VICTORIA WEBSTER

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EDUCATOR PRACTICE & IMPLEMENTATION | COMPETENCY-BASED LEARNING | COACHING | AI IN EDUCATION

Professional Summary

K–12 leader who turns new learning models into daily classroom practice. Founded Jerry Knight STEM Academy and scaled it into a portfolio of six vertically aligned STEM academies (grades 3–12, about 1,320 learners), now coaching their principals and the district teams designing new academy models. Led the shift from traditional to performance-based assessment incorporating mastery-based pathways, standards-based grading rubrics, and ePortfolios across grades 3–12. Builds field-facing resources, including frameworks, implementation guides, and Piper, an AI project-based learning design assistant on PlayLab featured at FullScale 2025. Collaborates remotely with school districts in Texas and across the nation on STEM and virtual learning. Ed.D. candidate completing a case study on equity in integrative STEM instruction.

Areas of Emphasis

- Competency-Based Education
- Mastery-Based Pathways
- Standards-Based Grading
- Performance-Based Assessment
- Frameworks & Implementation Guides
- Personalized Learning
- Whole-Child Learning
- Project-Based Learning (PBL)
- Curriculum Design/Auditing (CMSi)
- Qualitative & Quantitative Data Analysis
- Campus & District Coaching
- Professional Learning Design
- Communities of Practice
- Field-Learning Synthesis
- AI in Education

Professional Experience

Director of STEM Education, Mansfield Independent School District | Mansfield, TX **07/2021 – Present**

- Lead a portfolio of six vertically aligned STEM academies serving about 1,320 learners and 64 STEM designers (teachers) in grades 3–12. Three academies are recognized as ITEEA STEM Schools of Excellence, and all six project to an A when disaggregated under the Texas accountability framework.
- Trained an AI assistant to audit curriculum against CMSi Curriculum Management Audit standards, closing gaps without waiting on 18-month-plus audit cycles. Its recommended actions raised STEM curriculum from 10 to 14 points on the 18-point CMSi rubric, reaching the proficient level. Now used by STEM specialists and expanding to other departments in partnership with Teaching and Learning.
- Scaled the STEM framework beyond the academies: host campuses are adopting and adapting it for their comprehensive learners, with early increasing achievement by 3-5% on BOY NWEA MAP.
- Trained and coached campus administrators to roll out mastery-based pathways and build standards-based grading rubrics, moving the academies from traditional tests to performance-based assessment.
- Led development of ePortfolios across grades 3–12 at all six academies; the district's Fine Arts academies adopted this model as the basis for their own portfolios.
- Designed a whole-child STEM curriculum framework that embeds SEL competencies, career connections that build STEM identity from grade 3, and built-in supports for gifted, emergent bilingual, Section 504, and special education learners, grounded in research on early STEM exposure for learners furthest from opportunity.
- Coach academy principals and the district teams designing new academy models (Fine Arts, Gifted and Talented, P-TECH, and Virtual) on frameworks, protocols, fidelity measures, staffing, and family recruitment. Facilitate design sprints to build solutions with teams and train leaders in design thinking.
- Designed an AI professional sequence with micro-credentials, mapped to ISTE's Portrait of an AI-Ready Graduate; built Piper, a PBL design assistant on PlayLab featured at FullScale.
- Wrote implementation resources for educators and leaders, including a STEM Academy Operations Handbook with tightly and loosely held standards, PBL calibration tools and look-fors, facilitator guides, and a family guide to district choice programs.
- Designed STEM alignment walks that calibrate campus and district administrators as observers; the first walks surfaced inconsistent feedback and led administrators to request shared rating descriptors. Set a 2026–27 goal of raising cross-curricular instruction from 46% to 55% of classrooms on district walks.
- Led educator teams in writing and calibrating curriculum, producing a 17% increase in standards alignment, a 7% increase in design-process integration on fidelity walks, and a 13% aggregate increase in Masters-level state assessment scores.
- Diagnosed instructional reversion among veteran educators through root cause analysis and built a growth progression of self-assessment, T-TESS goals, and coaching cycles.

Founding Administrator | STEM Coordinator, Jerry Knight STEM Academy | Mansfield ISD 08/2016 – 07/2021

- Led a one-year planning phase using needs assessments, a community stakeholder committee, and Gantt-chart project management, then opened a grades 6–8 STEM academy in fall 2017.
- Designed the instructional and organizational model around engineering design, inquiry, and interdisciplinary project-based learning, refining it through observation, practitioner feedback, and iterative implementation cycles. The academy became the foundation for the district's six-academy portfolio.
- Coached an instructional coach to lead a math educator through a stepped shift from traditional to project-based instruction, producing 19% year-over-year growth on state assessments.
- Built educator guides, visual frameworks, and implementation tools, and led professional learning and PLCs in PBL, assessment literacy, and instructional innovation.

Assistant Principal & Title I Coordinator, Joshua ISD – HD Staples Elementary | Joshua, TX 01/2014 – 07/2016

- Led instructional walkthroughs and coaching cycles that gave educators specific, actionable feedback.
- Served on the campus needs assessment team and managed Title I family engagement and communication requirements.
- Facilitated PLCs and data-driven professional learning tied to campus improvement goals.

Math & Science Educator, Various School Districts | DFW Metroplex, TX 08/2004 – 01/2014

- Taught math and science, including in Title I schools, designing resources and assessments for diverse learner needs.
- Led professional learning for colleagues and campus improvement work using learner performance data.

Research, Field Leadership & Networks

- Dissertation case study on equity in integrative STEM instruction in Mansfield ISD's STEM academies, analyzing program data as part of the methodology.
- Remote collaborator with school districts in Texas and across the nation on STEM program design and virtual learning, including a current partnership with an Iowa district developing STEM programs.
- Designing a cross-district learning network to help rural principals embed authentic STEM in existing classrooms.
- Led landscape research to inform a district virtual academy design, and evaluated immersive learning technology (Prisms VR) with a research-based edtech rubric.
- Grant team member, NSF Finder's Foundry (led by the University of Texas at Arlington; Phase 1 submitted).
- Presenter, "Design Thinking for Leaders," Innovative Schools Summit (December 2026); Honorary Speaker, AI Literacy for All, West Education Congress (2025).
- Member, AASA Innovation for Transformation Consortium, Region 11 ESC, and TEA STEM Consortium; STEM model elements replicated by districts in Texas and nationally.

Education and Certification

Doctor of Education (Ed.D.) in Educational Leadership | Tarleton State University (In Progress)
Research Focus: Equity in integrative STEM instructional practice; mixed-methods case study design.

Master of Education (M.Ed.) in Educational Leadership & Policy Studies | The University of Texas at Arlington

Bachelor of Liberal Arts in Criminology & Criminal Justice | The University of Texas at Arlington

Certifications: TExES Superintendent (PK–12), TExES Principal (PK–12), TExES Teacher (Grades 4–8 Generalist), NISE National Certificate for STEM Teaching & STEM Excellence (2022), Region 11 ESC Impact Coaching Certification, CMSi Curriculum Management Audit Levels I & II and Curriculum Writing

Technical Skills

Playlab AI, ChatGPT, Claude, Gemini, AI Prompt Engineering, AI-Supported Instructional Planning, Canvas LMS (Course Design, Facilitation, Mastery Paths), Zoom, Microsoft Teams, Google Workspace for Education, Microsoft 365, Skyward SIS, Slack, Canva

Additional Skills

Landscape Scans, Program Evaluation, Project & Portfolio Management, Stakeholder Engagement, Virtual Collaboration, Design Thinking, Equity-Centered Design, Adult Learning Theory, Impact Coaching, Cognitive Coaching, PLC Facilitation, Mixed-Methods Research, Executive Communication

Honors and Professional Development

- Top 10 STEM Director | Education Technology Insights Magazine (2023); AI Fluency Badge
- Lead Like It's 2040 (2025) and Design Thinking Institute (2022) | Stanford d.school