

Kevin Dineen

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Key Skills:

Data-Informed Instruction; Data-Informed Professional Development; Professional Development Presentation; Educational Project Management; Statistical Analysis; Teacher Supervision & Coaching; Curriculum Development; Standard-Aligned Curriculum; Team Management; Data Entry & Cleaning; Google Docs, Sheets, Slides, & Forms; PowerSchool; Microsoft Word, Excel, & PowerPoint; Marzano Rubric & Pedagogy; Calendar & Master Schedule Management; Strategic Planning; Vendor Management; Socratic Seminar Learning; and Scholarly Research.

Relevant Experience

St. Thomas More High School

Dean of Academics

Milwaukee, Wisconsin

July 2016 – Present

- Data-Driven Professional Development
 - Organized faculty professional development on analyzing student ACT suite data, resulting in the implementation of yearly baseline testing for each grade and subject for internal tracking
 - Refined school curricula by removing inequitable leveling in core classes and instituted professional development to implement educational technology and classroom differentiation practices
 - Designed six informational brochures on different student learning activities, with each brochure explaining the premise, materials needed, the strategy's process, and examples
 - Administered professional development on incorporating student learning activities from designed brochures into the classroom, increasing student engagement by 15%
 - Initiated collaborative planning sessions with the English department to implement NoRedInk into daily lessons for freshmen through juniors, resulting in an average increase of 0.84 points to school's ACT English score
 - Created the online learning schedule and protocol and designed a two-day professional development for teachers in preparation for online teaching
- Teacher Supervision and Development
 - Implemented new teacher observation and development protocol, incorporating both qualitative and quantitative evidence, to establish a baseline of teaching data
 - Established a new formal observation protocol which incorporated pre and post observation meetings with teachers and guided reflective dialogue with constructive feedback and authentic questioning
 - Collaborated with teachers to analyze their observation data, to create yearly teaching goals, and to plan action steps to track and achieve their goals
 - Launched a purposeful walkthrough protocol incorporating an observation rubric and collected school wide data to drive purposeful professional development planning
 - Coached department chairs on attaching essential ACT benchmarks to department assessments, creating a link to baseline assessment and ACT data
- School Data Analysis
 - Orchestrated the collection and entry of five years-worth of student data from the High School Placement Test (HSPT), Aspire 9 and 10 tests, the PreACT test, and the ACT
 - Analyzed student testing data and created the ACT score forecast model, using incoming freshman HSPT scores through Aspire 10 scores
 - Refocused yearly admission process and standards by building objective admissions rubric which evaluated an incoming freshman's ACT potential, grades, other state testing, teacher recommendations, and essay

- Developed the Freshman Study Skills program to help incoming freshmen transition to high school by teaching them organization and time management skills
- Oversaw the transition to digital learning on Schoology and Microsoft Teams during Covid-19, maintaining average student attendance rates (95%)
- Examined scholarly articles on effects of block scheduling and organized teacher visits to block schedule schools for informed research on different block schedule formats
- Spearheaded the implementation of the school's block schedule by developing visiting teacher panels, disseminating student and parent surveys, and creating teacher professional development on revising their curricula for block timelines

English Department Chair

August 2013 – June 2016

- Restructured the English curriculum and course offerings, attaching ACT English, Reading, and Writing standards to unit and semester assessments
- Directed the department plan of identifying key benchmarks per grade level and establishing proficiency expectations for said benchmarks
- Guided the department in the implementation of a streamlined approach to close reading strategies to address the needs of all learners
- Introduced department observation protocol which incorporated scheduled observations and post conferencing to provide constructive feedback and collaborate on lesson planning and teaching strategies
- Oversaw the department's implementation of student ACT review and practice into daily teaching routines

English Teacher

August 2008 – June 2016

- Revamped the junior and senior AP English courses, incorporating a balanced approach of literary analysis, writing, and test preparation, leading to an average AP score of a 3
- Developed and taught close reading strategy focusing on key word identification and connection to text's main premise
- Taught American Literature, broken down chronologically from Native American Literature to postmodern literature of the late 1940s.

Education

Masters of the Arts Degree
Educational Leadership and Curriculum Design
Masters of the Arts Degree
Specialization in American & British Literature
Bachelor of Arts Degree
Major in Teaching English and Secondary Education

Cardinal Stritch University - Milwaukee, WI

Marquette University - Milwaukee, WI

Marquette University - Milwaukee, WI

Wisconsin Teaching Certification: 6-12 (73/300)

Wisconsin Administrator's License (5010/5051)