

GERALDINE REYNOLDS

Professional Educator

PROFESSIONAL SUMMARY

Accomplished educator with 34 years of experience serving underserved, indigenous student populations. Exceptional interpersonal skills developed through decades of building relationships with students, parents, teachers, and community stakeholders. Proven ability to facilitate meaningful conversations, gather authentic perspectives, and understand the lived experiences of diverse populations. Strong background in culturally responsive practice and working with first-generation college-aspiring families. Brings deep Hawaii family connections and cultural sensitivity essential for qualitative research with Hawaii's island communities.

CORE COMPETENCIES FOR QUALITATIVE RESEARCH

- Stakeholder Engagement & Relationship Building
- Focus Group & Interview Facilitation
- Working with Parents, Students & Educators from Diverse Backgrounds
- Cultural Competency with Indigenous & Underserved Populations
- Understanding Educational Contexts & School Culture
- Documentation of Implementation & Program Processes
- Creating Safe, Inclusive Spaces for Authentic Dialogue

HAWAII CONNECTIONS

Deep family connections to Hawaii with mother born and raised on Kaua'i. Extended family remains on the island, with regular visits throughout lifetime providing sustained understanding of Hawaiian culture, island communities, and the unique contexts of neighbor island life. This background brings cultural awareness and sensitivity essential for conducting qualitative research with Hawaii's diverse school populations, particularly in building trust and rapport with students, families, and educators across the Hawaiian Islands.

PROFESSIONAL EXPERIENCE

Reading Coach | *Indian Township School, Princeton, Maine*

2006–2021

- Built trusting relationships with students in grades K-6, creating supportive environments where struggling readers felt safe to take risks
- Collaborated closely with parents from underserved indigenous community, conducting one-on-one conversations about student progress and family educational goals
- Facilitated Reading First team meetings with teachers, leading discussions about instructional practices, student needs, and program implementation, and helping interpret data
- Demonstrated cultural sensitivity working with tribal education system, understanding the intersection of cultural identity, poverty, and educational access

Classroom Teacher | *Indian Township School, Princeton, Maine*

1988–2022

- Taught kindergarten through grade 8 over 34-year career, developing expertise in understanding student perspectives across developmental stages

- Built strong partnerships with parents and families, many of whom were first-generation college aspirants, understanding their hopes and concerns for their children
- Served as Teacher Mentor (2003-2017), conducting reflective conversations with new teachers about their practice, challenges, and professional growth
- Created inclusive classroom environments where students from low-income backgrounds felt valued, heard, and supported in their academic journeys

RELEVANT SKILLS FOR QUALITATIVE RESEARCH

Stakeholder Engagement: 34 years building authentic relationships with students, parents, teachers, and community members from underserved populations

Facilitation Skills: Led numerous professional development sessions, team meetings, and parent conferences requiring active listening and drawing out diverse perspectives

Cultural Competency: Deep experience working respectfully with indigenous community, understanding cultural values, and building trust across cultural differences

Understanding Educational Context: Comprehensive knowledge of K-12 school systems, college access challenges, and barriers facing low-income, first-generation students

Interviewing & Observation: Skilled at asking probing questions, listening deeply, and observing classroom/school dynamics to understand what's really happening

Documentation: Experienced in recording student progress, program implementation notes, and detailed observations throughout career

PROFESSIONAL DEVELOPMENT

Restorative Justice (2018): Training in facilitating difficult conversations, conflict resolution, and creating circles for authentic dialogue

PBIS - Positive Behavioral Interventions and Supports (2001, 2017): Understanding school culture change and stakeholder perspectives

Reading First Professional Development: Extensive training in observing instruction, gathering teacher input, and documenting program implementation

Teacher Mentoring Certification: Training in coaching conversations, reflective practice, and supporting professional growth through dialogue

EDUCATION

Bachelor of Science in Education, Magna Cum Laude

University of Southern Maine, 1984

Major: Elementary Education

Minors: Learning Disabilities, Language Communication, and Early Education

Certification: General Education K-8 and Special Education K-12

Recognition

BIE Reading First School of the Year (2009): School recognized for dramatic improvement in student reading outcomes, reflecting effectiveness of relationship-centered, culturally responsive approach to serving indigenous students

VALUE FOR GEAR UP HAWAII QUALITATIVE RESEARCH

Bringing 34 years of building authentic relationships with students, parents, and educators from underserved populations, combined with deep Hawaii family connections and cultural sensitivity. Well-positioned to conduct focus groups and interviews that elicit genuine perspectives from GEAR UP Hawaii stakeholders, including students, families, school team members, and community partners across the Hawaiian Islands. Skilled at creating safe spaces for honest dialogue, understanding cultural contexts, and drawing out the voices that matter most in evaluating program impact.