

## **Keith D Hill II**

16 Center Street, Apt. 2  
Springfield, Vermont 05156

### **Education**

**Keene State College** Keene, New Hampshire

Master of School Administration

Major: Education GPA: 3.958

Credit Hours: 36

Attended August 2014 to June 2017

Degree conferred June 2017

**Clark University** Worcester, Massachusetts

Graduate Coursework

Major: U.S. History

GPA: 3.710

Credit Hours: 8

Attended August 2003 to May 2004

**Clark University** Worcester, Massachusetts

Bachelor of Arts

Major: US History, Minor: Middle/Secondary Education

GPA: 3.820

Credit Hours: 33

Attended August 1999 to May 2003

Degree conferred May 2003

### **Experience**

**Green Mountain Union High School**

August 2020 - Present

Chester, Vermont

Assistant to the Principal

Chester, Vermont

This has been an administrative position designed to support and participate in the leadership of GMUHS, a public 7-12 school. Responsibilities have included coordinating with the school leadership team, scheduling, Covid compliance, state testing schedules, and departmental and proficiency completion plans.

**Green Mountain Union High School**

August 2008 - Present

Chester, Vermont

Teacher: SS Department

I began this position in 2008 with only my student teaching behind me. Green Mountain and the professionals there afforded me the first opportunity I had for a classroom of my own. The twelve years I have spent at Green Mountain have taught me the countless skills necessary for navigating the twenty-first century classroom. It has been my privilege to work with a team of teachers to redesign our middle school toward a more student centered experience, taking into consideration the developmental needs of middle school students. As a team we piloted Green Mountain's 1:1 technology initiative which provided each student with an iPad. Currently, the school has moved forward with its initiative to provide all students with access to a laptop. The goal has been to engage students in learning beyond the classroom. It has also been fulfilling to work with students beyond the classroom as class advisor, advisor to our school GSA, yearbook, and leading countless fundraisers. The building principal has also created many opportunities for me to take on roles in teacher-leadership. I have served on committees focused on diversity and equity, implicit bias, and currently the leadership committee exploring the implementation of proficiency based education.

Reason for leaving: I have had many powerful learning experiences as a classroom teacher and owe that very much to the quality teachers in our building. As the position of principal is here at Green Mountain I see this as an opportunity to engage with teachers and students in new ways. Having recently completed a program of study in educational leadership I see this position would be an opportunity to grow as a leader beyond the classroom.

**Green Mountain Union High School**

August 2016-August 2017

Chester, Vermont

Principal in Training

My internship at Green Mountain consisted of working directly with Thomas Ferenc, Principal, and engaging at all levels of the leadership process. I was able to facilitate faculty meetings, lead department chair meetings, attend conferences, and work with middle school leadership teams. This was an invaluable learning experience that highlighted the need for effective teacher collaboration and communication that is facilitated across grade levels.

Reason for leaving: I successfully completed my program of studies at Keene State College and I am looking to take on a leadership opportunity.

**NewsBank Inc.**

August 2005 - July 2008

Chester, Vermont

Indexer

I work with the U.S. Congressional Serial Set(USCSS)for the Readex Division of NewsBank Inc. The USCSS is a set of government records that extends from the first congress through 1980. I conduct critical analysis of these records, work out their meaning, and create a detailed index. On a daily basis I am faced with the challenge of how to make these records accessible to the researcher. This means developing a unified vocabulary that best expresses the ideas within a

record based on a well-researched set of parameters. Our index has sold to the U.S. Government and many major research universities. This product allows researchers access to a massive volume of records in new ways. Incredibly detailed searches can be conducted based on the index I have been involved in creating. The skills required for this job include the ability to work to deadlines, read and synthesize large amounts of information, and maintain an organized approach to handling the complexity of government records. It is also an essential part of this job to maintain a working knowledge of history and continually read supplementary information contemporaneous with what appears in the records. In all, a demanding, rewarding, truly academic venture dedicated to preserving a piece of history.

### **South High Community School**

January 2003 - May 2003

Worcester, Massachusetts

Student Teacher

I worked at South High Community School during my last semester as an undergraduate. This position involved working closely with a mentor teacher as well as independently on my own projects. I was able to take on three classes totaling seventy-five students for a course of study in eleventh grade U.S. history. The classes were made up of a diverse community of students all with varying skill levels. Still it was possible to design lessons that met with each student's needs. It was my goal to work with my students to discover new and interesting views of history. I wanted to discuss history as much as read it. History lends itself to the planning of projects and activities that allow students to think for themselves, work independently and in groups while actively contributing to the class as a whole. The students at South High were able to achieve these goals and maintain high standards of excellence.

### **School Reform Initiative Conference 2019**

The School Reform Initiative focuses on creating "transformational learning communities." There is an emphasis on equity and access for all students to a supportive and affirming learning environment. I was invited to this conference as a part of our school district work to continue supporting creative teaching and learning in a way that represents all students. Much of the work connects to professional communities committed to designing and implementing curriculum with an equity and diversity focus. My interest in attending this conference was to begin looking at the social studies curriculum through the lens of equity.

### **New England Secondary School Consortium: School Redesign In Action Conference 2017**

The school redesign conference focuses on bringing innovation into the twenty-first century classroom that will prepare students for success beyond secondary education. There focus here was on proficiency based education and implementing student centered work in schools.

### **President, Board of Trustees of the Chester Academy**

The board of trustees for the Chester Academy was established in 1984 when the legacy of a local man created a significant scholarship fund for local students. This legacy became a highly sought after scholarship fund. My work as president began last year after serving on the board for only three years. We work closely with a trust company to manage our sizable account portfolio. The goal is to grow our fund and sustain our ability to provide Keith Hill II 3 scholarships on a four year renewable basis for recipients. To date we have provided over nine hundred thousand dollars in scholarship funds. This has been incredible work and I am honored to have been chosen as president of such an august group of community leaders.

#### **New England League of Middle Schools Conference 2014**

In 2014 I was able to attend the NELMS conference and focus on team building with other middle level educators across New England. The goal is building on research based best practices for middle level educators and bring that work back to a school that believe in and understand the young adolescent.

#### **VT Middle Grades Collaborative Summer Institute**

In 2012 and again in 2013 I was able to attend the Vermont Middle Grades Collaborative summer program in an effort to work as a teacher leader in the designing of a middle school focused on schooling for postsecondary access and success. This work informs much of the work we do in our middle school to date.

#### **Presidential Academy for American History and Civics**

A summer program designed to provide resources and high quality experience to educators. One teacher is selected from each state as a representative in this program. This is a three week program spent in Philadelphia, Gettysburg, and Washington DC. The focus is on the study of the American Revolution, Civil War, and Civil Rights Movement. The academy is augmented by the visiting professors, guest lecturers, and VIP access to the US House and Senate.

#### **Member, Committee of Diversity and Equity**

From 2008 to 2010 I served on our school committee for diversity and equity. This committee was established to address the need for education in our school and community around diversity and equal opportunity. We worked closely with the Vermont Partnership for Fairness and Diversity from Brattleboro, Vermont, who provided us with support in our efforts to foster an open and accepting community. Committee work came to an end in 2010