

Professional Biography

Sylvia Hill-Gilchrist, M.Ed.

Sylvia Hill-Gilchrist born and raised in the Sand-town Community of Baltimore City where she attended the Baltimore City Public Schools. She is the middle sibling of seven children with parents whose highest educational achievement was grade six. Her father was a Longshoreman and her mother a homemaker who believed that getting a high school diploma was necessary to achieve for each of their children, which they did except for one who was mentally challenged. However, she went further. She was the first and only sibling of her family to go to college. Since the age of five, she wanted to be a teacher. She taught school in her backyard to the neighborhood children. Her father repeatedly told her and other people that she will go to college and will become the teacher of the family, which she did.

Mrs. Gilchrist earned her Bachelor of Science degree in Elementary Education from Morgan University. Later, she earned her Master of Arts degree in Special Education from Coppin State University, and she then completed her Graduate Certification in Administration & Supervision from the Johns Hopkins University. Years earlier, she graduated from an all-girls High School, Eastern, of Baltimore City in 1967.

Mrs. Gilchrist was offered position as special education inclusion teacher at Deer Park Middle Magnet for Baltimore County Public Schools on August 21, 2021, by the Board of Education. Prior to this offer, she served two years in the same position and location, where she taught with teachers in reading/language arts area for grades 6-8. Together, they taught, mentored, supported, and evaluated approximately 78 students, of these students were 20-30 special education students.

Prior to the above teaching position, Mrs. Gilchrist taught in the Baltimore City Public schools in the following grades: 5th grade in general education class 2012-2014, special education teacher in self-contained classroom grades 1-5, special ed. teacher in social studies grades 6-8, special ed. history teacher grade 9, and in the same school, special education department head, 1997-2002.

Prior to these positions, Mrs. Gilchrist began her teaching career as a first-grade elementary teacher 1976 to 1978, a resource teacher grades 2-5 from 1978-81. She then left Baltimore City Public Schools in 1981 for a career as an executive director of a program for the developmentally disabled, Baltimore, Maryland 1981-1997.

Mrs. Hill-Gilchrist recently widowed with two children; she resides in Baltimore County. Outside of work, she loves watching movies, especially romantic comedies, going to the theater, attending concerts, visiting wineries, eating and spending time with her family and friends. It has always been her desire to return to Italy and Ireland, visit Greece, Paris,

England, and Africa, and to take a boat cruise to Alaska. She is a member of the Baltimore County Teachers Union, and she participates in various community organizations.

Resume of Sylvia Hill-Gilchrist

EDUCATION

Graduate Certification Candidate (Administration and Supervision)
Administrator 1 Certificate
Johns Hopkins University, Baltimore Maryland
Master of Education in Special Education
Coppin State University, Baltimore, Maryland
Bachelor of Science in Elementary Education
Morgan State University, Baltimore, Maryland

CERTIFICATIONS

MSDE Advanced Professional Certificate
Emphasis on students with special needs (Grades K-12)
MSDE Certified Administrator I/II

AREAS OF EXPERTISE

Leadership • Senior School Administration • Education Program Supervision • Health / Human Services Support
Developmentally Disabled Education Expertise • Program Development / Coordination / Management
Policy / Procedure Development • Grant Proposal Writing • Communication • Negotiations
Parent / Community Relations • State / Federal Regulatory Compliance • Discipline
Performance Assessments • Professional Development • Fiscal Management
Quality Assurance • Guidance / Support • Competency-based Education

PROFESSIONAL EDUCATION EXPERIENCE

BALTIMORE COUNTY PUBLIC SCHOOLS, Towson, Maryland * 2018 - Present A citywide, local public school district in the state that serves the youth in the County of Baltimore.

BALTIMORE CITY PUBLIC SCHOOLS, Baltimore, Maryland • 1975-1980/ 1997-2014 A citywide, local public school district in the state that serves the youth for the City of Baltimore.

Teacher (1975-1980/ 1997-2002/2012-2014/2018-Present)

Lead general classroom education activities grade 1-5 students in reading / language arts, math, science, social studies and health. Instructed special education students self-contained classes, resource and inclusion classes in reading/math grades 1-9.

Major Achievements:

Developed activities for science fair grades 9. Participated in the implementation of Word Generation, a scientific based program designed to enhance students' vocabulary and reading levels.

Principal (2009-2011) Directed and ensured the school's mission and learning environment excellence. Led and administrated instruction, program, services, student and adult learning activities, as well as site management operational development and delivery. Recruited, interviewed, hired, developed and evaluated teachers and staff members. Aligned curriculum, instruction and assessment activities across classroom environments. Employed multiple information resources to improve classroom instruction. Built and maintained community stakeholder relationships in creating a participatory formula for student and school success. Ensured the health and safety of students and staff by enforcing school grounds and operations safety policies. Managed internal and external service partnerships in support of educational and non-instructional programs. Maintained regulatory, legal, policy and procedure compliance in line with the Baltimore City Public School System's responsibility. Drove the Special Education Implementation Plan. Addressed and resolved Level 1 grievances while maintaining professional standards. Controlled and distributed the \$5M+ budget allocations. Produced comprehensive reporting that included

budget tool and school composite reports. Monitored and attended SFC, Student Support Team (SST) and Intensive English Program (IEP) meetings. Served as an advocate for those in need.

Key Administrative Accomplishments:

- Grew the student population's Reading and Mathematics success levels.
- Saved ~\$100K using volunteers and created mentorships and school partnerships.
- Enhanced instructional practices through in-depth teacher observations and assessments.
- Successfully improved student and teacher attendance, as well as

Assistant Principal (2002-2009)

Provided day-to-day operations and administrative support to the school Principal, including school facilities and budget management. Engaged parents on student and school issues, effectively corresponding with them and managing these relationships. Tracked individual homeroom weekly attendance reports. Scheduled and monitored weekly attendance incentive program films. Developed the data for and submitted monthly required special education forms. Complied with the Physical Disability Evaluation System (PDES) for employees, enforced student disciplinary policies, and monitored Quarterly Culminating Activity. Participated in staff development and monitored classroom activity. Complied with student discipline policies and led parent disciplinary conferences. Chaired new teacher development meetings and aided Professional Development (PD) consultants in the creation of Title 1 Grant Staff Development workshop materials. Coordinated the PTA completion process. Partners in School Close Out activities. Developed summer school program collateral. Hired and supervised summer school staff members Collaborated with ISTs in curriculum planning and implementation.

Successful Results: · Grew staff development and training capabilities by authoring successful grants, including a Title 1 Staff Development Grant.

- Facilitated greater parent and partnership engagement.
 - Increased student Reading and Mathematics success.
 - Earned the University of Maryland / John Hopkins University Certificate of Completion for focusing on Teens' Adolescent HIV Risk Prevention Program, a Centers for Disease Control and Prevention (CDC) Identified Program.
 - Honored with Maryland State Department of Education Office of Schools' Local Reconstruction Leadership recognition for participating in Instructional Leadership meetings.
 - Received a letter of congratulations for participation in the team that enabled the school to reach the Maryland School Performance index score during the CEO's District implementation resulting in the school's imminent emergence from the MSDE list of locally reconstituted schools.
- Career Note: Additional Baltimore City Public School System Education experience as Special Education Department Head / Interim Assistant Principal, Special Educator and Elementary Primary Teacher. Details upon request.

ADDITIONAL PROFESSIONAL EXPERIENCE

COMBINED CHARITY CAMPAIGN, Baltimore, Maryland

A voluntary workplace Giving Campaign in support of 350+ non-profit organizations.

Loan Executive

- Planned and supported the program's organizational activities, including school coordinator selection for ~80 schools.
- Assisted the institutions in promoting and publicizing their campaigns through Kick Offs, special events, employee meetings and incentives.
- Aided in goal setting and provided direction and fund raising materials to facilitate profitable results.
- Scheduled personal speaking engagements and agency speakers from 300 charitable organizations to provide motivation and enthusiasm.
- Managed funds collections in line with strict time periods.
- Personally presented at 30+ schools resulting in the collection of \$160K+ in campaign funds, and generated \$400K+ in collaboration with 2 additional Loan Executives.

SSD, INC., Baltimore, Maryland

A private non-profit organization incorporated in the state of Maryland chartered to promote housing and other support services to mentally challenged adults.

Founder / Executive Director

- Drove all organizational operations, including developing the staff, designing and conducting in-service training and performance evaluations, as well as the establishment of staff incentive programs.
- Negotiated healthcare and advocacy service contracts.
- Managed all financial activities, including the budget in collaboration with a contracted accountant.
- Successfully negotiated a 2% to 10% savings during the procurement of support services, supplies and equipment.
- Led public relations programs and fundraising activities, including relevant organization and community speaking engagements, as well as an annual awards banquet.
- Wrote service proposals and grants.
- Negotiated bids.

PROFESSIONAL DEVELOPMENT

School Leaders Licensure Assessment
Creating Engaging Student Activities Using Soft chalk
Making the Core a Reality-Looking A Head at Literacy and Math
Teaching New Concepts • Ongoing Learning and Differentiation
Creating Classrooms for Diverse Learners • Introduction to the Instructional Model for Literacy
Literacy Design Collaborative Academy • Leadership and Support to Increased Student Achievement #57
Leadership and Contribution to Increase Test Scores • SASI Basic Applications Training
ISLLC Assessment Study Group • Best Practices Symposium/Administrator's Role in Mentoring
SETS Training • Scoring of the 1999 Edition of MSPAP • Reading Clinic
Educational Assessment and Report Writing • Crisis Prevention Intervention
Conducting Instruction and Maintaining the Momentum; Climate, Communication, and Self-managing
Formal v Informal Assessments Modifications for Standardized Test(s)
Instructional Strategies, Alternatives to Direct Instruction and/or Assessment
Communication with Principal, Parents, Pupils and Peers
Windows 95 Introduction • How to Think and Speak on Your Feet
Grammar and Usage Seminar • Pathway to Excellence Orientation Training • Word Perfect Shortcuts
Board Development and Collaboration • Public Relations and Marketing
Principles for Human Resource Management, Non-profit Organizations
Leadership and Managing • Motivation and Retention Practices • Board Training Seminar
Recruitment and Hiring Practices • Meeting the Challenge of the Future
Community: A Sense of Belonging • Designing Effective Instructional Programs
Focus on Change • Leadership Seminars on Supported Employment
Reducing Staff Turn-over, Creative Problem Solving • Computers
Basic RAM (Resident Apartment Manager) • Management of Disruptive Behavior
Accounting Skills • Technique of Delegation & Planning and Controlling Time
ACMRDD Accreditation

AFFILIATIONS

National Association of Secondary School Principals (NASSP)
American Federation of School Administrators (AFSA)
Public School Administrators/Supervisors Association (PSASA)
Baltimore Teachers Union (BTU)

APPOINTMENTS

Minority Business Enterprise Commission, Baltimore, County, March 1990 and 1997, November 1994

TECHNICAL COMPETENCIES

Word • PowerPoint • Excel • Publisher • Soft Chalk 7 • White Board • Domain
School Net data Link • Chancery SMS • Adobe Reader • Website Builder • Express Email Marketing

Why I want to serve on the Board of Education?

Sylvia Hill-Gilchrist, M.Ed.

I want to serve on the Board of Education because, in this chapter of my life, I believe I can continue to make a difference in the lives of many students, parents, teachers, and other stakeholders by being in the room where enormous decisions in education are made. Since these decisions often effect the lives of most students, parents, teachers, and other stakeholders in the state of Maryland- not just one school district, I believe a teacher position on the Board would give me an opportunity to affect the lives of more students instead of a select few.

Furthermore, I love teaching and learning. It gives me a great sense of satisfaction and achievement when my students develop and grow as individuals. Whenever I receive feedback on my students' achievement, I know that I have had a positive impact in their future. Then I know I am doing my job well.

Notwithstanding, I believe the board of education need another person like me who couldn't be a more positive enthusiastic advocate about teaching and learning. But most of all, the board need me to keep them focus on the real needs of our students, one of which to become productive citizens in our society.

Deer Park Middle Magnet School

443-809-0726

9830 Winands Road • Baltimore, Maryland 21133
Dr. Kandice Taylor, Principal

Fax: 443-809-0704

January 26, 2022

As the Deer Park Middle Magnet School principal, I am proud and honored to nominate Ms. Sylvia Hill-Gilchrist for the State Board of Education's teacher member position. Ms. Sylvia Hill-Gilchrist is a dedicated teacher-leader who motivates students to realize their potential. This school year, she was called upon and embraced with positive energy the challenges our students experienced with learning during the pandemic and subsequently the social-emotional needs our students returned to school demonstrating, as a result. As a former assistant principal and principal, Ms. Hill-Gilchrist understands daily dynamics within the schoolhouse from various perspectives. Utilizing her experiences, Ms. Hill-Gilchrist encourages and advocates for teachers to have the necessary tools and professional development to address students' learning needs. Her success is demonstrated in her students' reading data and their respect towards her.

Ms. Hill-Gilchrist is a creative, motivated, and results-driven educational professional with extensive experience providing instructional leadership at various levels within public school environments. Ms. Hill-Gilchrist is passionate about student learning, preparing a student-centered environment within the school, and being a teacher leader who builds, develops, and mentors. Working diligently to create a quality and innovative learning environment, Ms. Hill-Gilchrist focuses on strengthening teacher-student relationships, allowing students to be a part of the decision-making process about content, process, and assessment.

I recognize Ms. Hill-Gilchrist demonstrated dedication to making sure students are successful. Her investment in students exceeds the norm. Ms. Hill-Gilchrist is a positive presence for teachers by sharing her knowledge, experiences, and extensive background in special education. Her talents and disposition for working with students and adults of varying backgrounds, learning and creative needs, as well as her drive to make a difference will be an asset as a State Board of Education member. I draft this letter to support her desire for nomination.

Sincerely,



Dr. Kandice Taylor
Principal

Raising the bar, Closing gaps, Preparing for our future

January 24, 2022

Maryland Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Dear Sir/Madam:

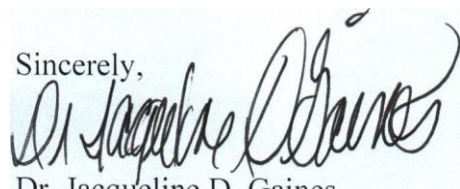
I am the Special Education Department Chair at Deer Park Middle Magnet School, Baltimore, Maryland. I am writing this letter to recommend Sylvia Hill-Gilchrist for the teacher position on the Maryland State Board of Education.

I have known Sylvia for three years and have nothing but positive things to say about her. She is an intelligent, motivated, energetic, responsible, reliable, dependable, capable educator who demonstrates effective verbal and written communication skills. Undoubtedly, Sylvia will do well in all of her life endeavors.

Hired as a special education inclusion teacher, she demonstrates excellent teaching support for the teachers and the students in grades six through eight. Even though class space does not always permit small cooperative learning groups, successfully, which does impact instructional teaching and learning, Sylvia manages to find a corner in the classroom or a space outside of the classroom in the hall to make certain the students receive the most understanding of the skills taught for that day. She organizes the learning environment to provide support for the lesson, which is not limited to individualizing her instruction for each student she is working with in the classroom.

Sylvia has shown continued commitment to educating children by participating in the Afterschool Tutorial Program for students with IEPs as well as the COVID-19 Remote Learning Small Group Tutoring Program. Both programs focused on the improvement of the academic performance of our students. Basic skills in reading and math were taught to students in grades six through eight.

I have no doubt Sylvia would be an asset to the Maryland State Board of Education, and I give my highest recommendation. If I can provide any further assistance, do not hesitate to contact me.

Sincerely,

Dr. Jacqueline D. Gaines
Department Chair, Special Education
Deer Park Middle Magnet School