



**Rio Magisterial District
School Board Member Application**

*Applications must be received in the office no later than 5 p.m., on
Tuesday, January 7, 2025*

Name Gail Lovette

Home Address [REDACTED]

**You must be registered to vote in the Rio Magisterial District. You can determine this by checking
your voter card or by calling the Voter Registration Office at 434-972-4173.*

Phone [REDACTED] Cell Phone _____

Email [REDACTED]

Do you currently have children/grandchildren in ACPS? _____ Yes No

If no, have you had children/grandchildren in ACPS? Yes _____ No

How long have you resided in Albemarle County? 11.5 years

Have you ever been appointed to an Albemarle County School Board/Albemarle County
Public Schools Committee/Council?
If so, please explain your previous committee/council work.

Please indicate why you are interested in serving on the School Board.

Please see attached letter and resume

Please indicate where appropriate, areas of your experience and knowledge:

- | | |
|---|--|
| <input checked="" type="checkbox"/> School Construction | <input checked="" type="checkbox"/> Research |
| <input type="checkbox"/> General Construction | <input checked="" type="checkbox"/> Education/Curriculum |
| <input type="checkbox"/> Engineering | <input checked="" type="checkbox"/> Databases |
| <input type="checkbox"/> Architectural Expertise | <input checked="" type="checkbox"/> Budget Analysis |
| <input type="checkbox"/> County Planning | <input checked="" type="checkbox"/> Nonprofit and Human Services |
| <input type="checkbox"/> Land Development | <input type="checkbox"/> Public Administration |
| <input checked="" type="checkbox"/> Statistics/Demographics | <input type="checkbox"/> Federal Government/Military |
| <input checked="" type="checkbox"/> Finance | <input type="checkbox"/> Other |
| <input type="checkbox"/> County Government | |

Please further explain your experience(s) as indicated in the list above, including any leadership skills, education and experiences.

Please see attached letter and resume

Indicate if you are attaching additional information pertinent to this application.

Attachments are provided

No attachments were necessary

Signature



Date January 7, 2025

Be advised that upon submission, this application and supporting documents becomes a public document and may be published by Albemarle County Public Schools.

Return application to:

Christine Thompson, Clerk of the Board
Albemarle County School Board
401 McIntire Road, Room 345
Charlottesville, VA 22902

Phone: 434-972-4055

Email: cthompson@k12albemarle.org

Gail E. Lovette, Ph.D.

Why I am interested in serving on the School Board:

It would be a privilege to continue the service of Mr. Chuck Pace as the Rio district representative on the School Board of Albemarle County Public Schools (ACPS). Both lifelong educators, Mr. Pace and I met several times after his appointment to the ACPS School Board and engaged in continuous, productive discussions (often in the form of late-night emails) around the strengths and educational needs within our Rio community and ACPS at large. I share Mr. Pace's commitment and dedication to serving our Rio community.

My attached resume demonstrates that I am uniquely qualified to drive forward Mr. Pace's vision for the Rio district, as mandated by our community's votes. [During his 2024 campaign, Mr. Pace spoke of his top priority for this school year being the successful roll-out of the new elementary core reading curriculum](#) (HMH Into Reading). As a national literacy consultant and a licensed Reading Specialist with very recent school-based experience in Charlottesville City Schools, I have personal and professional experience with effectively implementing the HMH Into Reading curriculum, along with expertise and experience in K-12 literacy assessment, instruction, and intervention. In January 2024, upon my invitation, Mr. Pace attended a free all-day community training in a K-8 reading screening tool that I provided to area educators- including several ACPS teachers and reading specialists.

Further, my interest in serving on the ACPS School Board is rooted in the following reasons:

1. I am a Rio District Stakeholder: My oldest child began attending Agnor Elementary School in 2017, and my youngest child is districted to attend Albemarle High School with a graduation date of 2034. For over 17 years, every decision the ACPS School Board has made and will continue to make will impact my family. This gives me a deep personal connection to the success and challenges within ACPS.

2. I am an Engaged Volunteer: I have been a proud and involved representative for the Rio district's interests over many years. I demonstrated my commitment to ACPS by actively participating in numerous volunteer roles, including as a Long Range Planning Advisory Committee (LRPAC) member from 2017-2022 and as the Co-Chair of the ACPS Family (Parent) Council from 2019-2021. Additionally, I was invited to participate in other division and school-based ad-hoc committees. Through these roles, I have advocated for students, families, and educators in the Rio district and the larger ACPS community.

3. I have Educational Expertise: My extensive background as an educator with over 25 years of experience working in and with K-12 public schools and districts demonstrates my expertise in education. My work encompasses instructional leadership, literacy, instruction, curriculum, assessment, special education, and advocacy. My experiences collaborating with various educational stakeholders in Virginia and across the country equip me with the knowledge needed

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to contribute positively to the ACPS School Board. This is especially pertinent in light of recent changes by the VDOE to the Virginia ELA and Math Standards of Learning, school rating systems, Limited English Proficiency (LEP) status qualifications, and possible future adjustments to SOL exam cut scores.

4. My Top Priorities are Always Equity and Inclusivity: As a tireless advocate for all students, my commitment to equity and inclusivity remains a crucial aspect of my interest in serving on the School Board. Mr. Pace also shared this commitment, which was a frequent topic of our conversations. I can effectively collaborate with current School Board members and all ACPS stakeholders to continue to support successful initiatives, address the root causes of our academic disparities— especially in the Rio district, and remove barriers for our students, families, and employees. I am dedicated to continuing to foster positive change in ACPS by evaluating and developing policies, capital investments, funding decisions, and oversight to ensure alignment with these goals.

5. Community and Professional Support for my Appointment: During the 2023 application process for the Rio appointment, the ACPS School Board received numerous letters of support of my candidacy attesting to my capacity to serve this role with experience, knowledge, integrity, professionalism, and dedication. These letters were authored by important stakeholders, including residents within the Rio community, ACPS educators, colleagues at the University of Virginia School of Education and Human Development, and Virginia superintendents with whom I have worked for and with. I trust that these letters of support will be shared with current School Board members and will be considered for this appointment.

Overall, my interest in serving on the ACPS School Board is driven by my deep connection to our community, my extensive educational experience, and my dedication to determining success for every member of our school division.

Further explain my experience(s) as indicated in the list above, including any leadership skills, education and experiences:

I have had the privilege of contributing to the field of education through diverse professional roles and experiences, from serving very recently as a reading specialist, teacher, school leader, researcher, literacy consultant, assistant professor, and the director of partnerships between UVA and several priority-identified persistently low-achieving schools across Virginia. I continue to engage and collaborate with a wide range of educational stakeholders, including students, teachers, district and school leaders, university colleagues, families of children with disabilities, and state departments of education. These experiences demonstrate my educational expertise and underscore my leadership skills, commitment to student and teacher success, and passion for promoting equity and inclusivity in educational environments.

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In my current role, I am an assistant professor and core faculty in the Ed.D. in Curriculum and Instruction at the University of Virginia School of Education and Human Development. I teach doctoral-level seminars in effective instruction and assessment and work with Ed.D. students who are also school-based practitioners in action research projects that identify and address problems of practice in their local contexts. During the 2021-2022 school year, I felt a strong pull back into schools as the COVID pandemic continued, and I left my university role to become a Title 1 elementary reading specialist in a local school. Throughout that time, I worked with students needing intensive reading interventions and engaged with classroom teachers around implementing a core reading curriculum. Moreover, through close collaboration with our teachers, specialists, counselors, and school leaders, I led the development of a multi-tiered system of supports (MTSS) in literacy, math, attendance, and social-emotional health that utilizes screening and progress monitoring data to inform instructional and intervention decisions for *all* students.

Notably, as an appointed volunteer member of the ACPS Long Range Planning Committee (LRPAC) for five years, I participated in planning several capital improvement construction projects, engaged with School Board members around division priorities, changing enrollment and capacity projections, and redistricting recommendations. Further, I collaborated with division leadership and co-led the committee that successfully advocated for funding improvements to our division-wide school security measures.

As the Co-Chair of Family (Parent) Council, I championed equitable funding models, acted as the liaison between division leadership and school-based family representatives, and provided continual and consistent information and communication to reps during the pandemic-driven shifts in instructional delivery. Finally, in my ongoing pro-bono work as an educational expert with the Ed Law Center and Michigan ACLU over the last eight years, I continue to advocate for equitable educational outcomes for the children affected by the lead poisoning crisis in Flint, Michigan.

My dedication to improving educational outcomes, fostering equity, and promoting inclusivity is a consistent thread throughout my career. I bring educational expertise and a proven track record of leadership and impactful change to the School Board position. My experiences underscore my commitment to shaping a future where *all* students have access to a high-quality education and the opportunity to thrive.

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Summary

Experienced and knowledgeable instructional leader in assessment, intervention, instruction, and evidence-aligned practices. Deeply committed to improving literacy and numeracy outcomes for all children and supporting teachers and leaders with the components of effective core instruction and intervention. Data-informed educator who has served Albemarle County community families and educators as a reading specialist, researcher, parent of a child with a disability, and a Rio resident.

Education

Ph.D., Reading Education, 2014

University of Virginia, Charlottesville, VA

Dissertation: *Reading preparation of principals: A review of U.S. initial principal licensure requirements*

Advisor: Michael C. McKenna, Ph.D.

M.A., Educational Leadership and Administration, 2006

The George Washington University, Washington, DC

B.S. in Education, Elementary Education, 2000

State University of New York, College at Geneseo, Geneseo, NY

Professional Experiences

Assistant Professor, Teaching Faculty, 2022-present

University of Virginia, School of Education and Human Development, Charlottesville, VA

Core Faculty, Ed.D. program in Curriculum and Instruction

- Develop and teach advanced doctoral-level courses in curriculum, instruction, assessment, and applied inquiry and practitioner-focused methodologies investigating problems of practice within Ed.D. students' local educational contexts
- Advise and mentor practitioner-Ed.D. students in completing coursework and program milestones including field study and capstone projects around problems of practice
- Engage in and contribute to continued research focused within K-12 schools in the fields of instruction, curriculum, special education, and assessment

Elementary Reading Specialist, 2021-2022

Charlottesville City Schools, Charlottesville, VA

- Led the development and implementation of school-wide universal literacy screening of all students, identification of literacy intervention needs based on reading risk factors, and progress monitoring protocols for all students receiving strategic or intensive intervention
- Collaborated with district administrators, reading specialists, and classroom teachers to provide effective, evidence-aligned literacy instruction across tiers within a Multi-Tiered System of Supports (MTSS) framework

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- Provided intensive and strategic literacy intervention to students identified as at risk of not meeting grade level benchmarks on the DIBELS 8 screening and progress monitoring tools
- Trained reading specialists district-wide in the administration and interpretation of the DIBELS 8 screening and progress monitoring tools

Assistant Professor, Research Faculty, 2016-2021

University of Virginia, School of Education and Human Development, Charlottesville, VA

Core Research Faculty, Supporting Transformative Autism Research (STAR) Initiative, 2018-2021

- Engaged in grant-funded development of a second grade science curriculum that demonstrated significant effects for all students, especially students with disabilities, in two randomized control trials
- Co-developed and implemented Project ECHO support programs before and during the COVID pandemic for school leaders, educators, and caregivers of children identified with Autism and other global developmental delays included ADHD
- Led and engaged in research projects around literacy for all students including students with disabilities

Director of Turnaround Partnerships, 2016-2018

- Principal Investigator and Director of partnerships between the UVA School of Education and Human Development and five Virginia Department of Education (VDOE) priority-identified elementary schools with total overall funding of \$3.3 million
- Sustainably grew leadership and instructional capacity in literacy, mathematics, and school and classroom climate through iterative coaching, modeling, and collaborative professional learning
- Provided on-going training in the implementation of high quality instructional materials, including core curricula, and evidence-aligned instructional approaches
- Effectively collaborated with stakeholders from the VDOE, division leadership, school leadership, classroom teachers, and the school communities to ensure alignment of
- Directly supervised a team of four university staff positions along with site specialists

Clinician and Education and Outreach Specialist, 2014-2016

McGuffey Reading Center, University of Virginia, Charlottesville, VA

School Administrator, 2007-2010

Mary Ellen Henderson Middle School, Falls Church City Public Schools, Falls Church, VA

Samuel W. Tucker Elementary School, Alexandria City Public Schools, Alexandria, VA

Elementary Grades Classroom Teacher, 2001-2007

Alexandria City Public Schools, Alexandria, VA

Professional Certifications

Virginia Postgraduate Professional License (expires June 30, 2033):

Administration and Supervision, PK-12

Elementary Education, PK-6

English as a Second Language, PK-12

Reading Specialist

Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 8th edition:

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Certified Trainer, University of Oregon, 2019

Institute of Multi-sensory Education (IMSE):

Intermediate Orton-Gillingham, 2019

Comprehensive Orton-Gillingham, 2018

Project ECHO Training

University of New Mexico, 2018

Autism Diagnostic Observation Scale-2 (ADOS-2) Administration

Commonwealth Autism, 2018

Selected Leadership and Service

- **Faculty Fellow**, *LIFE Institute*, University of Virginia, University of Michigan, University of Zurich, the Max Planck Institute for Human Development, Humboldt University, & Freie University, 2023-present
- **Educational Expert** (pro-bono), DR, et al. v. MDE (Flint Community Schools), et al., *Education Law Center, American Civil Liberties Union-Michigan, and White and Case LLP.*, 2017-present
- **Peer Reviewer**, *The Journal of Adolescent & Adult Literacy*, 2017- present
- **Member**, Long Range Planning Advisory Committee, *Albemarle County Public Schools*, 2017- 2022
- **Co-Chair and Member**, Family (Parent) Council, *Albemarle County Public Schools*, 2018- 2021
- **Grant Reviewer**, Georgia Department of Education, *Literacy for Learning, Living, and Leading in Georgia*, 2018-2021; *Georgia Striving Readers Comprehensive Literacy Program*, 2013-2015

Selected Consulting Partnerships in Literacy and Leadership

- UVA Darden/School of Education Partnership for Leaders in Education, Charlottesville, VA
- Burlington Public Schools, Burlington, MA
- Stafford County Public Schools, Stafford, VA
- Danville Community Schools, Danville, VA
- Oneida Herkimer Madison BOCES, Oneida, NY
- York County School District, York, VA
- Charlottesville City Schools, Charlottesville, VA
- National Center on Improving Literacy, Targeted Technical Assistance Pool
- Wall Township Public Schools, Wall, NJ
- Alexandria City Public Schools, Alexandria, VA
- Frontier Regional and Union 38 School District, South Deerfield, MA
- Zachary Community Schools, Zachary, LA
- Nelson County Public Schools, Lovingston, VA

Selected Media Features

[Q&A: How Did Two UVA Professors Help Win the Flint Water Settlement?](#) *UVA Today* (2024, October 14)

[Lead Exposure has Plagued Special Education in Flint. Can \\$10 Million Fix it?](#) *Education Week* (2024, September 26)

[Help Coming for Caregivers of Developmentally Delayed Kids. Thanks to these Professors.](#) *UVA Today* (2021)

This work is also featured in [the University of Virginia's Great and Good campaign](#)

[How Two Professors Helped Secure Flint's Water Crisis Settlement.](#) *UVA Today* (2020).

[Q&A: We Know How to Teach Reading. Why Aren't Students Getting Better at It?](#) *UVA Today* (2020)

Selected Publications and Presentations

- Conradi Smith, K., **Lovette, G. E.**, & Williams, T.W. (2025, March). *How the Science of Learning Should Undergird a Science of Reading Classroom*. To be presented at the meeting of the Virginia State Literacy Association Annual Meeting. Roanoke, VA.
- Doabler, C. T., Rojo, M., Gersib, J., Fall, A-M., Longhi, M. A., **Lovette, G. E.**, Roberts, G., Uy, J., Johnson, K., Ghafghazi, S., Phelps, J., Powell, S. R. & Therrien, W.J. (in press). Do initial mathematics and reading skills impact second-grade science outcomes? *Journal of Learning Disabilities*.
- Rojo, M., Doabler, C.T., Gersib, J., Fall, A.M., Longhi, M.A., Roberts, G., Kimmel, G.L., Uy, J., **Lovette, G.E.**, Ghafghazi, S., Powell, S.R., & Therrien, W.J. (2024). Challenging educational inequities in early STEM instruction: A case for urgency. *Elementary School Journal*, 125(2).
- Nevill, R. E., **Lovette, G. E.**, Bateman, K. J., Badgett, N., Fuhrman, E., Bohac, G., Orlando, K., & Page, K. (2024). Caregiver ECHO: A model for delivering virtual behavior consultation to families during the COVID-19 pandemic. *American Journal of Intellectual and Developmental Disabilities*, Online First.
- Gersib, J. A., Doabler, C. T., Fall, A-M., Longhi, M., Uy, J., **Lovette, G. E.**, Brafford, T., Johnson, K., McLucas, A., Ghafghazi, S., Johnston, K., Roberts, G. & Therrien, W. (under review). The impact of instructional guidance on science learning in second-grade classrooms.
- McLucas, A.S., Wilson, S.E., **Lovette, G. E.**, & Therrien, W.J. (2023). Lead exposure in children: What special educators need to know. *Teaching Exceptional Children*, 1-10.
- McLucas, A.S., Therrien, W.J., Wilson, S.E., & **Lovette, G.E.** (2023, March). *Lead and Special Education*. Paper presented at the 2023 Council for Exceptional Children Annual Convention. Louisville, KY.
- Lovette, G. E.** (2022, September) *Wading through the reading data as an Instructional Leader: Establishing systems for an effective MTSS*. Invited Speaker at the 2022 William & Mary Science of Teaching Reading Conference. Williamsburg, VA.
- Nevill, R.E., **Lovette, G. E.**, & Mazurek, M. (2021, May). *Echo in Education: Autism in Schools – Pilot Data from a Teleconsultation Model Providing Educational and Behavioral Supports to Educators of Students with Autism*. Poster Presentation at the International Society for Autism Research Annual Meeting, Online.
- Doabler, C.T., Therrien, W.J., Longhi, M.A., Roberts, G., Hess, K. E., Maddox, S. A., Uy, J.; Benson, S., **Lovette, G. E.**, VanUitert, V. J., Powell, S.R., Sampson, V.S., & Toprac, P. (2021). Efficacy of a Second-Grade Science program: Increasing Science outcomes for all students. *Remedial and Special Education*, 42(3), 140-154.
- Lovette, G. E.**, & Walpole, S. (2018). Reading fluency: Helpful handout for the school. In G.G. Bear & K. Minke (Eds.), *Supporting students at school and at home*. Bethesda, MD: National Association of School Psychologists.

- Lovette, G. E.** (2020, October). *Instructional leadership counts: Why educational leaders need to know the science of reading*. Invited presentation at the 4th Annual Conference of The Reading League. [Virtual Conference due to COVID-19 pandemic]
- Lovette, G. E., Hosp, J. L., & Therrien, W. J.** (2020, July). *Comparing the accuracy of two popular early literacy screeners*. Poster presented at the meeting of the Society for the Scientific Study of Reading, Newport Coast, CA. [Conference canceled due to COVID-19 pandemic]
- Lovette, G. E., & Alden, K. M.** (2019, December 17). It's not just teachers who need a lesson in the science of reading. *Education Week*.
<https://www.edweek.org/leadership/opinion-its-not-just-teachers-who-need-a-lesson-in-the-science-of-reading/2019/12>
- Willingham, D. T., & **Lovette, G. E.** (2014, September 26). Can reading comprehension be taught? *Teachers College Record*.
- Lovette, G. E.** (2013). Reading preparation of secondary ELA teachers: A U. S. survey of state licensure requirements. *Journal of Adolescent and Adult Literacy*, 57, 193-203.

Full CV including all publications, presentations, media features, and graduate and undergraduate courses taught available upon request.