

David R. Pinder, Ed.D.  
pinderedd@gmail.com  
<https://www.linkedin.com/in/pinderdavid/>

*Engaging Partners and Community. Empowering Educators. Unleashing Innovation. Accelerating Achievement for All.*

May 20, 2022

Dear Search Committee:

It is with great enthusiasm that I am writing to express my interest in interviewing for the position of Superintendent for Orange County Public Schools! With more than 213,000 students, 197 countries represented, 157 languages, and 25,000 employees, Orange County is comprised of a diverse and dynamic voice poised to create the national model for innovative, educational experiences that meet the needs of all students and families!

Leading such a vast community requires a leader who has done this work at every level. I believe that my experience over the last 21 years as a teacher, coach, assistant principal, principal, executive director, cluster superintendent and Chief of Leadership Development positions me to support you in leading the next phase of excellence in Orange County district. My experience is vast as I have taught in both alternative educational schools and gifted and talented programs. I have been the principal of a specialized STEM (science, technology, engineering and math) earning its first National Blue Ribbon Award; and I have served as a cluster superintendent leading programs that included: alternative settings (correctional facilities), K-8 schools, middle schools, application/magnet schools and turnaround/redesign schools. I have also been a coach, a department chair and Academy leader. In adult learning, I have taught graduate coursework as an adjunct professor at Johns Hopkins University and American University. Currently, I am serving as the Chief of Leadership Development in DC public schools to lead our human capital career ladder redesign through the Department of Education's \$30 million-dollar Teacher and Leader Incentive Grant. I know how hard the work is—particularly, in the last 2 years of the pandemic—and I feel my experience uniquely positions me to understand and respond effectively to the needs of all district stakeholders.

Orange County has prioritized the values that have guided me throughout my career in education: Equity, Integrity, Inclusion, Collaboration, Respect and Innovation. My philosophy in education is deeply rooted in equity. My mother came to this country as an immigrant from Poland after World War II and struggled as an elementary student due to language barriers. She promoted in me a dedication to service, hard work and ensuring that all students—from all backgrounds—receive a world-class education. When I became a teacher, she reminded me not to forget the students who are English language learners and those who cannot advocate for themselves. This belief is deeply ingrained in everything I do—every day.

Soon after entering teaching, I witnessed first-hand the varied learning experiences across our classrooms for many of our students in poverty and of color. I committed my career to improving this by working to lead schools and by investing and developing a pipeline of the best educators in the country. Taking on this work—as you know—is daunting, and it requires someone who is willing to lead with the best interests of students; who will authentically engage families, students, community partners and educators in the strategic plan; who will be transparent with all

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of the data and decisions; and who will empower educators to innovate, take risks, and be trusted voices in this space.

As you will learn from my experience in education, I have reached many high points in my journey, winning the 2012 DCPS principal of the year and closing the achievement gap at the school I led. But, I have also faced challenging times in moving this work forward, which has equipped me with a deeper understanding of leadership, people, and effectively navigating the change process.

After 18 years in leadership roles, I believe that the key to successful leadership is grounded in 5 core principles: (1) Authentically engage students, partners and community members to ensure school design aligns to individualized needs and industry demands (2) Empower educators to be the innovators they are and give them a central voice in everything we do (3) Unleash innovation by allowing risk-taking, new ideas and personalized learning experiences for students and professionals through real-world partnerships (4) Accelerate Achievement for all by using data in real-time to address gaps, needs, and design interventions (5) Communicate often and with transparency to all stakeholders while ensuring access to the decision table.

I have worked diligently to model these principles in my work. Prior to my current position as the Chief of Leadership Development, I was selected to lead a turnaround/redesign cluster of schools as the Instructional Superintendent. The schools represented the lowest performing middle and high schools in DCPS as designated by the state superintendent's office (1/5 stars). This opportunity provided me a space to authentically engage these communities in actively participating in the redesign of their own schools, rather than by district mandate. Building on the professional learning community model, we engaged more than 1,700 community members in the process to redesign Anacostia and Ballou High Schools. Stakeholders joined School Community Design Teams to provide input and partner with each school on the development of the new educational models. Redesign also included a Student Design Team that conducted outreach to their peers and led the creation and implementation of a long-term plan to ensure student voice was included throughout the process. DCPS facilitated 13 school visits across New York, California, Colorado, Atlanta, and Pennsylvania, as well as local charter and public schools to inform the new school models.

As one example, Anacostia High School's Redesign team developed a new Civil and Environmental Engineering pathway that prepares students for high-demand careers, and implementation of a project-based learning approach that makes connections across courses and allows students to apply their learning to real-life topics in their communities and environment. The school is also partnering with the Department of Energy and Environment (DOEE) to provide educational programming and other resources to support Anacostia's environmental focus. Through the partnership, DOEE hosted the summer Green Zone Environmental Program at Anacostia and collaborated with teachers on approaches to project-based learning. The student experience also transformed as the Anacostia staff launched a "Dream Team" of consistent, caring, and committed adults who support students in progressing toward their individual goals.

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Over the last two years, the redesign work has led to impressive results. Both high schools had the largest increase in graduation rates across the district from 2019-2021, enrollment has increased and pass rates have continued to rise. These results happened because we empowered educators, unleashed innovation through community and industry partnerships, engaged families and students, and addressed student needs in real time.

This past summer, I was appointed as the Chief of Leadership Development to build a sustainable and equitable pipeline for our district. In less than a year, we have launched a new doctoral program for aspiring principals and systems leaders, a new Master's program for aspiring teacher leaders and assistant principals; and we are designing a new talent career ladder for educators to move into systems leadership with accelerated opportunities for advancement through badging and micro credentialing. We have also established a new school leader advisory group to ensure that those educators on the ground who are doing the work every day have a voice at the table in all of our critical decisions. I firmly believe that talent investment is the key strategy to school success.

The core vision and mission of Orange County Public Schools is deeply aligned to my own and I would embrace the opportunity to work with you in developing an exciting educational experience for all students and families!

On a personal note, Orlando is my favorite place in the world! I have dreamed of working and eventually retiring here. I am a frequent visitor with my family and absolutely love it! It is a place of magic, hope and innovation. I am humbled to be considered for the opportunity to lead—with you—Orange County Public Schools.

Sincerely,

A handwritten signature in black ink, appearing to read "David R. Pinder". The signature is stylized and cursive.

David Pinder, Ed.D.

# David Pinder, Ed.D.

443-240-9093 • pinderedd@gmail.com  
<https://www.linkedin.com/in/pinderdavid/>

## Qualifications Summary

- Collaborative, innovative educational leader who supports leadership teams to deliver high student-achievement results
- Strong and effective communicator who creates a positive, results-driven culture by engaging all stakeholders in the community
- Strategic and critical thinker able to identify root causes of complex issues and use data to develop innovative solutions

## Professional Experience:

### Chief, Leadership Development/Human Capital • Washington DC

July 2021–Present

- Leads and manages the human capital team and leadership development team for the DC Public Schools System to support over 4,000 employees
- Oversees the recruitment, selection, and retention efforts for educational aides, related service providers, instructional coaches, teachers, assistant principals, and principals. This work includes nation-wide recruitment to ensure that DCPS has excellent educators who are able to serve the diverse needs of our students
- Develops and executes instructional leadership programs and initiatives aimed at enabling school leaders to provide outstanding instruction to every student, every day. Our team works to build the leadership capacity of school leaders with a particular focus on instruction, data analysis, intervention, and developing capacity within the school. Additionally, we triangulate qualitative and quantitative data to evaluate the effectiveness of leadership initiatives and to ensure alignment to leaders' developmental needs
- Oversees implementation of \$29 Million TSL grant from the Department of Education in support of DCPS' newly launched Rigorous Instruction Supports Equity (RISE) initiative, which aims to provide strategic recruitment of talented educators, equity-centered professional development, robust support for new teachers, and performance-based incentive awards at our highest-need schools. Our team works to ensure cross-office buy-in and coordination, grant compliance, and effective stakeholder engagement. Last year, we invested more than \$2 million dollars for sign on bonuses to staff at our 42 lowest schools and targeted professional development to meet the needs of a diverse and dynamic educator workforce
- Oversees and manages the summer leadership institute and leadership academy professional development series for all of our teacher leaders, assistant principals, principals and cluster superintendents; focus areas include: (a) instructional leadership (b) adaptive leadership (c) multi-tiered intervention systems for intervention (e) leading through data (f) community engagement (g) innovation systems and acceleration strategies

- Manages the design and implementation of our new Leadership Tracking System through our Wallace Grant (2021)

### **Notable Achievements (2021-2022)**

**New DCPS Career Ladders:** To ensure DCPS has an equitable and transparent career ladder, our team is designing a new career ladder outlining the standards from teacher leader-to-systems leader. The standards are grounded in our equity framework and whole child approach to leadership development. The new ladders will launch summer 2022.

**Developed New Graduate Leadership Programs with GW and Howard University:** Our team has utilized our Wallace Grant (2021) to develop an innovative Master's Degree program for teacher leaders at George Washington University (fall, 2022) and a new Doctoral program for aspiring principals and systems leaders at Howard University (fall, 2022). The programs will align to our equity and whole child leadership standards.

**Developed New Micro Credentialing Pathway for Leadership Acceleration:** Developing a sustainable pipeline of leadership is our top priority. Our new micro credentialing pathway allows for educators to accelerate their path to leadership by engaging in over 250 courses that target focus areas for learning. The coursework aligns to our *Instructional Essential Practices Framework*

### **Cluster Superintendent • Secondary Turnaround Schools, Washington DC July 2019–July 2021**

- Supported and Managed four middle schools and two feeder high schools (these schools were developed as a separate cluster because of their district STAR status as turnaround schools) 5/6 are DCPS RISE schools
- Oversaw the redesign of the two lowest performing high schools in DCPS leading to the highest graduation increases of our high schools in 2021
- Managed, supervised and coached the cluster support model team which includes content directors, operations managers, instructional leads, special education compliance member, educational tech leader, family support team leader
- Supported and collaborated with the redesign team to develop innovative approaches to accelerating achievement in the turnaround schools; innovations include: wraparound services, new NAF and CTE programs, professional learning community model; data driven principles and response to intervention; the skillful teacher;

### **Notable Achievements (2019-2021)**

**Graduation Rate:** Increased 25% at Anacostia HS; Increased 15% at Ballou High School (2020)

**Suspensions:** Reduced suspensions by 54% (2018-2019); Implemented restorative justice in all 6 schools

**Attendance:** Increased attendance by 6% (2019-2021)

**Enrollment:** Increased enrollment in 5/6 schools during Covid space in (2020-2021)

**Redesign Strategic Plan:** Oversaw and led redesign for the turnaround schools developing a new 3-year strategic plan plans (2019-2022). The plan included new school design in 6 strategic areas: (1) program (2) culture (3) instructional model (4) talent development (5) systems (6) families and community engagement

### **Cluster Superintendent • DCPS High Schools, Washington DC July 2014–2019**

- Supported and Managed nine high schools and two 6-12 education campuses (4 alternative academy centers, 6 comprehensive schools, 2 application schools)

- Managed and oversaw more than 40 million dollars in cluster schools' budgets; ensuring the budgets prioritize student achievement outcomes and professional training for staff
- Worked collaboratively and in partnership with the union and school leaders to navigate and bring to resolution school-based contractual disputes
- Developed common instructional best practices aligned to data driven learning cycles
- Trained, supported and developed 12 principals and academic leadership teams

**Notable Achievements:**

**Graduation Rate:** Increased 7% (2015-2019)

**Suspensions:** From 2014-2018 SY we implemented restorative justice practices and social emotional practices in the curricula— reducing overall suspensions by more than 2,500 and out of school time for suspended students by over 6,000 days

**9<sup>th</sup> Grade Academy:** Increased 9<sup>th</sup> grade academy promotion rates from 57% to 84% (2015-2018)

**PARCC Assessments:** Increased PARCC performance in math by 6% and reading by 5% (2015-2018)

**Student Satisfaction Rates:** Student satisfaction rate increased by 16% (2014-2018)

**AP College Assessments:** AP scores increased from 18% passing (2016) – 26% passing (2018)

**College Enrollment:** College Enrollment increased 42%-55% (2015-2018)

**Executive Director • New Leaders, Washington DC**

**July 2013–June 2014**

- Supported the work and development of 63 New Leader principals in DCPS/Charter Schools in achieving student achievement outcomes
- Served as the face of the organization in DC for funders, partners, and policy makers
- Developed a broad coalition that brought together key education advocates; government, business, and community leaders to work in tandem to impact policies, structures, and practices in the service of increasing student achievement

**Principal • McKinley Technology High School, DC**

**July 2007–June 2013**

- Led a professional learning community that designed and maintained a rigorous STEM program in which students achieved significant gains closing the socio-economic and racial achievement gaps as measured by the DC CAS state assessment

**Notable Achievements:**

**State Assessments:**

In 2006, 49% of students were proficient in math. In 2012, 92% of students were proficient in math

In 2006, 61% of students were proficient in reading. In 2012, 91% of students were proficient in reading

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In 2005, 39% of economically disadvantaged students were proficient in math and 35% proficient in reading

In 2012, 89% of our economically disadvantaged students are proficient in math and 90% proficient in reading

In 2012, African–American students at McKinley closed the achievement gap in both reading and math with their white and Asian peers in the district

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**Blue Ribbon Award:** McKinley was recognized as a National Blue Ribbon School, September 2012

**Graduation Rates:** Graduation rate exceeded 90% every year during tenure (2007-2013)

**Assistant Principal • McKinley Technology High School** **July 2006–June 2007**

- Conducted school–wide professional development workshops in redesigning the school Vision and Mission to reflect increasing student achievement to 90% proficiency in 5 years
- Designed master schedule, operations plan, and managed 9<sup>th</sup> grade team

**Department Chair • New Town High School** **December 2003–July 2005**

- Served as Social Studies Department chair and observed and evaluated department members
- Served as AVID Coordinator to increase student preparation for college

**Teacher/Social Studies • Chesapeake High School** **December 1999–July 2003**

- Taught social studies for grades 9–12. Served as a mentor teacher and curriculum writer

**Teacher • Home and Hospital Alternative Education** **December 1999–July 2005**

- Taught all grade level content and students of all abilities including emotionally disturbed, special needs, and learning disabled students

### **Higher Education Professional Experience**

**Consultant/Course Designer • American University** **March 2018-April 2018**

- Consulted with American University and co-designed a course on Education Leadership/Policy for Master's program in educational leadership
- Course design included lessons on policy design, program evaluation and engaging stakeholders

**Adjunct Professor • American University, Washington, DC** **June, 2018–Present**

- Course instructor for aspiring leaders in education policy and administration
- Course content: Instructional Leadership, Education Policy, Budgets, Crisis Management

**Adjunct Professor • Johns Hopkins University, Baltimore MD** **July 2017–December 2017**

- Course instructor for aspiring administrators and teacher leaders: Effective Leadership
- Course content: Managing Change, Creating Strong Culture, Engaging Stakeholders

### **Professional Experience: Management and Sales**

**Sales Executive • Crown Motors** **August 2005–June 2006**

- Led a sales team of 12 to the highest grossing month and received the Sales Award in January 2006

## Education

- **Georgetown University, Washington, DC** February, 2021  
Certificate in Education Finance
- **Harvard University, Cambridge, Massachusetts** May, 2018  
Certificate in Leadership for Diversity and Equity
- **Johns Hopkins University, Baltimore, MD** August 2016  
Doctor of Entrepreneurial Leadership in Education
- **Trinity University, Washington, DC** July 2007  
Master of Educational Administration, 4.0 GPA
- **Towson University, Towson, MD** December 1999  
Bachelor of Social Science and Secondary Education

## Awards

- Principal of the Year, District of Columbia Public Schools **October, 2012**
- Teacher of the Year (Alternative Education), Baltimore County **June, 2004**

## Professional Affiliations/Consulting

- Selected as an Education Champion by America Achieves to share best practices for educational reform at the NBC Education Summit 2010, 2011, 2012, 2013 and 2014, New York
- Advisor to the Patterson Principal Preparation Program (DCPS), 2012-2015
- America Achieves Fellow, 2010-2016
- SUPES Fellow, 2012
- New Leaders Fellow, Cohort 6, 2006
- Mentor Principal to 3 New Leaders Fellows, 1 Epic/New Leader Assistant Principal and Emerging New Leaders, 2010, 2011, 2012
- Designed graduate course for American University on Education Leadership and Policy, 2018

## Keynotes and Panels

- Northeast Innovation Forum 22: *Building Sustainable Leadership Pipelines* **March, 2022**
- Northeast Innovation Engage for District Leaders: *Innovation in Hiring* **March, 2021**
- Broad Academy Speaker: *Principal Evaluations* **June, 2017**
- Superintendent Presenter: *National Principal Supervisor Summit* **May, 2017**
- Brookings Institute Panelist: *Improving high schools and dropout rates* **February, 2017**
- Panelist for Newsweek's STEM Conference **April 2014**
- TEACH Documentary panelist at DC NEWSEUM: *Leadership and Change* **April, 2014**

- YEP (Young Educator Professionals) First Annual Conference: *Keynote* **March, 2013**
- Education Pioneers: *Opportunity Gap Panelist* **June, 2013**
- Counsel of Chief State School Officers National Conference: *Panelist on Education Reform and the role of the Principal in Reform* **November, 2012**
- Chronicled on American Radio Works in a documentary on how to develop master teachers **September, 2010**
- Speaker and presenter at the North Carolina STEM Conference: *Best practices in innovative STEM education* **October, 2009**

## **Research and Publications**

Pinder, D. R. (2020). The Kaya Principles. *Leading Leaders*. (December Issue, 2020). P.16-17

Pinder, D. R. (2016). *CLOSING THE PRINCIPAL LEARNING GAP: INVESTIGATING THE FACTORS THAT INFLUENCE PRINCIPAL EFFICACY*. (Accession No. 2019-04-15T03:59:18Z) [Doctoral dissertation, Johns Hopkins University].



## Office of the Superintendent

Orange County School Board  
445 W. Amelia St. Orlando, FL 32801

May 19, 2022

Distinguished Board Members,

It is with unqualified enthusiasm I submit this letter of recommendation for your consideration of Dr. David Pinder's candidacy for Superintendent of Orange County District Schools. Dr. Pinder's commitment to ensuring students graduate prepared to thrive in a rapidly changing world is exceeded only by his commitment to providing the best possible educational environment for all the district's stakeholders. He consistently exceeds expectations, and his work is often shared with others in our school district as a model to emulate. Additionally, he is a clear communicator who has an inherent sense of how to effectively interact with others. Particularly impressive is his ability to explain rather complex subjects in an understandable way without sacrificing meaning. These qualities, along with the relentlessness he approaches any task, will make him an ideal leader for the next phase of work in your district!

I first met Dr. Pinder in 2015 where he served as a brand-new Instructional Superintendent in Washington, D.C. His commitment to providing students with a transformative education was clear from the start. He transformed the way principals interacted with data at their schools and distributed leadership through the use of robust PLCs. I was so impressed with Dr. Pinder's work, I observed some of his meetings and sent others to learn his process for supporting PLCs. During Dr. Pinder's first year, he was asked to take on the challenge of supervising almost all high schools due to mid-year resignations of lateral colleagues. He not only accepted this challenge, but also led the high schools to growth in both graduation and post-secondary matriculation.

Having seen his abilities to lead in difficult situations, I was excited to supervise Dr. Pinder after being named the Chief of Secondary Schools for D.C. Public Schools. I restructured our cluster assignments and asked Dr. Pinder to take on the challenge of intensively working with our highest need/highest priority high schools and middle schools. I felt these schools possessed great untapped potential, held back by ineffective leadership practices and reeling from a culture of fear and mistrust. I knew Dr. Pinder would be able to harness the latent potential of the schools to create a transformational culture, centered around students. What I didn't realize was how swiftly he would do so. From the establishment of a participative school leadership teams to his innovative work establishing new school models, Dr. Pinder pushed himself along with the staff to change the paradigm that students who experienced barriers like poverty and limited English couldn't thrive in a traditional school setting. Without his clear thinking, commitment to learning, and steady leadership, the cluster, would not have been able to move from low performing schools facing takeover to the highest increases in graduation rates over the last 2 years!

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As an instructional leader of a large and diverse district, Dr. Pinder understands the importance of continuously coaching and developing both teachers and principals. His expertise in this area led the district to create a new Office of School Leadership and asked Dr. Pinder to be the founding Chief of that department. Dr. Pinder has ensured the disparate divisions in central office that were cobbled together to form the office of school leadership are working with harmony and a clear vision to find, grow, and support school leaders. Particularly impressive is Dr. Pinder's ability to coach new staff members who are talented but lack the life experience and skills needed to work with high poverty students in an inner-city school setting. He helps quickly build ability, by aggressively addressing their mindset, skill, or knowledge gaps through clear frameworks and patient coaching.

This year, Dr. Pinder partnered with Howard University to create the first doctoral program for DCPS to develop and retain our school leaders! Additionally, he developed a partnership with GW University in creating a Master's program for our aspiring assistant principals. His work to build a sustainable pipeline is already yielding strong dividends. Additionally, Dr. Pinder is leading the new career ladder design, managing the district's \$29 million-dollar Department of Education Teacher and Leader Incentive Program. He also manages and oversees the new \$5 million Wallace Grant, which is focused on attracting and retaining diverse leaders to our system.

I would be remiss if I didn't mention that Dr. Pinder is one of the most relentless and determined people I have ever met. He has never backed down from any task assigned and he has never given up on any problem. His relentlessness has been particularly evident the past two years in the way he led the cluster he supported through the uncertainty of the pandemic. He quickly rose above the pressure inherent with such a sudden change by focusing the principals on the shared vision, modeling what he expected from staff, and, as always, keeping the focus on students.

Dr. Pinder prioritizes his relationships with families and students. The students and parents with whom he has interacted boast about his leadership and accessibility. He gets to know every family and student and is one of the most accessible leaders with whom I have worked.

Hiring Dr. Pinder as the next Superintendent would be a wise decision. His experience, skill, dedication, and relentless nature cannot be overstated. I give him my highest recommendation with no reservations. He is a transformational leader, ready to lead a school district during these challenging times.

Respectfully Submitted,

*Shawn Stover*

John O. Stover III (Shawn)  
Superintendent  
Rockingham County Schools

# Sito Narcisse, Ed.D.

May 16, 2022

To Whom It May Concern:

It is my pleasure to write this recommendation for Dr. David Pinder. I currently serve as the Superintendent of East Baton Rouge Parish Schools in Louisiana. I supervised Dr. Pinder in his role as Cluster IX Superintendent from July 2019- January, 2021 when I was the Chief of Secondary Schools. Cluster IX is DC public schools' middle and high school turnaround cluster. Dr. Pinder is an exceptional leader who possesses a wealth of knowledge and experience in turning around failing schools while empowering educators and the community in the process to build buy in and sustainability in the work. For these reasons, I highly recommend Dr. Pinder to lead a district!

Dr. Pinder has an array of expertise from curricula development to professional development training and innovative leadership coaching. Because of his depth of experience around all aspects of educational leadership, DCPS often includes him as a thought partner across all sectors of work—budget, curricula, talent pipeline, instructional leadership, school design and developing systems to support complex initiatives.

In 2019, DCPS' Chancellor Dr. Lewis Ferebee tapped Dr. Pinder to lead our 6-turnaround middle and high schools. These schools are designated as one star schools in our district because of historic low performance. To do this work, we wanted a seasoned leader in change management and building instructional leaders. Dr. Pinder possesses this expertise in curricula, pedagogy and professional learning communities. He has also established a record of success as a school leader and instructional superintendent.

Dr. Pinder previously led one of our high schools to nearly 30 points in proficiency gains on the state assessments to reach the coveted 90% proficiency in math and reading. For this work, he was awarded the DCPS Principal of the Year in 2012 and the school won the coveted National Blue Ribbon Award.

Additionally, Dr. Pinder's work over the last 5 years (2014-2019) as an instructional superintendent yielded strong gains. Under his leadership, students scoring a qualifying score on AP has increased from 18% to 26% (2016-2018); the percent of 2018 graduates who scored at or above the SAT College and Career Ready Benchmark increased from 20% to 42% (2016-2018); 2018 graduates had the highest-ever college enrollment rate, including increases across most student subgroups 42% to 55% (2014-2018). Graduation rates increased 9%. Suspensions in his cluster during this time were reduced by more than all of the other nine clusters combined—a significant achievement supported by his focus on restorative justice and social emotional learning training for school leaders.

This record of success has continued in his role as turnaround superintendent.

Dr. Pinder engaged the community—more than 600 students, parents and staff members—to develop a common vision and mission and a comprehensive 3-year strategic plan. The plan incorporated new and innovative curricula including: 3DE, which re-engineers high school education to be more relevant, experiential, and authentically-connected to real world experiences and an innovative economy; New Tech, which supports the development of core curricula into project-based, collaborative learning structures; and new NAF programs including civil engineering, which partners our students with the Department of Energy. The transformation plan also includes vertical cross-enrollment for our middle school 8<sup>th</sup> graders to experience high school coursework before they attend high school. Most importantly, the strategic plan targets key investments in building school and teacher leaders into instructional experts using the professional learning community model to build their capacity.

## Sito Narcisse, Ed.D.

The results of Dr. Pinder's work had significant impact. In 2019-2020, the turnaround cluster reduced suspensions by more than any other cluster. Attendance and achievement rates increased. Graduation rates at his two turnaround high schools increased by double digit percentages! This was not an easy accomplishment given that our year ended prematurely due to the Covid pandemic. Finally, enrollment increased in 5 of his 6 turnaround schools during a time when we shifted to virtual learning.

With a focus on shifting adult mindsets and empowering educators through innovative professional development, Dr. Pinder has demonstrated that he can lead adults in the urgent work of accelerating achievement for all students.

In July, 2021 Dr. Pinder was selected as the Chief of Leadership Development in DCPS to continue his work and build a leadership pipeline.

Dr. Pinder models what he expects and leads with integrity at all times.

I highly recommend Dr. Pinder!

I am currently serving as Superintendent of East Baton Parish Schools in Louisiana. Therefore, if you need additional information you may reach me at [sito.narcisse@gmail.com](mailto:sito.narcisse@gmail.com).

Sincerely,

Dr. Sito Narcisse  
Superintendent, East Baton Rouge Parish School System

Charles Moore  
Washington Teachers' Union

May 19, 2022

To Whom It May Concern:

It is with pleasure that I pause to share a few words regarding Dr. David Pinder. David and I sit on opposite sides of the table, so to speak. But, you would never know it from our working relationship. As the Union Representative for the Washington Teachers' Union assigned to a cluster of schools under David's leadership, I reached out to him regarding any problems or issues our teachers may experience pertaining to their assignment to those schools. When the need arises, I do not hesitate to call on David for assistance. Here is what I can count on: David listens carefully and objectively to all sides of the issue and has that unique ability to craft a reasoned solution that all can live with, I might also add that there are very few union problems in those schools under David's management. And, as I indicated before, when there are issues, we know that the response will be quick and solution driven. If you want to judge the effectiveness of a leader it's important to do so from the lens of those who work in roles that must challenge leadership decisions. I can say without a doubt that David is an expert at developing relationships with all stakeholders to advance a common vision dedicated to students and outcomes.

Sincerely,



<sup>R.</sup>  
Charles R. Moore  
WTU Field  
Services

# JOHNS HOPKINS UNIVERSITY

SCHOOL OF EDUCATION  
Baltimore, Maryland 21218  
www.education.jhu.edu

|                                 |                      |                            |   |                            |
|---------------------------------|----------------------|----------------------------|---|----------------------------|
| Student Name<br>Pinder, David R | Student ID<br>8B1B3A | Date of Birth<br>9/24/xxxx | JHU Degree and Date Conferred:<br>Ed.D 08/26/2016 | Date Printed:<br>9/21/2017 |
|                                 |                      |                            |   | Page 1 of 1                |

| COURSE # | COURSE TITLE | GRADE | COURSE CREDITS | GPA CREDITS | GPA POINTS | COURSE # | COURSE TITLE | GRADE | COURSE CREDITS | GPA CREDITS | GPA POINTS |
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Fall 2013 Trinity Washington University 2006-07  
Educational Credits 36.00  
TOTAL: 36.00

Fall 2013 EDU Ed.D Education  
ED.855.712 Multiple Perspectives on Learning and Teaching A- 3.00 3.00 11.10  
ED.855.718 Disciplinary Approaches to Ed A- 3.00 3.00 11.10  
TERM GPA: 3.70 TOTAL: 6.00 6.00 22.20

Spring 2014 EDU Ed.D Education  
ED.855.716 Contemp Approaches to Ed Problems A 3.00 3.00 12.00  
ED.883.718 Res Meth and Systematic Inquiry I A- 3.00 3.00 11.10  
TERM GPA: 3.85 TOTAL: 6.00 6.00 23.10

Summer 2014 EDU Ed.D Education  
ED.855.708 Mind, Brain Science and Learning A- 3.00 3.00 11.10  
ED.855.720 Leadership in Ed Organizations A- 3.00 3.00 11.10  
ED.883.849 Dissertation Research P 3.00 0.00 0.00  
TERM GPA: 3.70 TOTAL: 9.00 6.00 22.20

Fall 2014 EDU Ed.D Education  
ED.855.643 Turnaround Lead in Schs and Ed Org A 3.00 3.00 12.00  
ED.883.719 Res Meth and Systematic Inquiry II B 3.00 3.00 9.00  
TERM GPA: 3.50 TOTAL: 6.00 6.00 21.00

Spring 2015 EDU Ed.D Education  
ED.855.642 Human Capital Devel and Org Finance A 3.00 3.00 12.00  
ED.883.721 Eval of Ed Policies and Programs A 3.00 3.00 12.00  
TERM GPA: 4.00 TOTAL: 6.00 6.00 24.00

Summer 2015 EDU Ed.D Education  
ED.855.710 Multicultural Education A- 3.00 3.00 11.10  
ED.883.849 Dissertation Research P 3.00 0.00 0.00  
TERM GPA: 3.70 TOTAL: 6.00 3.00 11.10

Fall 2015 EDU Ed.D Education  
ED.855.641 Strat Sys Change and Action Plan A 3.00 3.00 12.00  
ED.855.714 Power, Politics, and Policy in Education A- 3.00 3.00 11.10  
TERM GPA: 3.85 TOTAL: 6.00 6.00 23.10

Spring 2016 EDU Ed.D Education  
ED.855.640 Bldg Strat Sch, Ed Org and Commun A- 3.00 3.00 11.10  
ED.893.708 Technologies and Creative Learning A 3.00 3.00 12.00  
TERM GPA: 3.85 TOTAL: 6.00 6.00 23.10

Summer 2016 EDU Ed.D Education  
ED.883.849 Dissertation Research P 3.00 0.00 0.00  
TERM GPA: 0.00 TOTAL: 3.00 0.00 0.00

Passed major field exam: Entrepreneurial Leadership in Education

Passed final examination: July 14, 2016

Dissertation Title: "Closing the Principal Efficacy GAP"

Cumulative GPA 3.77, Total Credits 90.00

Degree Requirements complete for Ed.D Education 08/26/2016

### Advisor History

Pape, Stephen 7/29/2013 - 6/30/2014  
Anderson, Annette 7/1/2014 - 8/26/2016 - (Primary Advisor)  
Karp, Karen S 1/22/2016 - 1/22/2016

\*\*\*\*\*End Of Transcript\*\*\*\*\*

### PLEASE NOTE:

This transcript was originally given directly to the student named.

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*Barbara Emorine*  
Barbara Emorine, Registrar