

Evans Newton Inc. – Comprehensive Instructional Reform

June 15, 2015

ISBE SIG 1003(g0

Update for Evans Newton Incorporated

Contact Information:

Company: Evans Newton Incorporated
Address: 15721 N. Greenway Hayden Loop, #100
Scottsdale, AZ 85260
Phone: 480-998-2777
Fax: 480-951-2895
CEO/Owner: Jamie Piotti
Email: jpiotti@evansnewton.com
FEIN: 22-2050511

Contact Person 1: Deborah Miller, Executive Vice President
Address: 15721 N. Greenway-Hayden Loop, #100
Scottsdale, AZ 85260
Phone: 480-998-2777
Fax: 480-951-2895
Email: dmiller@evansnewton.com

Contact Person 2: Kathy Caldwell, Project Implementation Manager
Address: 15721 N. Greenway-Hayden Loop, #100
Scottsdale, AZ 85260
Phone: 480-998-2777
Fax: 480-951-2895
Email: dmiller@evansnewton.com

EVANS NEWTON INCORPORATED PERSONNEL UPDATES

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EVANS NEWTON MANAGEMENT

Jamie Piotti. Jamie Piotti is Owner and Chief Executive Officer of Evans Newton Incorporated. She also is Founder and President of The Foundation for Educational Opportunity, a non-profit organization, providing scholarships to students. She has dedicated her life to transforming education in America and underserved schools. She joined ENI over 25 years ago and purchased the company in 1977 and has been leading the company in working with hundreds of districts over the years in pursuit of increasing student achievement.

Deborah Miller. Deborah Miller has over 30 years' experience in all facets of business management and strategy, including finance, operations customer service, and human resources. Deborah joined ENI in 2001 and is responsible for providing leadership and management ensuring the customer achieves results and value expected for the investment in ENI solutions.

Kathy Caldwell: Kathy is an ENI Project Manager. She served twenty-nine years in various administrative and teaching positions in the Wichita Public Schools, the largest and most diverse district in the state of Kansas. She served as assistant superintendent for curriculum, instruction, and assessment to create a new graduation diploma system and high stakes benchmark assessments for reading, writing, and mathematics. She directed the district's early childhood programs, library media services, and K-12 reading programs, and served as an elementary principal, reading specialist, and classroom teacher.

EVANS NEWTON TURNAROUND ADVISORS

Dr. Victoria Bernhardt. Dr. Bernhardt, an award-winning researcher and author, is Director of the Education for the Future Initiative for The Department of Professional Studies in Education, California State University. She is an expert researcher and conducts workshops on school improvement, leadership and data-related strategies. She has worked with over 1,000 urban, suburban, and rural schools and serves as a senior advisor for Evans Newton.

Dr. Kim Scott. Dr. Scott is an Associate Professor in the College of Liberal Arts and Science's School of Social Transformation at Arizona State University and conducts research on the impact of the ENI Turnaround and Transformation process. She has a keen interest in race, ethnicity, social class, and gender issues as intersecting variables. Dr. Scott was named a STEM Access Champion of Change at the White House in February 2014, which honors people who support and accelerate STEM opportunities for African-American students, schools and communities.

EVANS NEWTON TEAM OF CONSULTANTS FOR PROJECT MANAGEMENT and INSTRUCTIONAL COACHING

Faith Alexander: Faith has over ten years of state and district level instructional leadership experience in urban school districts. Her experience include: cabinet level support to the superintendent for coordinated critical initiatives, including project management, policy development, strategic planning, implementation and evaluation of charter school teams, and communication of curriculum, assessment, and instruction. In her work at ENI, she ensures delivery of coherent, data-driven, research-based consultant services and impactful support.

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Darlene Bassett. Darlene's career in education spans three decades in the public and private sectors with national and international consultant experience at the elementary, middle school, high school, and university levels. She has a notable experience, as a distinguished educator and literacy coordinator for the Department of Education, Maine, literacy facilitator and reading recovery teacher leader in Virginia, and International Reading Association delegate to China. Her professional development focuses on effective instruction, assessment, and the collaboration necessary for successful literacy across all content areas, differentiated instruction in literacy, ELL, and coaching, and guided inquiry in the content areas.

Dr. Deborah Cotton. Deborah is a leadership and instructional coach at Evans Newton. She has served as a classroom teacher, elementary principal, education consultant, and a specialist at the AZ State Department of Education. She has extensive experience in federal programs, school improvement, teacher and leadership training, multicultural education, and assessment. Additionally, she has conducted needs assessment for district and school programs.

Neil Cowan. Neil Cowan is an ENI consultant with a consulting background in Learning Sciences International and the Education connection and several Connecticut Regional Education Service Centers. He served as an instructional coach and consultant at middle and high levels and as a technical data coach and state coordinator for Library Media Services in Connecticut. In his work, Neil has created courses, wrote curricula and project-based learning units for English and Communications courses. He has served as an English department chairperson, language arts teacher.

Dr. Valerie Dickerson. Dr. Dickerson is an instructional coach at Evans Newton. She has special education certification and is a seasoned administrator and elementary and middle school educator, working in suburban and rural schools with high poverty and special education populations. She led initiatives to support shared leadership governance and staff training in data-driven instruction, differentiated instruction, and intervention.

Juanita Douglas. Juanita taught for twenty-eight years in Houston Independent School District and held several positions as: Grade Level and Math Department Chairperson, Middle School Math Coordinator, Project GRAD Facilitator, mentor teacher, Summer School Bridge Teacher and Teacher of the Year. Her focus at ENI is to support the mathematics efforts, including: coaching teachers and math consultants, writing curriculum, analyzing testing data, creating assessment items, teacher demonstration lessons, and providing professional development to teachers and administrators.

Richard Gianni. During his more than twenty years as a national and international educator, Richard Gianni has served in a variety of roles, including teacher, content developer and writer. He has also served in school management and leadership positions and has an extensive background in professional development and leadership training. Richard has successfully worked with administration, department heads and teachers on instructional strategies, best practices, and at-risk students.

David Hedges. David has diverse accomplishments nationally as a leader, educator, instructional coach, professional development designer and facilitator. His professional experiences are centered on student, teacher and organizational success: process alignment, data analysis, instructional planning, content coaching, teacher coaching, and administrative coaching. He has served as a site administrator, district staff developer and AVID Facilitator and coordinator.

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Mary Ellen Isaac. Mary Ellen is a former vice president for leadership development in Jacksonville, FL and Chief Academic Officer and Assistant Superintendent for Elementary Education for Elementary Education and School Improvement in the Wichita public Schools in Kansas. She has extensive knowledge and experience in leadership development, PLC support, strategic planning, and staff development. She has training certification in Success for All, Data Driven conversations, Making Standards Work, and Leadership Development Process.

Mamie Jay. Mamie Jay is a 30 year veteran in public school education with professional development and coaching experience at the school and district level. She has experience as an elementary school principal, assistant superintendent, assistant principal, and resource teacher. She provides leadership training and support that leads to schools achieving AYP, student proficiency. Mamie has certification in: Classroom Instruction that Works, Nine High Yield Strategies, and Principal Assessment Training.

Samiha Lamerson. Samiha is an educator with more than twenty-two years of experience in private and public school systems, as well as industry. Her expertise is in instructional technology integration, Instruction, curriculum and assessment implementation, instructional design, and project management in large urban school districts. She has extensive management experience in implementing instructional and coaching programs in school districts with low-performing schools and develops implementation plans to ensure alignment of instructional resources with district and schools' priorities and strategic plans. She oversees reporting procedures, conducts on-site observations, provides leadership training, and manages educational consultants.

Susie Meyer. Susie Meyer has served in a variety of curriculum and implementation roles at Evans Newton: Senior Educational Consultant, Project Manager, and Director of Implementation, Planning & Support. As a senior consultant, she delivered standards-based professional development and managed all aspects of customer projects. In her work in the Curriculum and Assessment department, she created incremental assessments, curriculum instructional strategies and deep textbook alignments and supported the development of ENI's CommoncoreNOW product line

Monique Micheaux. Monique has her doctorate in Curriculum and Instruction and a Masters of Science in Chemistry. She specializes in robotics, literacy, school reform and hands-on lab instructional methods. As an education consultant, her professional development services include: STEM content integration and engineering design and integration, best practices, common core transition/implementation, leadership development, strategic planning and curriculum development. She has served as an associate program officer for the Texas STEM initiative, as a science supervisor, technology expert, district administrator and teacher.

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Kim Purcell. Kim is a consultant and staff development specialist at Evans Newton. Her work includes leadership and classroom teacher coaching with emphasis on data-driven instruction and delivery in standards-based classrooms. Her services include designing assessment measures to match local and state grant requirements as relates to reading and mathematics. She has extensive national and international experience and has certification in strategic planning and school improvement, higher order thinking, cooperative learning, and working with students “at risk.”

Christine Richter. Christine has served as program director and instructional specialist for Mathematics, Science, and Special Education, high school administrator and Alternative High School math and science teacher. She has extensive experience in special education, differentiated instruction, backward design, inquiry-based curricula, and STEM.

Crystal Wash. Crystal has fifteen plus year of district, university, and school leadership experiences which lead to increased student achievement in all core subjects. She is experienced in turnaround leadership and has worked with teachers and administrative teams to improve instruction. Her background of experiences include: school leadership project consultant, principal calibrator of Educator effectiveness, turnaround vice principal and academic improvement coach in the Chicago.

Elizabeth White. Elizabeth is an ENI curriculum and Assessment consultant who has extensive science and math alignment expertise. She has conducts research on common core, state standards, and Next Generation Science standards. She conducts curriculum and textbook curriculum alignment and curriculum guides and maps for school districts and delivers curriculum mapping and classroom coaching services at Evans Newton. Her educational experiences include elementary, middle, and high school level science, physics, and chemistry instruction.

Patricia Wicks. Patricia has over three decades of experience in education, teaching, management, and educational coaching. She is an executive level coach with experience in curriculum, designing and delivering professional development, and facilitating engaging webinars. Patricia has a proven record of success in delivering comprehensive curriculum and coaching solutions to administrators and teachers in districts across the country.

Planning and Pre-Implementation

Situation Analysis:

As a first step in developing an improvement implementation plan, the Evans Newton project manager conducts an extensive situation analysis of the following areas:

- A three-year historical overview of state test results
- The district’s aligned curricula to state standards
- The quality of teaching and learning and use of formative and summative data
- The system of tiered academic and behavior support
- Condition of school culture and climate
- Professional development events and outcomes
- Community and parent communication and engagement strategies

District Planning

The Situation Analysis report serves as a framework for developing district and school level implementation plans. The ENI project manager works first, with a district level advisory committee to review the school profile(s) and establish targets for improvement, expectations, roles/responsibilities, timelines, and communication procedures. The evaluation process is developed to include both formative and summative processes for monitoring and reporting results.

School Level Planning

The final district implementation plan and respective school profiles are rolled out to each school leadership team for purposes of focusing their improvement efforts and establishing school level targets for improvement, and specific strategies that will serve to build the capacity of teachers and improve student achievement.

On-Going Services

All ENI services are aligned to the priorities of the district implementation plan and school priorities. Monthly and weekly virtual and on-site communication services with ENI project managers assure that that the implementation plan and ENI services are “on track.”

Evidence of Effectiveness

2014-15 ENI Program Reviews, North Chicago School District 187, Neal Math and Science Academy.

Operational Flexibility

ENI Transformation Specialist

As districts and schools are authorized to adjust staffing, calendars/time, and budgets to implement fully a comprehensive approach to substantially improve student achievement outcomes, an ENI transformation specialist is based at the school to provide weekly support to all aspects of the implementation plan and monitor the implementation.

The transformation specialist's regular presence serves to build a trust relationship in the school and develops staff and leadership capacity to effectively use data to inform administrative and instructional decisions and implement strategies that impact the quality of teaching and learning.

The basic responsibilities of the transformation specialist include the following:

- Audits data (achievement, attendance, discipline, budget, etc.) and resources (human capital and instructional) to make recommendations for change/ improvement.
- Works with district and school administration to plan and implement changes in achievement, attendance, discipline, budget, etc.
- Monitors the overall culture and climate of the school; confronts practices that are counter-productive to improving student achievement.
- Defines roles and responsibilities and establishes protocols for planned change with principals, and shared leadership teams.
- Identifies systems for prevention and intervention to ensure achievement for all students.
- Models/Chairs the shared leadership team with school administrators; supervises coaching, professional learning community, and parent involvement processes.
- Conducts weekly classroom walk-throughs with administrators and members of the leadership team, to provide feedback on areas of success and needs.
- Conducts job-embedded professional development services.
- Conducts monthly review of summative and formative assessment data.
- Summarizes current situation/progress on the SIG grant requirements for district and state audits.

ENI Transformation Specialist Requirements

ENI transformation specialists have both district and school level administrative certification and experience. They have excellent communication and decision-making capabilities and have extensive training and certification in leadership and coaching.

Evidence of Effectiveness

2014-15 ENI Program Reviews, North Chicago School District 187, Neal Math and Science Academy.

Valerie Pientka, Transformation Officer, Neal Math and Science Academy, North Chicago Community Unit School District 187, 847.689.8150 vpientka@d187.org

Extended Time

The ENI Transformation Specialist assists the school to enhance and improve the before, during, and after school intervention programs using Open Educational Resources (OER) available 24/7 to all students. By training teachers to use this rich library of free resources, it reduces the reliance on using funds that will not be available after the three-year grant funding period and guarantees sustainability of the programs.

The ENI Transformation Specialist works with the school Leadership Team to meet the requirements to establish an extended time program:

- Identify systems for prevention and intervention to ensure achievement for all students
- Employ research-based curriculum and strategies, and blended learning environments for corrective and accelerated instruction for extended time programming.
- Use individual student qualitative and quantitative data to define extended time for learning and ensure student mastery on essential learning.
- Ensure communication and collaboration of staff to plan interventions that meet the individual needs of students.
- Identify tools to streamline and triangulate data to monitor student learning and identify student at-risk for non-attendance or dropping out.

Monitoring the Success of Extended Learning Programs

The ENI Transformation Specialist conducts weekly program walk-throughs and summarizes results monthly and quarterly data to monitor program extended day program effectiveness. The specialist summarizes and organizes the data to include in a written report with supportive data to ensure the requirement of the SIG grant are met and that adjustments and next steps are identified to ensure continuous improvement.

Evidence of Effectiveness

2014-15 ENI Program Reviews, North Chicago School District 187, Neal Math and Science Academy.

Comprehensive Instructional Reform

Curriculum Alignment and Mapping

An aligned written, assessed, and taught curriculum is the foundation for Comprehensive Instructional Reform. ENI curriculum experts audit the district’s curriculum, review curriculum frameworks, and work with district teams to develop or revise components to ensure an aligned curriculum-assessment-instruction system—mapped to state and national standards.

Shared Leadership Teams Training and Support

For the full implementation of Comprehensive Instructional Reform, ENI provides training and protocols to develop effective Shared Leadership Teams to assume leadership roles in the school improvement processes. ENI coaches support leadership teams to examine research-based instructional strategies, set targets and goals for improvement; monitor change; analyze student achievement data, and improve the quality of teaching and learning as well as guide the intervention and prevention programs and processes.

Professional Learning Communities Training and Support

To build teacher capacity and ultimately improve student achievement, teachers and leaders need to collaborate, analyze data, and align resources and strategies to meet the individual needs of students. ENI coaches provide structured protocols and support for PLCs then work to bridge and connect the work of the Shared Leadership Team and Professional Learning Communities.

Coach2Coach Training and Support

The ENI Coach2Coach training is designed to transfer the knowledge and strategies employed by ENI coaches to district and school-based coaches. It serves to support the implementation of Common core, nurture the growth of individual teachers and PLCs, and ultimately improve the overall quality of teaching and learning.

Prescriptive Coaching Services

ENI’s Prescriptive Coaching for principals, coaches, and teachers, is a learn-and-apply approach to support quality teaching and learning. ENI coaches conduct walk-throughs and provide feedback with recommendations for improvement, demonstrate/model research-based strategies in the classroom setting, and identify resources for improved instruction in the classroom and intervention settings.

Evidence of Effectiveness

2014-15 ENI Program Reviews, North Chicago School District 187, Neal Math and Science Academy.

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Job-embedded Professional Development

Job-embedded Data Driven Processes

ENI supports the following job-embedded data-driven processes in support of SIG grants:

- Support Professional Learning Communities and Shared Leadership Teams to develop and monitor goals, guide standards-based instruction, and student interventions.
- Make informed curriculum, assessment, instructional decisions.
- Monitor progress for individual students needing strategic interventions and for each teacher needing coaching and professional development support.
- Analyze achievement data, parental engagement and identify student who are at-risk

Job-embedded ENI Coaching

ENI coaches work side-by-side with principal, district coaches, and classroom teachers, to develop the practical skills needed to fully guide and mentor teachers.

For teachers, interventionists, and district coaches, ENI coaches provide in-classroom observations, demonstrations, and support so that they can learn and apply strategies simultaneously and immediately. They learn how to use formative and summative data to design and deliver quality instruction, co-teach, and utilize resources and strategies effectively.

For principals, Shared Leadership Teams, and Professional Learning Communities, ENI coaches work within the structures to establish collaboration, effective, and productive outcomes, make data-driven decisions, conduct quality walk-throughs, and plan professional development that relates to the specific needs of teachers and staff.

Job-embedded Project Management

ENI project managers conduct monthly virtual and quarterly on-site program reviews with district and school administration. In the review process, project managers review formative and summative data, conduct classroom walk-throughs, and attend shared leadership and/or professional learning community meetings to identify areas of success and areas of need. Project managers summarize and organize materials in a written report with supportive data and conduct review with district and state representatives to ensure the requirement of the SIG grant are met and that adjustments and next steps are identified to ensure continuous improvement.

Evidence of Effectiveness

2014-15 ENI Program Reviews, North Chicago School District 187, Neal Math and Science Academy.

Use of Data to Drive Instruction

Post-Assessment Debriefing Process

ENI job-embedded professional development services organize teachers in vertical and horizontal teams to ensure grade level units of study align in terms of content, learning progressions, and grade level units of study. Once alignment is ascertained, a review of the summative and formative data that supports instruction is examined to ensure lesson plans support differentiated instruction and intervention services meet the needs of individual students.

The ENI Post Assessment Debriefing process and training support Professional Learning Communities, interventionists, and individual teachers in the use of formative student achievement data. This process makes it easier for teachers to deepen their understanding of the standards, cooperate and work together for the benefit of students-in-need, and grow collectively as a team and individually as a professional.

Data-Driven Leadership Walk-through Process

ENI leadership training includes an in-depth walk-through process to ensure a common language and understanding of the “look-for’s and a uniform process for observing and reporting results. Principals are trained to translate their observations and communicate results/provide feedback in a way that supports grade level teams and individual teachers to grow professionally and productively. This reflective practice produces a healthy culture and climate for building teacher capacity and student achievement improvements.

Project Management and Program Reviews

The ENI project manager analyzes and summarizes qualitative and quantitative data on a quarterly basis in a written report for the school, district, and state department review of progress-to-date. The report highlights areas of success and areas of challenge/need including recommendations for improvement and next steps.

Evidence of Effectiveness

2014-15 ENI Program Reviews, North Chicago School District 187, Neal Math and Science Academy.

Program Monitoring

Program Review, Monitoring, and Planning

ENI recognizes that to positively impact the achievement gap, continuously improve the quality of teaching and learning, and work toward sustaining school improvement efforts, there must be solid monitoring structures and processes in place with specific feedback for improvements to district and school administration. The ENI project manager is responsible for keeping the program reviews which serve to keep implementations “on track” in the following areas of school improvement/transformation:

- Analysis of student formative assessment and benchmark results on a routine basis
- Use of data to differentiate instruction, re-teach, and employ effective instructional assessment strategies in the classroom to ensure student mastery of the standards.
- Effectiveness of Response to Intervention process to meet the individual needs of students
- Analysis of classroom walk-through data to determine individual teacher and grade level needs for support and resources.
- Review of professional learning community and shared leadership processes and outcomes.
- Oversight of professional development services, outcomes, and application results.
- Analysis of the change and continuous improvement strategies and outcomes

ENI consultants provide weekly reports of leadership and teacher coaching services to keep the district and principals apprised of the specific services provided, the status of the needs of individual teachers, professional learning communities and shared leadership teams. ENI consultants conduct routine Post Assessment Debriefing sessions with professional learning communities or grade level teams to review and analyze assessment reports to track individual student achievement on the standards.

The manager conducts monthly virtual guided discussions and quarterly on-site reviews with written reports, that include: an analysis of student achievement results, teacher and student growth indicators, the effectiveness of professional learning communities and shared leadership teams, school-based interviews with principals and their shared leadership teams, and classroom walk-throughs. Additionally, the ENI Implementation rubric is used to track the effectiveness of the strategies and change factors as relates to continuous improvement and transformation.

Evidence of Effectiveness

2014-15 ENI Program Reviews, North Chicago School District 187, Neal Math and Science Academy.

Sustainability

Instructional Leadership Training

ENI's instructional leadership series includes proven strategies for moving and supporting district and school leaders from implementation to full implementation to systemic sustainability within a three-year timeframe. Each phase of leadership training is a focus on developing behaviors and incorporating research-based strategies that will increase student achievement and close achievement gaps; each session includes a capacity-building coaching session to enable leaders to learn and apply to create sustainable change.

- Establish school-wide goals and expectations to dramatically improve achievement
- Ensure that decisions which impact student learning are based on both qualitative and quantitative data and multiple sources of data inclusive of disaggregated data
- Utilize research-based strategies that will have the greatest impact on improving the quality of teaching and learning
- Monitor the program for improved teacher capacity and student achievement

Phase One: Developing Instructional Leaders

Five leadership modules that begin with a systematic implementation of learning walks: analyzing walk through data, calibrating the evidence of effective instruction, communicating the results, and making programmatic and organizational decisions based on the data. This phase lays the groundwork for monitoring standards-based change, develops instructional excellence, and provides an important pathway toward sustainable change in the school.

Phase Two: Performance-based Leadership

These five leadership modules engage instructional leaders in a “hands-on” transformation project that applies to their school situation. The modules include: Leadership Behaviors and Skills; Creating and Leading Change; Measuring and Tracking Change; Establishing Sustainability; and Evaluation and planning for next year. Each module is followed with ENI coaching support. The outcome is the development of a plan for sustaining the implementation beyond year 2 of the SIG grant.

Optional: Executive Leadership Development and Support

This training includes six sessions to foster strong leadership among the district executives so they can be catalysts for systemic and sustainable school transformation.

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Lead Partner

Evans Newton Incorporated (ENI)

Since 1973, Evans Newton Incorporated has maintained a successful record of working in districts across the nation to provide the highest quality of professional development services and educational products in support of education reform.

ENI's operating philosophy is: "one size does not fit all, and there is no cookie-cutter solution for school improvement." Therefore, we always begin our work with an analysis of the school's achievement data and existing functions, structures, and processes. Our services are research-based and focused and targeted on helping each school meet the requirement of their SIG grant and achieve their stated goals.

Key to the success of ENI's work with districts and schools is the quality and experience of staff. ENI project managers and consultants have extensive knowledge and experience in school improvement, transformation, and turnaround—many have worked with state departments, as well as districts and individual schools. The priorities of ENI support teams are always customized to each school's needs, diagnosing achievement challenges, and helping teachers and leaders improve their practice. All team members have curriculum expertise, coaching experience, and hold specialist and/or administrative credentials.

Evans Newton offers a full suite of products and services that enable schools to deliver quality instruction and intervention services. The curriculum products include: FrameworkGUIDES, Strategy, Fundamental, and Task-based Lessons. Formative Assessments include: Common Core unit assessments, task assessments, benchmark assessments, and sample assessments. Additional resources include: LiteracyCONNECT resources for subject areas teachers, ModelMATH resources to integrate state and Common Core standards. PAL packets to involve parents. Our signature service is alignment of textbooks to Common Core and state standards.

The ENI Professional Development series available to districts and schools includes project management services: project overview and planning, program review, monitoring and planning services, and in-depth situation analysis services. Leadership and coaching sessions include: Developing Instructional Leaders, Performance-based Leadership, Executive leadership Development, and Coach2Coach training. Inservice sessions include: Standards Study, Post-assessment Debriefing, Instructional Mapping, Lesson Design, and Differentiated Instruction.

Evidence of Effectiveness

2014-15 ENI Program Reviews, North Chicago School District 187, Neal Math and Science Academy.