



ZACHARY JAMES ACREE

CERTIFIED EDUCATIONAL LEADER and NY STATE EDUCATOR

646-283-4117

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New York, NY

PROFESSIONAL PROFILE

As an educational leader, I strive to seek out new challenges and learning experiences to better myself both professionally and personally. This mindset has allowed me to thrive in a variety of education settings, each of which informing and developing my pedagogical skills as a whole classroom educator and organizational leader. I continue to seek further opportunities to advance these skill sets in order to better serve students and the larger communities in which they live.

CORE PROFICIENCIES IN EDUCATION

Operational Proficiencies: Professional Development Facilitation, Curriculum Design, Building Collaborative School Culture, Team Building Strategies, Staff and Community Stakeholder Conversations, Execution of School-wide Initiatives, Intervisitation Facilitation.

Technological Proficiencies: Google Drive, Kinvoled, Google Classroom, Zoom, Go Formative, Jupiter, Microsoft Teams, Adobe Premier, Achieve 3000, Read Theory, CommonLit, Sora, OKSensay, Stars Classroom, Final Draft and many others.

EDUCATION

Stony Brook University
Spring 2025
Advanced Graduate Certificate
in Educational Leadership

City College
2018
M.S. Education

The Graduate Center CUNY
2017
M.A. Liberal Studies

Catawba College
2008
B.A. Philosophy and Religion

CERTIFICATIONS

NY StateTeacher
Professional Certificate
K-12 ENL

School Building Leader
Initial Certificate (June 2025)

School District Leader
Initial Certificate (2025)

LANGUAGES

Mandarin Chinese
Intermediate Proficiency

EDUCATIONAL LEADER EXPERIENCE

M394 - Emma Lazarus High School **September 2016 - Present**
New York, New York

I began serving the Emma Lazarus community as a New York City Teaching Fellow and have since held the following roles:

Peer Collaborative Teacher (2023–present)

- Hosts lab classroom visits and experiments with a variety of research-based instructional strategies, curricula, and teaching methods.
- Serves as a ‘lead learner’ by facilitating ongoing cycles of collaborative action research in the form of student learning inquiry.
- Articulates instructional choices and supports colleagues to take innovative steps in the selection of instructional strategies, lesson planning, and task design.
- Analyzes impact of professional learning on student outcomes.
- Launches collaborative action research from the lab classroom by inviting colleagues to explore instructional practice.
- Facilitates ongoing reflective conversations with school leaders and colleagues to establish trust, promote buy-in, and optimize adult and student learning opportunities.

District-wide Teacher Mentor: Transfer High School Network (2024-present)

- Partners 1:1 with colleagues as mentor in order to establish and pursue pedagogical goals through reflection, classroom visits, lesson planning, and task design.
- Fosters collaborative relationships with district colleagues and school leaders by employing strategic communication loops, asset-based lenses, appropriate boundaries, and reliability.
- Anchors teacher-team inquiry in lab classroom visits by inviting colleagues to explore instructional practice and engage in action research.
- Researches and experiments with structures, protocols and tools to support positive and effective teacher-team environments.

Instructional Leadership Team (2016-present)

- In concert with staff, researches and experiments with pedagogical strategies.
- Collects and synthesizes pedagogical resources for the teaching staff to learn from and implement in their own classroom.



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PROGRAMS

Assistant Principal Pipeline (2024-2025)

Received monthly hands-on training in the myriad duties of assistant principals

District-wide Teacher Mentorship Program (2024-Present)

Assigned to mentor other ELA/ENL teachers across the district through strategic partnerships

Learning Partners (2018-2019)

Participated in a city-wide initiative wherein schools across the city shared best practices and supported student learning through professional development, teamwork, and school visits

Camp Counselor

Led student groups in YMCA Camp Mason, NJ and Club Getaway, CT

Early Intervention Small Group Leader

Taught small group ESL instruction for Mandarin Speaking Newcomer Students prior to school opening

EDUCATIONAL EXPERIENCE CONTINUED

Herald Elementary School Seoul, South Korea

August 2012 - October 2013

I had the honor of serving as an educator in South Korea, where I held the following role:

Dual Language Teacher (2012-2013)

- Taught ESL and ELA for grades 1, 2, and 5 in a dual language classroom setting (Korean and English).
- Designed curriculum for grades K-8.
- Onboarded newly hired staff by connecting them with school building leaders and the resources in order to set them up for success upon starting their positions.
- Acted as a liaison between Western, English speaking staff and Korean staff, including the remediation of cross-cultural conflicts.

Hess International Educational Group Taipei, Taiwan

February 2010 - July 2012

Upon finishing undergraduate studies, I worked as an educator in Taiwan, where I held the following role:

Dual Language Teacher (2010-2012)

- Taught ESL and ELA to grades K-12 in a dual language classroom setting (Chinese and English)
- Recruited, mentored, and evaluated native English speaking teachers.
- Led English teacher meetings and professional development sessions.
- Facilitated bilingual school events for students and families.
- Acted as a liaison between Western, English speaking staff and native Taiwanese staff, including the remediation of cross-cultural conflicts.
- Organized and hosted open houses for prospective families, resulting in clear increases in enrollment.

TUTORING EXPERIENCE

Jessica Tisch Family New York, New York

October 2022 - Present

I currently serve as an on-call tutor for their sons, both of whom attend Collegiate School.

- Tutor Science, Math, History, and English for grades 3-12, emphasizing test preparation, meta-cognitive strategies, and developing critical thinking skills.
- Regularly provide error analysis and learning strategies for their evolving academic needs.

REFERENCES AVAILABLE ON REQUEST:

- Michael Giovacchini
Principal of Emma Lazarus High School
- Jessica Tisch
NYPD Commissioner
- Dr. Joel Heckethorn
Principal of Bronx Community High School
- Nolan Sullivan
Colleague: Emma Lazarus High School