



**National Association of
School Superintendents**
United in Common Purpose: Each Other's Success

Name

Dr. Jordan Cox, Ed. D., Superintendent

Current School District and Location

Commack Union Free School District
Commack, N.Y.

[Click here for the Commack School District Website](#)

INTRODUCTION

Dr. Jordan Cox has transformed the educational experience for Commack Union Free School District students since his ascendance to the superintendent's role in July 2022. Dr. Cox has introduced real-life learning environments throughout the district — including a financial literacy lab, mock courtroom, and soon-to-debut replica emergency room at the high school, as well as a working farm for elementary-school-age students. That transformation allows students to sample careers before they graduate and to connect their coursework to the real world.

Education

Dr. Cox holds a bachelor's degree from Long Island University C.W. Post Campus and a Doctor of Education in educational leadership and administration from St. John's University.

Experience

Dr. Cox brings more than 20 years of experience in public education to the superintendent's role. He previously worked as the district's executive director of instructional services for four years.

Dr. Cox began his educational career as a teacher in the nearby Harborfields Central School District. There, he went on to become an administrator, eventually serving as the district's executive director for instructional services.

He has extensive experience overseeing the K-12 curriculum, district-wide professional development, fiscally responsible budget practices, staff evaluation, technology, ENL, state reporting, UPK, guidance, assessments, and the student information system.

Click here for Jordan Cox's LinkedIn profile: [Dr. Jordan Cox, Ed. D.](#)

Outstanding Achievement(s)

Under Dr. Cox's leadership, Commack Schools has become a model for curriculum throughout New York State. For example, New York State Board Regent Roger Tilles recently toured the district's innovative spaces and invited Commack High School's financial literacy teacher, Peter Myers, to join the

state Department of Education's Financial Literacy Advisory Committee. In essence, because Commack is at the vanguard of financial literacy coursework, the state is using our district as a model for a statewide financial literacy requirement to be introduced in 2026-27.

Commack's transformative model includes creating schools within Commack High School, such as a School of Law, School of Medicine, School of Education, and School of Liberal Studies. Students will be presented with clusters of elective courses that will allow them to focus on areas of interest and to test drive careers. Internships are central to the experiential learning model, with aspiring teachers getting the chance to contribute in the district's primary school classrooms and other students interning with local organizations, including Huntington Hospital.

AN INTERVIEW

Tell us about how you see today's superintendent.

The demands of today's superintendent are unprecedented, including being fiscal stewards amid reduced state funding. In Commack, we have been invested heavily in our students, while at the same time conservative in our finances. That has allowed the district to navigate reduced funding levels without affecting staffing levels or diminishing our services. A superintendent today also needs to utilize modern communications tools to keep all of our constituents, students, staff, parents, and residents/taxpayers informed in an environment in which speed is essential, and information sources are more diffuse.

What new understandings did you acquire after two or three years on the job?

Building consensus has always been important to me, but my experience as superintendent has underscored the essentialness. As a district, we have embraced the teachings of leading educator George Couros, who spoke at our Superintendent's Conference Day to launch the school year on topics including embracing innovation.

Share an idea to use or something you've learned with your colleagues.

Transforming spaces from the traditional institutional model has tangible benefits. For instance, our redesigned high school cafeteria features a variety of seating arrangements, including cushioned chairs, high-top and low-top tables, and diner-style booths. This diversity allows students to choose a space that suits their needs, creating a welcoming and dynamic dining environment. Watching students enjoy themselves and take pride in these spaces is incredibly rewarding.

Submitted by:



Name/Signature

March 18, 2025

Date