

Joseph W. Mock
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Vision:

To create a premier and dynamic, cohesive behavioral and academic learning environment, through creative thinking, that enhances a well-rounded educational experience for students, faculty, staff, and families, providing mutual respect and reward collaboration.

Education/Certifications:

University Of Scranton, Scranton, Pennsylvania
Principal Certificate, Educational Leadership Program
Master's Degree Completion Date: May 2013 (GPA: 3.84)
PA Instructional Level I Principal Certification PK-12 (2014)

PA Instructional Level II Special Education Certification PK-12 (2010)

Intermediate Unit 20, Easton, Pennsylvania 18042
Graduate Level Course Work (Behavioral background) (2006-09)
HOUSSE (HQ) English 9-12 & Social Studies 9-12 (2007)

Bloomsburg University, Bloomsburg, Pennsylvania 17815
Bachelor of Science Degree in Special Education N-12
Graduation Date: May 2004

PA Professional ID: 2068464
PA Tenure: 2007

Leadership Experience

Design-Lab High School- Vice Principal & Special Education Coordinator (July 2015-Present)

Key Responsibilities

- Essential member of the school administration team, responsibly for creating all startup policies, procedures and implementation of the aforementioned. Thus, inventing a successful learning community for our students and their families.

World Communications Charter School- Building Administrator & Special Education/ELL Department Coordinator (September 2014-July 2015)

Key Responsibilities

- As a member of building administration: collaborates with Acting Principal, special and regular education teachers, parents, outside agencies, and other stakeholders for the purpose of identifying student issues, resolving issues, receiving / conveying information and/or developing individualized methods of instruction.
- Instrumental member of the following committees: Strategic Planning, Academic Team, Comprehensive School Improvement Planning, Student Assistance Program (Chair), Hospitality and Design Team, Open House, Title I, Senior Advisor/Administrator, Round Table Discussion Co-Leader. (Attends and provides input/feedback, as well as on-going work of compliance for each individual committee requirements/needs).
- Observes & Evaluates teachers for formal classroom observations (regular education, special education, and ELL teachers). Provides pre-observation and post observation support and coaching, based on need of individual teachers. Conducts on-going walk-throughs to gather data for the aforementioned.
- Conducted teacher and certified school psychologist interviews, as well as completed full interviewing, reference check and hiring procedures.
- Consults with other building administrators, teachers, and parents for the purpose of conveying information, providing curriculum support and/or assisting in the development of specialized accommodations.
- Establishes support systems for special education teachers and educational support staff (e.g. curriculum implementation modeling, student assessments, general guidance, etc.) for the purpose of providing assistance and direction in achieving student success while complying with state and federal regulations.
- Communicates special education programs and services for the purpose of carrying out and achieving objectives and adapting program components to meet student needs within assigned area(s) of responsibility by leading weekly special education team meetings.
- Contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.
- Attends weekly Administrative Leadership Meetings, provides updates on all duties as central administrator.

- Leads weekly Special Education/ELL Department meetings: Provides Professional Development and updates for staff members.
- ELL department lead: ensures all regulations are met for federal guidelines (Access Testing, progress monitoring, monitor teacher to provide supports in the classroom, etc.)
- Serves as LEA for all specialized service student meetings (special education, ELL, 504); coordinates and adapts special education services and programs as assigned (e.g. IEP's, ER's, RRs', student observations, 504 plans, etc.) for the purpose of delivering services which follow established guidelines while meeting the individual needs of each student under IDEA; carries the caseload for ALL "out of building students with special needs" (Behavioral & Severely disabled- ID)- Making routine visits for compliance and roles of the LEA.
- Provides Leadership Peers and Board Members pertinent information in regard to special education compliance as well as other school-designated duties.
- Understands the concepts of organizational leadership, tools of research, and principles of teaching and learning.
- Attends Professional Development with outside stakeholders for Special Education/ELL, school improvement planning and PA Data Summit information.
- Maintains a variety of records (confidential and non-confidential) and files for the purpose of ensuring documentation for future reference in accordance with administrative and legal requirements.
- Budgeting through review of monthly outsource invoices for accuracy as well as monthly School Computer Network updates.
- Researches a variety of topics (e.g. current practices, policies, education codes, adaptive technology, etc.) for the purpose of providing information and/or recommendations and/or addressing a variety of program requirements.
- Daily scheduling and communication with substitute and substitute service companies to coordinate and arrange appropriate coverage for staff.
- Communicates daily news and arranges daily cover for teacher absences- requests needs from two substitute teacher companies- welcoming daily substitutes
- Approves all teacher PTO days.
- Presents information on a variety of topics for the purpose of providing direction, communicating information and/or gaining feedback in monthly all staff Professional Development meetings.
- Attends Professional Development with outside stakeholders for Special Education/ELL, school improvement planning, and PA Data Summit information.

Leadership Special Skills

- Lead PDE Special Education Audits, successfully closing 2010 Corrective Action Plan in May 2015. (*Time span of 7 months under my direction*)
- Ensures on-going compliance of ER, RR, IEP & 504's, creating high city and state revenue, creating a significant portion of the year budget, based on enrollment.

(Corrected over 50% of out of compliance special education items within less than 60 days of employment, reaching 100% compliance)

- Hired new outsourcing companies for all special education related services, with no disruption of student services. (This was required after identification of overbilling from previous records)
- Identified new substitute teacher service company, arranged for presentation.

Leadership Strengths

- Thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research, and actively seeks out opportunities to grow.
- Effective school communicator with all stakeholders.
- Understands how children learn and develop and configure resources to support the intellectual, social, and personal growth of students.

Teaching Experience

Community in School, 21st Century After School Program

7-8th grades Easton Area School District, Easton Area Middle School (March 2013)

Teacher Skills:

- Used STEM Curriculum-based assessments and data to drive daily instruction.
- Proactive and Positive Behavior Approaches.
- Instructed a diverse student population: Both regular and special education students.

Easton Area School District, Easton Area Middle School

5th-8th Grade Behavior Modification Learning Support Teacher (August 2009-2012)

6th Grade Inclusion Co-Teacher (2011-12)

TACT II Certified (2004-2013)

Teacher Skills:

- Used Curriculum-based assessments and data to drive daily instruction.
- Created specially designed instruction and adaptations to meet individual needs.
- Conducted Functional Behavioral Assessments
- Instructed a diverse student population: Social and Emotional Disturbance, Mental Retardation, Downs Syndrome, Multiple Learning Disabilities, Traumatic Brain Injury, and students with Autism.
- Utilized best practices in the classroom: direct instruction, cooperative learning, rubrics and checklists, curriculum based measurements, proactive and positive behavior interventions, curriculum based assessment measures, and peer tutoring.
- Developed and implemented individual educational plans evaluation reports, behavior intervention plans, community based instruction, and picture schedules
- Practiced Co-teaching and teaming

- Taught Problem Solving and Anger Management skills (small groups) to decrease behavioral outbursts and taught effective communication skills through social skills training, picture exchange communication system (PECS).
- Embedded choice throughout all subject areas.
- Established effective communication between parents and teachers
- Created and enforced token economies and a school wide behavior system based upon earned points and contingencies
- Member of **Great Expectations Committee** - Monthly meetings to enhance daily utilization of the school wide expectations & positive behavior support programs

Homebound Instruction

Autistic/Life Skills (multiple students) (October 2010-2012) Educated students until alternative placements were found to fit their individual needs.

Emotionally Disturbed (March 2006-June 2006) Assisted in helping student reach Nazareth Area School District graduation requirements.

Colonial Intermediate Unit 20

5th-6th Grade Emotionally Disturbed Middle School Program (August 2006-June 2009)

9th-11th Grade Emotional Disturbed High School Program (August 2004-June 2006)

Teaching Skills: See above

Volunteer Experience

Charity Coordinator for “Pasta for Patients” Children with Leukemia & Lymphoma Collaborated with charity and district staff to organize and raise funds to assist in the betterment of the lives of the children who suffer from these diseases. (Ranked top in our fundraising chapter in 2010)

Special Education Parent Advocate (2012-current) Supported parents to assist with effective communication with various schools to ensure their children were receiving appropriate special education services under Chapter 14 of IDEA.

PSSA After School Reading and Math Teaching Program Grades 7-8th (2009-2012) Prepared students for the PSSA testing with a variety of language arts and mathematic instruction and activities.

References available upon request