



2018 OCT 16 PM 5:07
OFFICE OF THE
SECRETARY

MURIEL BOWSER
MAYOR

OCT 16 2018

The Honorable Phil Mendelson
Chairman
Council of the District of Columbia
John A. Wilson Building
1350 Pennsylvania Avenue NW, Suite 504
Washington, DC 20004

Dear Chairman Mendelson:

In accordance with section 2 of the Confirmation Act of 1978, effective March 3, 1979 (D.C. Law 2-142; D.C. Official Code § 1-523.01), and pursuant to section 211 of the District of Columbia Health Occupations Revision Act of 1985, effective March 25, 1986 (D.C. Law 6-99; D.C. Official Code § 3-1202.11), I am pleased to nominate the following person:

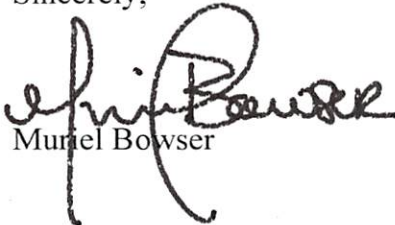
Mr. Louis Ferguson
1409 Morse Street NE
Washington, DC 20002
(Ward 5)

for reappointment as a consumer member of the Board of Psychology, for a term to end November 30, 2021.

Enclosed, you will find biographical information detailing the experience of the above-mentioned nominee, together with a proposed resolution to assist the Council during the confirmation process.

I would appreciate the Council's earliest consideration of this nomination for confirmation. Please do not hesitate to contact me, or Steven Walker, Director, Mayor's Office of Talent and Appointments, should the Council require additional information.

Sincerely,


Muriel Bowser



Chairman Phil Mendelson
at the request of the Mayor

A PROPOSED RESOLUTION

IN THE COUNCIL OF THE DISTRICT OF COLUMBIA

Chairman Phil Mendelson, at the request of the Mayor, introduced the following resolution,
which was referred to the Committee on _____.

To confirm the reappointment of Mr. Louis Ferguson to the Board of Psychology.

RESOLVED, BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this resolution may be cited as the “Board of Psychology Louis Ferguson Confirmation Resolution of 2018”.

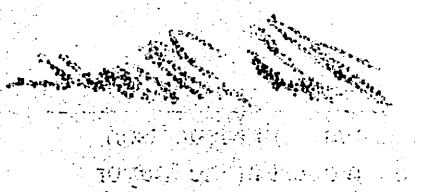
Sec. 2. The Council of the District of Columbia confirms the reappointment of:

Mr. Louis Ferguson
1409 Morse Street NE
Washington, DC 20002
(Ward 5)

as a consumer member of the Board of Psychology, pursuant to section 211 of the District of Columbia Health Occupations Revision Act of 1985, effective march 25, 1986 (D.C. Law 6-99; D.C. Official Code § 3-1202.11), for a term to end November 30, 2021.

Sec. 3. The Council of the District of Columbia shall transmit a copy of this resolution, upon its adoption, to the nominee and to the Office of the Mayor.

Sec. 4. This resolution shall take effect immediately.



THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

TO THE HONORABLE CHAIRMAN OF THE BOARD OF TRUSTEES
OF THE UNIVERSITY OF CHICAGO
FROM THE DEPARTMENT OF CHEMISTRY
CHICAGO, ILLINOIS

RESPECTFULLY REQUESTING THAT YOU
WILL CONSIDER THE FOLLOWING
MATTERS FOR YOUR INFORMATION
AND ACTION

1. THE PROGRESS OF THE RESEARCH
PROGRAM IN THE DEPARTMENT
DURING THE PAST YEAR
2. THE FINANCIAL STATEMENT
FOR THE YEAR ENDING
MAY 31, 1954

Yours very truly,
[Signature]

- Assist in principal's staff meeting with presentations and discussions;
- Assisted in principal's unstructured, structured, and mid-year conferences (with the consent of willing staff) related to classroom observations;
- Attended superintendent staff meetings;
- Attended, observed and evaluated principal mid-year performance review with supervisor;
- Observed, analyzed, and evaluated administrative negotiation skills and style related to local school stakeholders and department meetings, i.e., Wilson's Cabinet Meeting, SCAC, and faculty meetings, etc., and
- Participated in community ties with multi-cultural constituents involving scheduled evening community events to build community and parental support and involvement.
- Drafted professional instructional staff bulletins (Macfarland MS)

September 1998—June 2000

6th Grade Social Studies Teacher, Macfarland Middle School

- Instruct, facilitate, observe, assess, evaluate, and counsel students and parents regarding academic concepts, skills, and principles related to mathematic discipline
- Collaborated in the design and implementation of the school's disciplinary policy, practices, and procedures with voluntary faculty and staff;
- Collaborated in the design, implementation, and practices with the testing committee to increase student test scores;

September 1990—June 1998

1st, 3rd, 4th, 5th, and 6th Grade Classroom Teacher, Barnard Elementary School

Instructed, facilitated, observed, assessed, counseled, and evaluated students' academic understanding of the concepts and skills related to their studies in reading, language arts, mathematics, science, and social studies.

OTHER EXPERIENCES

- Trained and supervised volunteer teachers as Co-director of Sunday School; Unity Church of Washington, D.C.
- Participated as usher and member of choir, Unity Church of Washington, D.C.
- Designed and instructed program curriculum as Co-director of Sunday School;
- Assessed, analyzed, evaluated management concerns related to employee behavior or
- Observed, assessed, analyzed, evaluated and classified job descriptions related to their scope, complexity, and

responsibility of work assignments, as Classification Specialist, Department of the Navy;

- Assessed, analyzed, evaluated, and interviewed applicants related to job vacancies to determine qualifications and respective recommendations for most qualified candidates for certification, as Staffing Specialist, Department of the Navy;
- Veteran: United States Navy

PROFESSIONAL LICENSES

- DCPS Administrative Services Credential Standard Professional
- DCPS Professional Teaching License

PROFESSIONAL ORGANIZATION AFFILIATION

- Member, Phi Delta Kappa, George Washington University Chapter
- Member, The American Association of School Administrators (AASA)
- Member, American Federation of Teachers

- Assist Principal to facilitate faculty and staff meetings, LSRT, and SCAC meetings;
- Supervise in the management and operation of the school's Administrative Office in relations to support staffs' duties and responsibilities, i.e. typing and filing operation, servicing the faculty and students, and parents to supervising custodial staff related to cleaning and repairs to insure that a safe and conducive environment exist for optimum teaching and learning; and
- Engage in parent conferences to develop a working partnership for the effort to establish mutual academic and behavioral goals related to the ultimate success of the student/child; and
- Administrative liaison to America's Choice Reform Model personnel and local school personnel;
- Coordinate, collaborate, and facilitate developing academic strategies with Testing Committee to improve students' test scores;
- Review, assimilate, and compile data for America's Choice Reform Model Reports.

December 2005—August 2006

Assistant Principal, M.M. Washington, Career Senior High School (CSHS)

- Monitor instructional implementation of curriculum through routine informal and formal classroom observation; assessed and evaluated teaching strategies and effective practices; advise and support teachers elevate practicing "best practices;"
- Collaborate with Principal, teachers and, support staff to support student achievement by insuring quality of instruction was present, appropriate supervision by designated personnel of students were in place, observing, monitoring, and implementing the application of Chapter 25 related to student discipline to insure a healthy learning classroom environment exist;
- Analyze DC CAS data to understand and develop strategies to improve student achievement implemented through after-school tutorial supplemental services, systematic grade-level weekly sessions addressing students' strengths and weaknesses; etc.
- Interview, recommended prospective candidates for hire, and managed staff of educators and support staff related to classroom environment and instruction, and office procedures and practices;
- Facilitate faculty and staff meetings, LSRT, and SCAC meetings;
- Assist in the manage of the operation of the school related to the Main Office's duties and responsibilities, i.e. typing and filing operation, servicing the faculty and students, and parents to supervising custodial staff related to cleaning and repairs to

insure that a safe and conducive environment exist for optimum teaching and learning; and

- Hold parent conferences to develop a working partnership for the effort to establish mutual academic and behavioral goals related to the ultimate success of the student/child; and
- Review, assimilate, and compile data for LEA Annual Report.

September 2000–November 2005

6th Grade Mathematics Teacher, Macfarland Middle School

- Instruct, facilitate, observe, assess, evaluate, and counsel students and parents regarding academic concepts, skills, and principles related to mathematic discipline
- Collaborate in the design and implementation of the school's disciplinary policy, practices, and procedures with voluntary faculty and staff;
- Collaborate in the design, implementation, and practices with the testing committee to increase student test scores;

September 2004–Present

Building Representative for Chapter Unit, Macfarland Middle School

- Represent and present teacher concerns, relating to Union contractual compliances, to administration through oral dialogue and written communications;
- Facilitate oral and written communication with administrative staff and SCAC during monthly meetings addressing faculty concerns, as well as, monthly Chapter meetings with faculty;
- Counsel teachers concerning appropriate procedures related to work issues, etc.

October–June 2003

After–School for All Evening Program Coordinator, Macfarland Middle School

Design evening program containing work schedule for facilitators; rotational schedule of activities for students containing snacks, academic tutorial study sessions, and recreational activities, i.e., computer science, soccer and basketball, arts and crafts components, and mathematics workshops. This program also included a special partnership with the Building School Program which allowed students to integrate their creative talents with the practical applications of mathematics and design, as well as, a separate parent partnership component to increase parent involvement with the collaboration with the school social worker.

February–April 2002

Principal Internship, Stephen Tarason, Principal, Woodrow Wilson Senior High School

- Observe, analyze, and evaluate District high schools operating instructional programs through scheduled collaborative sessions cited as, citywide focus walks;
- Observe and analyze local school budget committee operating procedures and dynamics related to critical line-item dialogue, deliberation, and methods of aligning priorities;

Louis H. Ferguson

QUALIFICATIONS

Master of Science degree in Administration from Trinity College; After-School for All Program Coordinator; elected Building Representative of school chapter for WTU, administrative internship at Wilson Senior High School; chair of discipline committee, knowledge and understanding of student growth and development based on graduate and undergraduate studies, as well as practical classroom experience; knowledge and understanding of organizational systems based on being an elected member to the Local School Restructuring Team (LSRT), elected member to School Chapter Advisory Committee (SCAC), and practical classroom teaching experience; knowledge and understanding of the dynamics of a diverse student population, neighborhood community, and diversity within the work force of an urban setting for over fourteen years, as well as, numerous conferences and special events involving multi-cultural awareness and sensitivity.

EDUCATION

Master of Science Degree in Administration, May 2002, Trinity College
Bachelor of Science Degree in Elementary Education, June 1979,
University of Maryland

PROFESSIONAL EXPERIENCE

October 2009---Present
Retired

October 2007–October 2009 (RIF)
Assistant Principal, Leckie Elementary School (ES)

- Monitor instructional implementation of curriculum through routine informal and formal classroom observation; assessed and evaluated teaching strategies and effective practices; advise and support teachers elevate practicing “best practices;”
- Collaborate with Principal, teachers and, support staff to support student achievement by insuring quality of instruction was present, appropriate supervision by designated personnel of students were in place, observing, monitoring, and implementing the application of Chapter 25 related to student discipline to insure a healthy learning classroom environment exist;
- Analyze DC CAS data to understand and develop strategies to improve student achievement implemented through after-school

- tutorial supplemental services, systematic grade-level weekly sessions addressing students' strengths and weaknesses; etc.
- Interview, recommended prospective candidates for hire, and managed staff of educators and support staff related to classroom environment and instruction, and office procedures and practices;
- Assist Principal to facilitate faculty and staff meetings, LSRT, and SCAC meetings;
- Supervise in the management and operation of the school's Administrative Office in relations to support staffs' duties and responsibilities, i.e. typing and filing operation, servicing the faculty and students, and parents to supervising custodial staff related to cleaning and repairs to insure that a safe and conducive environment exist for optimum teaching and learning; and
- Engage in parent conferences to develop a working partnership for the effort to establish mutual academic and behavioral goals related to the ultimate success of the student/child; and
- Administrative liaison to America's Choice Reform Model personnel and local school personnel;
- Coordinate, collaborate, and facilitate developing academic strategies with Testing Committee to improve students' test scores;
- Review, assimilate, and compile data for America's Choice Reform Model Reports.

August 2006 - October 2007

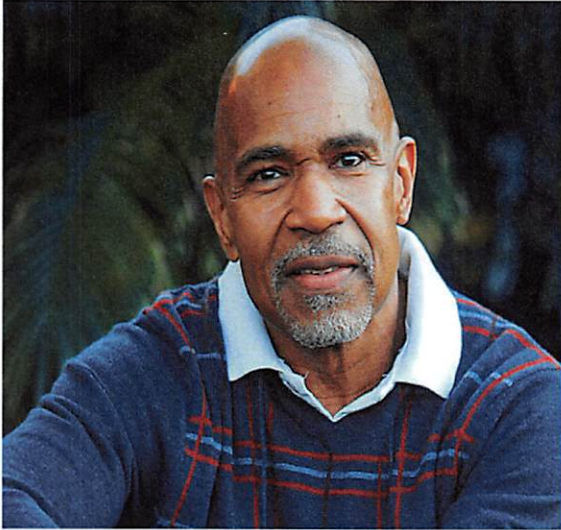
Assistant Principal, Anacostia Senior High School (SHS)

- Monitor instructional implementation of curriculum through routine informal and formal classroom observation; assessed and evaluated teaching strategies and effective practices; advise and support teachers elevate practicing "best practices;"
- Collaborate with Principal, teachers and, support staff to support student achievement by insuring quality of instruction was present, appropriate supervision by designated personnel of students were in place, observing, monitoring, and implementing the application of Chapter 25 related to student discipline to insure a healthy learning classroom environment exist;
- Analyze DC CAS data to understand and develop strategies to improve student achievement implemented through after-school tutorial supplemental services, systematic grade-level weekly sessions addressing students' strengths and weaknesses; etc.
- Interview, recommended prospective candidates for hire, and managed staff of educators and support staff related to classroom environment and instruction, and office procedures and practices;



Executive Office of the Mayor - Office of Talent and Appointments
John A. Wilson Building | 1350 Pennsylvania Avenue, Suite 600 | Washington, DC 20004

Louis Ferguson



Mr. Ferguson is currently retired assistant principal and is a current member on the Board of Psychology.

Most recently, Mr. Ferguson was an Assistant Principal at Leckie Elementary School in Washington, DC and was responsible for monitoring the successful implementation of curriculum through classroom observations. He collaborated with the principal, teachers, and external stakeholders to support and enhance student achievement and goals. Mr. Ferguson was previously the Assistant Principal at Anacostia and M.M. Washington Career Senior High Schools and a teacher for eight years prior to serving in an administrative capacity.

A Ward 5 resident, Mr. Ferguson received a Bachelor of Science in Elementary Education from the University of Maryland and a Master of Science in Administration from Trinity College.



GOVERNMENT OF THE DISTRICT OF COLUMBIA
Executive Office of Mayor Muriel Bowser



Office of the General Counsel to the Mayor

To: Lauren Vaughan, Steve Walker
From: Betsy Cavendish
Date: August 10, 2018
Subject: Legal sufficiency review of Mayor's Order reappointing Louis Ferguson as a member of the Board of Psychology

This is to Certify that this office has reviewed the above-referenced Mayor's Order and found it to be legally unobjectionable. If you have any questions in this regard, please do not hesitate to call me at 202-724-7681.

A handwritten signature in black ink that reads 'Elizabeth A. Cavendish'. The signature is written in a cursive style.

Elizabeth Cavendish