

Lysianne Essama, Ph.D.

Date: March 7, 2018

Dear Mr. Williams:

I am writing in response to the opening for CEO of Lycée Français de la Nouvelle-Orléans, which I believe may report to you.

I can offer you more than fifteen years of experience administering all facets of school operations in highly diverse communities , with a proven history of visionary development and implementation within global environments , excellent leadership skills directed toward motivation, high expectations and accountability, and an easiness to use my multicultural experience in seeking and analyzing innovative, research-based approaches to creating a global professional learning community for the success of all learners., all of which should make me an ideal candidate for this opening.

In May 2013, I was invited for an interview panel in New Orleans after a phone interview, part of the application process to the CEO position at that time. Unfortunately, my commitment as a school principal did not allow me to respond positively to this important invitation. We were approaching the end of the school year and there was so many things to do to wrap it up that I could not envision leaving my school even for a couple days. Since then, I have kept an eye on LFNO and I am excited to have the opportunity to share my interest for this position again.

I have attached my résumé for your review and would welcome the chance to speak with you sometime.

Best regards,

Lysianne Essama

Lysianne Essama, Ph.D.

EDUCATIONAL ADMINISTRATION & LEADERSHIP

Accomplished educator with 20+ years of expertise in the visionary development, leadership, and evaluation of administrative management, academic programs, and professional development within diverse global environments. Strong advocate for the improvement of student performance through collaborative environment, innovative programs, instructional methodologies, and technologies to advance accountability and academic success. Proactive communicator with a real ability to make strategic decisions based on analysis, wisdom, experience and judgment. Bilingual in French and English.

Core competencies include:

- Strategic Planning & Budget Administration
- Staffing & Administrative Development
- Interpersonal Skills / Relationship Building
- Curriculum & Program Development
- Staff Recruitment & Retention
- Educational Technologies
- Collegiate & Secondary Instruction
- Student & Staff Assessment
- Data Analysis Protocols

PROFESSIONAL EXPERIENCE

UNIVERSITY of MARYLAND UNIVERSITY COLLEGE, Adelphi, MD
ADJUNCT ASSOCIATE PROFESSOR (2012 – Present)

Offer Physical Sciences and French instruction to adult learners via online format. Monitor and assess student progress, providing feedback and improvement strategies to advance academic success.

Selected accomplishment:

- Acted as Subject Matter Expert for the UMUC's first online French courses to encourage successful implementation and outcome.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS, Upper Marlboro, MD
SUBSTITUTE ADMINISTRATOR (2016 – 2017)
PRINCIPAL, John Hanson French Immersion School (2007 – 2015)

Enhanced personnel performance and supported positive outcomes with dedicated guidance to the academic staff, teaching program administration, and discipline level organization, including monitoring and evaluating teaching staff. Endorsed quality educational options in the oversight of academic programs (Common Core, PYP IB, and French Immersion) and channeling internal and external entities through transformative periods of implementation and re-alignment to achieve strategic plan expectations. Presented at several conferences on the use of technology for teaching and learning. Demonstrated ability to work effectively with ethnically and culturally diverse faculty and students. Facilitated online meetings and webinars via multiple platforms (Google Hangout, Skype, GoToMeeting, and Webex). Supported community outreach by sharing school, county, and state information.

Selected accomplishments:

- Directed two specialty center programs (one charter school and one immersion school) as a substitute administrator offering leadership in the operational management and delivery of services to achieve institutional objectives.

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- Led successfully school community, staff and students through the changes associated with the implementation of Common Core, PARCC, a New Teacher Evaluation System and the accreditation toward PYP International Baccalaureate.
- Collaboratively established \$1.6M budget priorities, including the procurement of technological equipment (interactive boards, laptops, tablets, desktops, and document cameras) to propel instructional resources.
- Advanced technology profile by facilitating Ed-Camps to share information with the community, participating in the Sharing Technology with Educators Program with school leadership, and coordinating staff trainings regarding updated classroom technologies and Google/Microsoft suites.
- Presented at different conferences regarding the utilization of technology to facilitate the learning process.
- Built the leadership and effectiveness of a 50+ multicultural staff representing 17 nationalities via the selection of high quality personnel. Encouraged staff retention with a positive and supportive atmosphere.
- Promoted student engagement by facilitating the implementation of a before and aftercare program.
- Advocated successfully for the move of the school from one location to another more suitable for the increase of the student population.

MONTGOMERY COUNTY COMMUNITY COLLEGE, Takoma Park, MD
ADJUNCT PROFESSOR (2007 – 2011)

Utilized student centered instructional methodologies to teach physics (lecture and lab), physical science (lecture and lab) and chemistry (lecture) and achieve academic success.

Additional Experience:

Adjunct Professor -Calculus, Carroll County Community College, Westminster, MD

Program Coordinator, Montgomery County Public Schools, Rockville, MD

Substitute Teacher, Montgomery County Public Schools, Rockville, MD

Middle and High School Physics Teacher, Collège-Lycée Cévenol International, France

Assistant Professor/Researcher, Ecole Nationale Supérieure Polytechnique, Cameroun

CURRICULUM & PROGRAM DEVELOPMENT CREDENTIALS

EXAMINER, INTERNATIONAL BACCALAUREATE, Cardiff Wales, 2013 to present

REVIEWER & SUBJECT MATTER EXPERT, National Board Certification, Department of Education, North Carolina
Virtual Public Schools & the National Science Foundation, 2013 to present

EDUCATION & CERTIFICATION

ENSMA, UNIVERSITÉ de POITIERS — Poitiers, France
Doctor of Physics

UNIVERSITÉ de LYON — Villeurbanne, France
Master of Science in Physics
Bachelor of Science in Physics

MARYLAND ADVANCED PROFESSIONAL CERTIFICATE, expiration June 30, 2019
Superintendent, Administrator I – II, Elementary Education (grades 1-6), Mathematics (grades 4-12), Physics (grades 7-12), Reading, Special Education

ONLINE CLASSES

ONLINE ADJUNCT TEACHING CERTIFICATION, Maryland Online

DATAWISE: A COLLABORATIVE PROCESS TO IMPROVE LEARNING & TEACHING CERTIFICATION, EdX HarvardX

DAT206x: Excel for DATA ANALYSIS & VISUALIZATION, Microsoft

ANALYZING GLOBAL TRENDS FOR BUSINESS AND SOCIETY, PennX

PROGRAM MANAGEMENT MICROMASTERS RIT X: International Project Management, Project management Life Cycle, and Best Practices for Project Management Success.

SPEAKING ENGAGEMENTS

ACTFL Conference- November 2014- "Immerse Yourself in Web 2.0"

Fifth International Conference on Language Immersion Education- October 2014- "Flipping the Script in Immersion"

MSET Conference- May 2010- "How we Step-ped it up"

ACTFL Conference- November 2006- "Total Immersion Programs: What Make them remarkable"

Lycée Français de la Nouvelle Orléans

Project: Possible Answers to Pressing Issues

Action plan for questions 1 and 5

1- As a type 2 charter school in Louisiana, LFNO is required to serve at least 60% Economically Disadvantaged students. We currently have 42.8%.

a. How do you propose reaching out to and recruiting Economically Disadvantaged students and families?

b. Beyond merely getting them registered as students, what tactics might you deploy to ensure parents feel welcomed into and part of the LFNO community?

As a principal of a K-8 French Immersion school in Maryland for more than 8 years, I helped nearly double the size of the program from 2 classes per grade to 4. Through this process, I learned that the key to growing a program is to build a broad awareness of the program, develop respect and trust in the quality of the program and educate parents.

We were able to grow the awareness of the program by participating in education conferences, holding day and evening open houses with presentations from the administration and the Parent-Teacher Association (PTA), organizing welcome nights for new parents following lottery results but prior to school starting and holding regular ‘breakfast with the principal’ sessions. At the county level, we also participated in annual presentations of specialty programs, Back-to-School nights and parent-teacher conference days.

In order to be recognized as a great choice for education and create trust in our program, we consistently monitored the success of our students and made sure to educate parents on how our special brand of education would fit the needs of their child. We also took care to directly address their many questions and concerns, especially their concerns about not being able to speak French.

While some of these methods may work at LFNO, not all communities and schools are the same, so the needs of LFNO’s students and families must be considered. Based on experience and research about New Orleans and LFNO, I would propose the following recommendations:

1a – To recruit Economically Disadvantaged students and families

- Engage with the African American community in New Orleans and meet with community organizations to gain support and help educate parents. While New Orleans is majority black, LFNO only has ~21% black students (per Greatschools.org)
- Create a Spanish version of the website and identify one Spanish-speaking office manager who can be a point of contact for Hispanic families
- Add subtitles to LFNO’s beautiful YouTube student videos and spread them through targeted social media campaigns
- Encourage more parents to participate in PTA elections to reflect the diversity of the school’s population

- Align your Before and Aftercare program to the needs of Economically Disadvantaged students and advertise it extensively, particularly in the targeted neighborhoods
- Create a PTA committee with a mission to present the program at nearby public schools with a high population of economically disadvantaged students
- Conduct neighborhood door-to-door drives to extend personal invitations to open houses
- Offer free or discounted NOLA camp tuition for economically disadvantaged students
- If possible, revisit and amend the sibling preference policy

1b – To ensure parents feel welcomed into and part of the LFNO community

- Make the CEO/administration visible and ready to answer any questions
- Create a PTA Welcome committee to integrate parents and share tips and experiences
- Provide opportunities for parents to follow and understand what their children are learning; examples could include “Information Nights” held periodically
- Organize community and social events to invite the parents to connect with each other in the schools
- Schedule after-school meetings with the objective to encourage and facilitate attendance in mind
- Facilitate a school uniform exchange
- Organize cross-cultural training events for both staff and parents
- If funds allow, hire a parent liaison officer
- Increase the use of social media

5- As a French-accredited school and a LA type 2 charter school, LFNO must follow both the LA curriculum and the French curriculum.

a. How do you ensure the school meets French curriculum and LA curriculum standards, as the two often have differing and opposing requirements? How do you maintain relationships with and explain differences to these two governing bodies?

b. LFNO ultimately aims to provide both the French baccalaureate and the Louisiana diploma to its graduating high school students. However, not all grades are yet accredited by the French Ministry of Education since the school does not yet offer them. What is your plan to ensure that the future grades are accredited, and the school fulfills this promise to its students?

In my time as principal, I was fortunate to be a part of successfully gaining the International Baccalaureate Primary Year Program (IB PYP) for my school. The keys to our success was our ability to clearly articulate the alignment between our county curricula and IB PYP, being prepared to show the positive impact of the program on our students, building support from the parents through constant engagement and, of course, persistence.

Based on this experience, my interviews with the head of school at Rochambeau International School in Bethesda MD, and my research of AEFÉ, LDE and the French school accreditation process, I would offer the following recommendations.

1a – To ensure the school meets French and LA standards and engage with the respective governing bodies

- Establish a clear vision designed and focused on student success
- Define the goals that the curriculum should achieve then put, in that order, standards, objectives, defined activities and formative assessments in place to reach them
- Invest time and effort in aligning Louisiana standards and French standards and iterating with the respective governing bodies; some compromise may be required
- Create a thorough and detailed professional development plan to train teachers in the new standards and build support from parents and other stakeholders
- Be ready to demonstrate the positive impact that the program will have on the students and highlight student improvements and successes when they come
- Celebrate any small success; any accreditation process is strenuous and success deserves recognition

1b – To achieve French and Louisiana accreditation and fulfill the school’s promises to its students

- Initiate a personal and productive relationship / contact between AEFÉ and the school if not done already
- Establish communication with Audubon Charter school (PK4-8 accredited) for resources and tips
- Accelerate efforts to engage the French Embassy and consulate as well as the Alliance Française; examples could include invitation to tour the school or participate in special events
- Start the accreditation process for each grade as soon as it is eligible; September 2018 for grades 6 and 7 (if not already started), and September 2019 for grade 8
- Prepare staff, parents and students for the next 5-year AEFÉ audit
- Launch an information campaign directed towards French nationals to meet the requirement that the school have French students

These recommendations could be implemented in less than a year and would be refined and much improved with more knowledge and context about LFNO’s situation and needs. I would be excited to continue this conversation with the board or members of the recruiting the committee.