

March 24, 2025

Center for Education Recruitment, Retention, and Advancement  
Winthrop University  
Rock Hill, SC 29733

To Whom it May Concern:

South Carolina education, recruitment, retention, and advancement is my jam! And, for the last two decades- it has also been my bread and butter. Therefore, please accept this letter as an application for the position of Executive Director for the South Carolina Center for Education Recruitment, Retention, and Advancement. I hold a PhD in Curriculum and Instruction: Urban Literacy from the University of North Carolina at Charlotte. With over two decades in the field of education, my experience includes serving nine years as a K12 educator, eight years in higher education- training future educators, and two years at the South Carolina Department of Education. I am currently the Director of the Academic Coaching and Tutoring Center at York Technical College. Throughout my career, I have provided strategic vision and key leadership for programs and departments, collaborated with key stakeholders, and led research efforts with state and national implications.

#### **Providing Strategic Vision and Key Leadership for Programs and Departments**

Being organized and data-driven is crucial when providing key leadership and overseeing programs and services. As program director, interim chair, and then chair at Winthrop University, I worked with Education Core faculty to craft a strategic plan around student learning outcomes aligned with the mission and vision of the University, the College, and our department. I also led assessment endeavors within the Education Core Department to gauge our effectiveness around our implementation efforts. Specifically, I was responsible for drafting and assisting with assessment plans and reports such as the Continuous Improvement Plan and Report each academic year. This work required planning and goal setting for our department. We regularly used data to drive the conversation around what we were doing well, which practices needed to shift, and what our next steps should be.

In my current role as the Director for the Academic Coaching and Tutoring Center at York Tech, I recruit, hire, train, supervise, and evaluate tutors, academic coaches, supplemental instruction leaders, the embedded tutoring coordinator, and the supplemental instruction coordinator to ensure delivery of high-quality academic support services. I am also responsible for managing a budget and multiple tutoring locations. I regularly use data to analyze current services and launch new initiatives. Specifically, in the last academic year, I have presented the need for new positions such as bilingual academic coaches, nursing tutors, and dental hygienist tutors. All positions were approved and funded. I drafted and submitted the portion of the SACSCOC report related to coaching, tutoring, and supplemental instruction support services. Further, I utilized national data around the critical need for further reading instruction in higher education to write a small grant. This grant was funded and enabled me to incentivize participation in and facilitation of a 5-week reading workshop for students on campus.

#### **Collaborating with Key Stakeholders**

Relationships matter; they are the driving force behind the forward trajectory of a collective goal. Throughout my career in education, I have collaborated and built relationships with students, educators, administrators, and other key stakeholders from across the state. I feel a sense of responsibility to secure stakeholder input, pool our collective resources and expertise, and move toward our shared goal of academic excellence. I appreciate efforts to communicate in a way that prioritizes the most important points and allows the recipients

to dig more deeply into content if they need to or if they so desire. My leadership style has been categorized as *servant* and *coach*; it is my goal to lead by example and help others hone their skills. This approach has always helped me develop lasting relationships as I promote a forward-thinking, collaborative, continuous learning culture.

While at the South Carolina State Department of Education, I worked with the Director of the Office of Personalized Learning to help districts navigate the processes involved in a new opportunity, provided under Proviso 1.116, to implement district-wide competency-based education efforts. I developed presentations and workshop materials and co-facilitated sessions for interested district personnel. I created a spreadsheet to organize and track involved districts' progress, and I helped draft materials for the State Board of Education presentations. At the end of the academic year, I wrote and submitted the *Competency-Based Education Application Report* which was presented to the Governor and members of the General Assembly. Additionally, I worked with an intra-agency SCDE team and led the state's proficiency-based system efforts. I helped guide districts through the process of submitting a proficiency-based systems application and worked with them to design and provide opportunities for their learners to demonstrate mastery of concepts through proficiency-based means.

### **Leading Research Efforts with State and National Implications**

I am deeply familiar with data, impact, and research efforts. As the research and impact education associate for the personalized, competency-based learning team at the South Carolina Department of Education, I was responsible for gathering and using data to help Personalized Learning coaches plan, problem-solve, and evaluate current and future efforts and impact. I developed a tool to collect implementation data from the Personalized Learning coaches. Using that data, I created and regularly updated our impact spreadsheet, prepared weekly impact reports, and maintained our state-wide engagement map. Additionally, I was honored to work on a team with Knowledge Works and the Riley Institute of Furman on a personalized, competency-based learning research project with state and national implications.

I am currently involved in several research projects; one of which is examining the impact of active reading strategy instruction on college students' reading confidence levels and reading comprehension skills. Another involves faculty from three universities across the state and centers on the implementation of learner profiles in preservice educator learning experiences.

With over two decades of experience in education, a passion for our profession, and a great desire to positively impact our recruitment and retention efforts, I am a great fit for this position. I can be contacted via email ([lindsay.yearta@gmail.com](mailto:lindsay.yearta@gmail.com)) or by phone (803)-524-3490. Thank you for your consideration. I look forward to meeting with you.

Sincerely,



Lindsay Yearta, PhD