

# KRISTEN VOLONAKIS-ROWLAND

## PROFESSIONAL SKILLS

- School Administration
- SEL Curriculum Development
- Teacher Mentoring & Development
- Data Driven Instruction
- Progress Monitoring
- Equity & Cultural Responsiveness
- School Culture & Climate
- Program Management & Coordination
- Classroom Evaluation
- Lesson Planning
- Differentiated Learning Strategies
- Instructional Strategies
- Specially Designed Instruction (SDI)
- Multi-Tiered Systems of Support (MTSS)
- Professional Development
- Student Development
- Leadership & Team Building
- School Discipline & Safety
- Parent Engagement
- Peer Mediation
- Restorative Justice
- Student Development
- Computer Literacy/  
Digital Platforms

## CERTIFICATIONS

- School District Leader**  
College of Saint Rose - 2022
- School Building Leader**  
College of Saint Rose - 2017
- Permanent School Psychologist**  
College of New Rochelle – 2004

## AFFILIATIONS

- Advanced Leadership Program for Aspiring Principals (ALPAP)**  
2023-2024 – Executive Leadership Institute (ELI)
- Assistant Principal Mentoring (APM)**  
2023-2024- New York State Education Department (NYSED)

## PROFILE SUMMARY

Highly accomplished and overtly student-focused dynamic educational leader with a solid commitment to developing students and staff, while providing a stimulating, safe, and motivating learning environment. Extensive talents and experience across middle school level education leadership and policy, academic program development and implementation, school operations, and relationship development. Innovative professional with a record of successfully motivating students, staff members, parents, and the community to make a school its best. Dedicated to improving student achievement, increasing staff effectiveness, and bettering the school's climate. Target curriculum and instructional strategies to encourage self-discovery and critical thinking. Committed to fostering a positive learning atmosphere with a forward-thinking mentality. Adept at bringing together educational professionals and students to identify problems, monitor progress, develop solutions, and ensure adherence to goals and objectives.

## EXPERIENCE

- Susan B. Anthony Middle School 29Q238** **2019-Present**  
Hollis, NY - Assistant Principal
  - Supervise Special Education/Instructional Support Services, Social Studies, Fine Arts, Foreign Language, related service providers, paraprofessionals, social workers, and deans
  - Led and championed the special education team in implementing innovative practices, fostering collaboration, and orchestrating targeted interventions, contributing to the successful transition of the school, specifically designated as a Targeted Support and Improvement (TSI) for subgroup students with disabilities from 2019-2023, to achieving a commendable status of good standing in 2024, as recognized by the New York State Education Department (NYSED)
  - Increased SWD proficiency rates on NYS ELA exam from 6.2% in 2022 to 12.7% in 2023 and on NYS Math exam from 1.3% in 2022 to 8.7% in 2023
  - Developed student data profiles to ensure best practices for high-quality IEP writing and developmentally appropriate alignment between standards, goals, and specially designed instruction
  - Support and supervise teachers in developing coherent, well-structured lesson plans and ensuring plans are executed with fidelity and target all student academic levels, as well as collaborating with the Instructional Leadership Team in implementing strategies to support staff in assessments, differentiation, progress monitoring and student engagement
  - Infused Multi-Tiered Systems of Support (MTSS) in programming to support students' academic and behavioral needs
  - Implemented a schoolwide advisory program and integrated social-emotional learning (SEL) into instruction by forging partnerships with teachers, counselors, and community-based organizations
  - Provide and create supportive school environment for students with diverse identities (i.e. LGBTQIA, racially, religiously, and/or socio-economically diverse backgrounds)
  - Implemented preventative and restorative justice measures and approaches to discipline
  - Supervise the Culture and Climate team, consisting of deans, counselors, mental health practitioners, and community-based organizations to assess procedures and maintain a safe schoolwide system, positive school culture, and foster meaningful relationships among students
  - Serve as the safety point for the building. Liaised with NYPD and borough safety supports
  - Supervise Queens Alumni Kappa League Program (subset of Kappa Alpha Psi Fraternity Inc.), which provides young men the opportunity to develop leadership skills, establish life goals, and make constructive contributions to their community
  - Developed and implemented schoolwide Positive Behavioral Interventions and Supports (PBIS), which drove evidence-based behavioral interventions for all students utilizing the PBIS Rewards online platform
- Brooklyn Democracy Academy Transfer High School 23K643** **2017-2019**  
Brooklyn, NY - Assistant Principal
  - Supervised Special Education and ELL departments, pupil personnel/guidance and safety/discipline
  - Monitored and tracked student credits to ensure timely promotion and graduation, collaborating with counselors and teachers to provide targeted interventions and supports
  - Fostered collaborative environment to establish mentors between parents, staff and students which improved student attendance
  - Oversight of the Parent Engagement Team which employed methodology to increase parent involvement in their child's academic career
  - Supervised the analysis of school data by the College & Career Team to develop graduation increase rate strategies for over-age/under-credited students and instructed College/Career course
  - Created a campus-wide system to execute emergency response procedures in a safe and structured manner

## TRAININGS

Restorative Circles: Racial Equity Training in the Education Area(s) of SEL through Restorative Approaches 2016/2021 - NYCDOE

SEL Implementation Lead Training, Strong Resilient NYC 2021 – NYCDOE

Therapeutic Crisis Intervention (TCI) Life Space Crisis Intervention (LSCI) 2011 – NYCDOE

Momentum Workshop Momentum Advanced Living Course 2024 – Momentum Education

## EDUCATION

College of Saint Rose/ Center for Integrated Teacher Education (CITE) Educational Leadership & Administration

College of New Rochelle Master of Science in School-Community Psychology

State University of NY at Stony Brook Bachelor of Art in Psychology

## APPLICATIONS

- Google for Education
- Microsoft Office Suite
- Collaborative Tools
  - Zoom
  - Teams
  - Meet
- Padlet
- Canva
- Jamboard
- iReady
- Website Development
- AI Tools for Education
- New Visions Portal
- SESIS; OORS; STARS; ATS

## RELATED EXPERIENCE

**The Emerson School 28Q287** 2013 – 2017  
Jamaica, NY – Founding Member

School Psychologist & Counselor 2013 – 2017  
Administrative Intern 2015 – 2016  
Dean 2014 – 2015

- Promoted and maintained a school culture by initiating various partnerships within the community (i.e., created a mentoring program with a neighboring elementary school)
- Developed school-wide events and advisory program, utilizing Restorative Circles to promote student Social-Emotional Learning while supporting and sustaining school improvement
- Collaborated with teachers to identify strategies to close the achievement gap, focusing on behavioral and classroom management needs
- Created and managed the development and implementation of a schoolwide Multi-Tier Systems of Support plan
- Established a restorative approach by providing training and supervision for a peer mediation program
- Created a schoolwide 'student behavior management flow chart' and developed behavioral supports to improve student behavior and learning outcomes
- Developed and supervised all 8th-grade/senior activities, events, and high school applications
- Conducted in-services and professional development to staff about common student issues, school procedures, team-building, best teaching practices, and special education
- Actively participated as a key member of the Instructional Cabinet, assisting to bridge any gaps between schoolwide instructional priorities and classroom practices, fostering a culture of continuous improvement and innovation in teaching methodologies
- Served as a member of the Administrative Cabinet to assist in creating, maintaining, and supervising school procedures, protocols, operations, and activities

**New York City Department of Education** (Various Elementary & Middle Schools) 2004 – 2013  
Bronx, NY – School Psychologist

- Chaired Educational Planning Committee and Committee of Special Education reviews.
- Chaired Manifestation Determination Reviews and participated in determining whether the student's disability was a direct cause of the act for which the student was suspended
- Chaired Pupil Personnel Team/Academic Intervention Team bi-weekly meetings, which review at-risk students' academic and socio-emotional needs, utilizing a Response to Intervention model
- Directed Flexible Schedule meetings to review special education students who are progressing and determine if particular students are eligible for a less restrictive environment based on overall academic and behavioral performance
- Developed and implemented Functional Behavior Assessments and innovative Behavior Intervention Plans and created a schoolwide 'student behavior management flow chart' and positive behavioral interventions designed to improve student's behavior and learning outcomes
- Participated as a mentor in The NYC Success Mentor Corps, a research-based, data-driven mentoring model that seeks to improve attendance, behavior, and educational outcomes for at-risk students in low-income communities citywide

## TEACHING EXPERIENCE

**School Psychology Intern | 2003-2004**  
Hampton Street Elementary School | Mineola, NY

**6th Grade Mathematics Teacher | 2001-2003**  
Maritime Academy for Science & Technology | Bronx, NY