotiated multiple labor agreements.

HARVARD GRADUATE SCHOOL OF EDUCATION

2017-2018

Mentor Superintendent, Doctor of Educational Leadership (Ed.L.D) Program

Supervised a doctoral candidate in residency as assistant to the superintendent in the City School District of New Rochelle in partial completion of requirements for the Ed.L.D. degree. Provided leadership development opportunities for the resident as well as to the program as a whole during two multiple day symposiums at HGSE. Served on the capstone defense committee for the resident.

MONTCLAIR STATE UNIVERSITY

2014 - 2016

Adjunct Professor. Taught Masters level School Finance course in blended format to aspiring administrators.

SUPERINTENDENT, SOUTH ORANGE-MAPLEWOOD PUBLIC SCHOOLS, NJ

2007 - 2014

Diverse urban-suburban preK-12 public school district with 6,960 students, 750 employees and a budget of \$120M

Led district of 9 schools with an elected Board of Education. Raised student achievement and narrowed achievement gaps on state assessments, higher level course taking, AP, college matriculation. Restructured budget to support instruction. Initiated full day K, core curricula, formative assessments, academic interventions, inclusion, comprehensive teacher and principal evaluations, aligned professional development, administrator merit pay, middle school transformation including International Baccalaureate/Middle Years Program, technology overhaul. Successfully negotiated multiple labor agreements.

NEW YORK CITY DEPARTMENT OF EDUCATION

Largest urban school district with over 1.1 million students preK-12 and over 1500 schools.

Chief of Staff, Teaching and Learning

2004 - 2007

Led central office instructional support for initiatives of ten regional superintendents, one hundred and twenty five local instructional superintendents, and the District 75 special education superintendent, altogether reaching all schools citywide in the Children First Reform era. Led central office division consisting of 389 employees, with a budget of nearly \$200m, charged with all Teaching and Learning initiatives, including issues concerning assessment and accountability, school improvement, English Language Learners, special education, curriculum and professional development, special projects such as supplemental educational services and summer school, translation services, parent and community engagement and the Community Education Councils. Served as instructional liaison to press office, Mayor, City Hall, and other central divisions and city agencies. Implemented intervention strategies to support promotion policy, including Preparatory Academy, Summer Success Academy and academic intervention strategies.

Director, Office of Instructional Technology

2003 - 2004

Managed budget over \$20m. Led central staff, regional instructional technology specialists, and strategic planning. Launched and led mobile wireless computing to all literacy and mathematics school-based coaches citywide, providing (then) cutting-edge tablet devices loaded with the new citywide curricula and video clips of effective practices to instructional leaders in every elementary school in the city.

PLAINFIELD PUBLIC SCHOOLS, NJ

Urban school district in central New Jersey with 13 schools and 8,300 students pre-K—12

Supervisor of Evaluation, Assessment, and Research

2002 - 2003

Special Assistant to the Superintendent/Harvard Internship

2001 - 2002

EDWARDS MIDDLE SCHOOL, MA

Urban middle school in Charlestown, Boston with 700 students grades 6-8

Principal Intern

2000 – 2001

NEW SCHOOL FOR ARTS AND SCIENCES, NY

1994 - 2000

Public Urban High School affiliated with the Coalition of Essential Schools

Co-Founder of new public urban high school

Member of founding team of four educational leaders that designed and opened a new public high school in the South Bronx. More than doubled persistence, graduation and college attendance rates in four years. Collaboratively created new school structure incorporating a multidisciplinary approach to content, a common focus on Habits of Mind across subjects and grades, senior projects, houses, advisories, an authentic standards-based assessment system. Consistently raised achievement of ninth and tenth graders an average of two year's growth per year as classroom teacher in algebra, geometry, physics, and biology.

PUBLIC SCHOOL 28M, NY

1991 - 1994

Urban elementary school in Washington Heights, NY with 1200 students grades K-5

Fifth Grade Bilingual Teacher

Raised achievement of bilingual Spanish speaking students in all subject areas, including native language literacy on average more than two grade levels per year. Developed Humanities curriculum based on unifying themes from the history and literature of the Dominican Republic and the history and literature of the US civil rights movement. Created yearlong monthly Saturday outdoor education program, utilizing a team of fifteen volunteers, focused on urban environmental issues.

TEACH FOR AMERICA SUMMER INSTITUTE, Los Angeles, CA

Summer 1993

Professional Developer, Core Member Advisor

BERENDO MIDDLE SCHOOL, Los Angeles, CA

Summer 1991

Student Teacher, Teach for America corps member, seventh grade pre-algebra in South Central Los Angeles.

PAPERS AND ARTICLES

Osborne, B. G. (2011). Communicating to Change the Culture. In Peterkin, R.; Jewell-Sherman, D.; Kelly, L.; and Boozer, L. (eds.), *Every Child, Every Classroom, Every Day: School Leaders Who Are Making Equity a Reality*. San Francisco, CA: Jossey-Bass.

Osborne, B. G. (2011). *A Qualitative Study of One District's Efforts to Improve Mathematics to Scale*. Presented to the Faculty of the Graduate School of Education of Harvard University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education.

Mathematics Reform: What are the Knowledge Demands on District Leaders? (2003) qualifying paper for advanced doctoral work.

An Educational Leader looks for the Holy Grail (2002) required reading for A010C, Adult Development and School Leadership at Harvard Graduate School of Education.

High-Stakes Testing: How do good teachers of behind grade level students respond? (2001) model paper for A108, Urban Education at Harvard Graduate School of Education.

Changing the Transfer and Excess Processes in the Boston Teachers Union Contract: The Politics of Pushing an Agenda of Incremental Urban School Improvements (2001) paper required reading for Proseminar in the Urban Superintendency at Harvard Graduate School of Education.

- Osborne, B. G. (2014, October 30). Addressing the Critical Issue of Domestic and Dating Violence in Our Schools. Retrieved from https://www.huffpost.com/entry/addressing-the-critical-issue-of-domestic-and-dating-violence-in-our-schools_b_6077944
- Osborne, B. G. (2014, November 28). School Technology: Important for Teaching, Learning. Retrieved from https://www.huffpost.com/entry/school-technology-importa_b_6228480
- Osborne, B. G. (2014, December 23). Preparing Students for College Begins Earlier Than Most Parents Expect. Retrieved from https://www.huffpost.com/entry/preparing-students-for-college-begins-earlier-than-parents-think_b_6374442
- Osborne, B. G. (2015, February 23). Positive School Environments Created Through Black History Month Celebration. Retrieved from https://www.huffpost.com/entry/positive-school-enviro_nme_b_6732628
- Osborne, B. G. (2015, April 07). Student Academic Success Gets Boost From Fitness and Nutrition. Retrieved from https://www.huffpost.com/entry/academic-success-gets-boo_b_7016894
- Osborne, B. G. (2015, October 1). Pioneering Use of Technology Transforms Teaching in New York Schools. Retrieved from https://www.huffpost.com/entry/pioneering-use-of-technol_b_8221620
- Osborne, B. G. (2015, June 12). Engaging Students Through the Arts, Sports and Community Service: Why Kids Need More Than the 'Three Rs'. Retrieved from https://www.huffpost.com/entry/engaging-students-through_b_7534322
- Osborne, B. G. (2015, October 01). Pioneering Use of Technology Transforms Teaching in New York Schools. Retrieved from https://www.huffpost.com/entry/pioneering-use-of-technol_b_8221620
- Osborne, B. G. (2015, October 21). New Rochelle, NY Leads Innovative Efforts to Meet "My Brother's Keeper" Challenge. Retrieved from https://www.huffpost.com/entry/new-rochelle-ny-leads-inn_b_8331886
- Osborne, B. G. (2015, December 4). Beyond the Book Fair: New Rochelle, NY Schools Offer Unique Literacy Foundation for Youngest Children. Retrieved from https://www.huffpost.com/entry/beyond-the-book-fair-new-b_8718542
- Osborne, B. G. (2015, December 23). New Rochelle, NY Students Pursue Extraordinary Opportunities in the Arts. Retrieved from https://www.huffpost.com/entry/new-rochelle-ny-students-b_8869904

BOARD AND PROFESSIONAL SERVICE

Editorial Review Board, AASA Journal of Scholarship and Practice (2020 – present)

PDK, Int. 2020 Conference Advisory Committee (2019 – present)

Board of Directors, National School Development Council (2019 – present)

Advisory Board, Girls With Impact (2018 – present)

PDK Poll Advisory Group (2017)

New Rochelle Fund for Educational Excellence Board of Directors (2014 - 2018)

Minority Student Achievement Network Governing Board (2007 - 2014)

Achieve Foundation Board of Trustees, South Orange-Maplewood, NJ (2007 - 2014)

Morris Union Jointure Commission Board of Education, Morris, NJ (2008 - 2014)

Chair: New Jersey Department of Education, Teacher Evaluation Pilot Advisory Committee (2011 - 2014)

Team Leader: Superintendent Transition Team, Montgomery County, MA, Public Schools (2011)

AFFILIATIONS

Member, Association for Supervision and Curriculum Development (2004 - present)

Member, American Association of Supervisors and Administrators (2002 - present)

Member, National Council of Teachers of Mathematics (1994 - present)

Member, Council of School Superintendents, NY (2014 - present)

Member, New Jersey Association of School Administrators (2004 - 2014)

Member, New Jersey Principals and Supervisors Association (2002 - 2003)

Member, Plainfield Administrators and Supervisors Association (2002 - 2003)

New York State School District Administrator Certification (2005)

New Jersey State Principal and Supervisor Certification (2002)

New Jersey State School Administrator Certification (2007)

Phi Beta Kappa (1991)

SKILLS

Fluent in Spanish. Microsoft Access, SPSS, SAS, Excel, PowerPoint, G-Suite