JASON C. SUTTON

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## EDUCATION

**PhD student in Education; George Mason University**

*Special Education Leadership: primary specialization*

*Educational Leadership: secondary specialization*

**Masters of Public Administration; Troy State University** 2005

*Public Management*

**Bachelor of Science in Education; Old Dominion University** 2001

*Secondary Education*

**EDUCATION CERTIFICATES**

**Graduate Certificate; George Mason University** 2010

*Special Education Leadership*

**Graduate Certificate; George Mason University** 2006

*Educational Leadership*

**Graduate Certificate; Old Dominion University** 2005

*Art in Special Education*

**UNIVERSITY EXPERIENCE**

**George Mason University, VA** 2014 – 2017

Graduate Research Assistant (for Dr. Sheri Berkeley)

* Served as a collaborative member of an intervention research team for an RTI study
* Aided in coordaining and coding a research study on a mega-analysis for reading comprehension
* Aided in grant writing proposal

Graduate Research Assistant (for Dr. Heidi Graff & Mason LIFE)

* Supported reading program for students with intellectual disability
* Supported teachers with the implementation of evidence-based strategies
* Aided in developing procedures for back-office support of Mason LIFE intervention program

Co-teaching intern, EDSE 994: Disability Research

* Developed lessons and led classroom instruction with an end of class assignment
* Supported backboard design with coursework and posting assignments

**ADMINISTRATIVE EXPERIENCE (ADULT EDUCATION)**

**Covenant House Washington, Washington, D.C. 2017 - 2019**

**Director, Transition Support Services**

I work in collaboration with the President and CEO/Executive Director of CHGW to initiate, coordinate, lead all aspects of Covenant House Greater Washington's education, workforce readiness, and wrap-around support service programs. My responsibilities include fostering leadership within each department to create, enhance, and maintain a continuum of high-quality services that meet the needs of opportunity youth. Creating structures that allow opportunity youth to acquire the skills needed to obtain and retain educational credentials, stable employment, post-secondary placement, safe housing, and career paths that lead towards stability.

* Develop and monitor a comprehensive strategic plan for Transitional Support Services. Identify and develop best practices and effective service delivery that results in educational gains, the acquisition of work readiness competencies, case management care, and post-secondary placement by participating youths.
* Develop policies, procedures, and practices that effectively and seamlessly integrate each youth’s experience from entry to exit (initial youth entry with case management intake assessments and placements, educational and career interest and aptitude assessments, and the creation and monitoring of individualized service success plans for all youths)
* Integrate new grant-funded activities with existing Career Pathways programs
* Administer and ensure compliance with required grant outcomes and grant reporting requirements
* Develop, monitor, and administer annual Transitional Support Services budget.

**K-12 ADMINISTRATION EXPERIENCE**

**Alexandria City Public Schools, VA** 2004 - 2014Principal, Francis C. Hammond Middle School

* Implemented a Tier system to measure reading with Scholastic Reading Inventory where my students moved from 43 percent in Tier I in 2011 to 83 percent in Tier 1 in 2014
* Implemented a Tier system to measure math with scholastic math inventory where my students moved from 37 percent in Tier I in 2011 to 76 percent in Tier 1 in 2014
* Developed a school culture that resulted in the highest retention rate of teachers compared to schools with similar demographics in my district. I had the highest percentage of teachers (86 percent) who enjoyed working in their school compared to the percent of the district (63 percent) measured by the national TELL Survey

Assistant Principal, T.C. Williams High School - Minnie Howard Campus

* One of five schools to lead a pilot for RTI and PBIS
* Administrator for Special Education 9-12

Dean of Students, T.C. Williams High School - Minnie Howard Campus

* Lead pilot for Restorative Justice for the 9th-grade center
* Supported Skillful teacher school wide initiative

**K-12 TEACHING EXPERIENCE**

**Alexandria City Public Schools, VA** 2004 - 2009

Special Education Teacher, T.C. Williams High School - Minnie Howard Campus

 Adapt lessons to meet the needs of students

* Develop Individualized Education Programs (IEPs) for each student
* Implement IEPs, assess students’ performance, and track their progress
* Discuss student’s progress with parents, teachers, counselors, and administrators

**Accotink Academy, VA** 2002 - 2004

Special Education Teacher Accotink Academy

* Effective classroom management with a point sheet
* Adapt curriculum to meet the needs of students with various disabilities
* Monitoring and implement individuals state/district IEP’s
* Data collection of academic and behavior to collaborate with team
* Parent communication and facilitation of social skills

**K-12 PROFESSIONAL ENDORSEMENTS**

**Commonwealth of Virginia**

Admin & Supervision Endorsement K-12 State of Virginia Board of Education

Special Education Endorsement ED/LD State of Virginia Board of Education

**MILITARY EXPERIENCE**

US Army National Guard  Honorably Discharged 2004

US Army Honorably Discharged 1997

**PUBLICATIONS**

**Manuscripts in Progress**

Berkeley, S., Welxer, J., Swanson, L., & **Sutton, J.** A mega-analysis of reading comprehension interventions for Students with Learning Disabilities. *manuscript in development.*

Berkeley, S., Scanlon, D., Bailey, T., **Sutton, J.**, Sacco, D. The state of RTI implementation: A Snapshot of Progress.

Francis, G.L., Duke, J.M., Fujita, M., & **Sutton, J.** “It’s a constant fight:” Experiences of college students with disabilities.

**PRESENTATIONS**

**Peer Reviewed Presentations**

Berkeley, S., **Sutton, J.**, Sacco, D. (2018, February). A snapshot of rti implementation a decade later: New picture, same story? Tampa, FL.

Berkeley, S., **Sutton, J.**, Wexler, J. (2017, October). A mega-analysis of reading comprehension interventions for students with learning disabilities, Baltimore, MD.

Graff, H., Berkeley, S., & **Sutton, J.** (2017, April).Improving reading outcomes of postsecondary students with intellectual disabilities, Boston, MA.

Berkeley, S., **Sutton, J.**, Sacco, D., & Boykin, A (2016, October). The State of RTI Implementation: A National Study for Council for Learning Disabilities, San Antonio, TX.

**Sutton, J.**, & Menditto, A. (2016, April). The survival guide for achieving reading success*.* Poster presented at James Madison University for Virginia Council for Learning Disabilities Conference, Harrisonburg, VA.

**Sutton, J.** (2016, February). A meta-analysis for measures observed for interventions in reading comprehension for middle school students with learning disabilities. Poster presented at George Mason University for, Graduate Colloquium, Fairfax, Va. 20130

Hutchings, G. & **Sutton, J.** (2014, January). MSAN: ACPS Learning and Teaching Model. Panel presentation at University of Wisconsin, Madison, WI. 53711

**Invited Local Presentations**

**Sutton, J.**, & Mann, G. (2014, May). Middle School for Tomorrow. Panel presentation for, school board and community members, Alexandria, Va. 22314.

Casher, C., & **Sutton, J.** (2013, June). Literacy Strategies Across the Content. Panel presentation for K-12 principals and central office, Alexandria, Va. 22314.

Quenneville, J., Kennard, S., & **Sutton, J.** (2012, August). City Wide Inclusion Team. Panel presentation for all staff K-12, Alexandria, Va. 22314.

**Invited University Presentations**

**Sutton, J** (2016, November). Issues Administrators Encounter in Public School. Panel presentation at George Mason University, Va. 20130.

**Sutton, J** (2016, July). Critical Issues in Special Education. Panel presentation at George Mason University, Va. 20130.

**PROFESSIONAL ORGANIZATIONS**

* Council for Learning Disabilities
* Council for Exceptional Children
* American Evaluation Association
* American Education Research Association

**PROFESSIONAL DEVELOPMENT RECEIVED**

Sight Words or Phonics? We Have Both (for Teens)! Saddleback Educational

Applying WWC Standards to Postsecondary Research Institute of Educational Sciences

Redesigning High School for Continuous Improvement Harvard University

Special Education Leadership (Courses 1-5) George Mason University

Principals Institute for Learning Alexandria City Public Schools

Leadership Academy ASCD

Crisis Intervention Training GMU

Kagan Cooperative Learning (Days 1-5) Kagan Institute

Literacy Across the Content Alexandria City Public Schools

IB/Middle Years Training Category 1 & 2 IB Institute

Baldrige Training Cadre Module 1-7 Baldrige Institute

Skillful Leader 1 & 2 Skillful Leader Institute

Behavior and Data Collection VDOE

PBIS Training 1 & 2 PBIS Conference (Chicago)

RTI Training Levels 1 & 2 RTI Conference (San Francisco)

Closing the Achievement Gap RTI Conference (Kentucky)

The Three C’s: Consistency, Compliance, and Continuous

Improvement ASCD

Higher Achievement for Each and Every Student:

Challenges & Solutions for Administrators Alexandria City Public Schools