



June 15, 2015

Robin M. Lisboa, MS.Ed.,C.A.S.
Division Administrator
System of Support & District Intervention Division
Illinois State Board of Education
100 W. Randolph Street, Suite 14-300
Chicago, Illinois 60601

RE: SIG 1003(g) Lead Partner FY16 Updates

Dear Ms. Lisboa:

I would like to thank you for the opportunity to respond to the Lead Partner updates as requested via email on Friday, May 29, 2015.

In regard to the requested updates submitted herein, please note that our initial proposal was submitted from the Ed Tech services group as *Scholastic Achievement Partners*; however, on May 29, 2015, **Houghton Mifflin Harcourt** (HMH) acquired the Educational Technology and Services (Ed Tech) business of Scholastic Inc. The acquisition includes the transfer of the Ed Tech division, its management and staff, and the group's proven-effective intervention solutions and services portfolio to HMH. As a result, the enclosed updates are submitted on behalf of **Houghton Mifflin Harcourt Publishing Company**.

📖 Official press release of the acquisition is available at: <http://www.hmhco.com/media-center/press-releases/2015/may/scholastic-closing>

For more than 20 years, Ed Tech Products and Services have focused on partnering with school districts to raise student achievement by providing solutions that combine technology, content and services in the areas of reading and math. With a proven track record of successful intervention and classroom solutions, HMH is proud to welcome the following products and services into the HMH product line: *READ 180*, *System 44*, *English 3D*, *iRead*, *MATH 180*, *Big Day for Pre-K*, *Common Core CodeX*, *Scholastic Reading Counts!* (SRC), *FASTT Math*, *SRI*, *SMI*, *SPI*, as well as the products and services offered under the services brands of the *International Center for Leadership in Education* (ICLE), *Tom Snyder Productions* (TSP), *Math Solutions*, and *Literacy Solutions*.

The Illinois State Board of Education can expect to receive the same management, staff, proven solutions and services as submitted in the 2013 proposal, only under a new name; therefore, we are proud to offer the following enclosed updates as **Houghton Mifflin Harcourt**:

1. Planning and Pre-implementation
2. Comprehensive Instructional Reform

3. Job-embedded Professional Development
4. Use of Data to Drive Instruction
5. Program Monitoring
6. Family and Community Engagement
7. Sustainability
8. Lead Partner

Should you require clarification or additional information, the following person is authorized to represent HMH and is the single point of contact for the Illinois State Board of Education:

Becky Smith, Account Executive
becky.smith@hnhco.com or 630-523-5138

HMH looks forward to working in partnership with you on this initiative.

Sincerely,



Kathy Bull
Senior Director, RFP & Technical Marketing
donna.bull@hnhco.com

cc: Judy McKenzie
cc: Scott Olson

PLANNING AND PRE-IMPLEMENTATION

Houghton Mifflin Harcourt (HMH) begins with a data-driven assessment of needs in Phase 1 to discern instructional gaps, develop a firm understanding of priorities, and define a path to accomplish the implementation of the critical objectives of the school or district.

Taken together, HMH analyzes data trends, survey results, classroom observations, and interview input to identify strengths, gaps, and opportunities through deploying proprietary tools that examine instructional programs for the research basis, rigor, relevance, and alignment, including the *WE™ Surveys* to evaluate how the instruction, learning environment, and engagement are perceived, and the Data Analysis Report to provide an in-depth review of performance measures. This will initiate a long-range strategic planning process that fulfills the district's/school's mission with optimal efficiency and impact.

In Phase 2, HMH identifies concrete action steps aligned to priority areas of need. HMH measures progress toward the objectives with clear performance indicators against which progress is monitored. To move the collaborative strategic planning process toward effective implementation, HMH reviews results of the data to identify gaps in assessments, curriculum, and instruction, as well as the overall climate and culture of the school; develops an implementation plan detailing key project goals, activities/deliverables, responsibilities, and a project timeline; and determines results metrics, data collection, and reporting/communication timelines to track progress toward goals of the initiative.

Evidence of Effectiveness: In Pennsylvania, HFM coaches worked with the principals and leadership teams in each of Central Dauphin's School District's 19 schools to develop school strategic plans, laying out successful strategic action steps that each school took to support the rigor, relevance, and relationships initiative in their building.

COMPREHENSIVE INSTRUCTIONAL REFORM

Illinois schools must improve. To ensure ALL students have world-class learning to compete in a global world, Houghton Mifflin Harcourt (HMH) will deliberately and strategically help school leaders, teachers, and instructional staff define, develop, and embrace a culture of high expectations for student achievement in each school and every classroom. This will occur through the cultivation of a common vision for instructional excellence with well-defined instructional areas of focus for each school, and the skill sets necessary to empower staff. Through a school-wide approach, teachers and instructional staff will strive to cultivate, develop, and deliver highly rigorous curriculum, instruction, and assessment that provide students with the greatest opportunity to learn and to be prepared to compete in a global world.

HMH comprehensive instructional reform is research-based, effective, and designed for scale and sustainability. HMH helps build capacity to fully understand and apply the skills needed to: implement a school-wide instructional focus aimed at maximizing student learning, greatly improve the quality and alignment between how teachers teach and leaders lead, advocate for programs and best practices that speak to what children need, and understand and apply strategies and best practices of successful instructional leadership. HMH uses a well-orchestrated four-phase approach to providing professional development services consisting of needs assessment and gap analysis; strategic planning; professional development services; and evaluation, progress monitoring, and sustainment planning.

Evidence of Effectiveness: College and career readiness has increased using a school-wide approach in 11 comprehensive high schools in the School District of Philadelphia as shown by significant changes in school climate and achievement as measured by college bound and graduation rates, literacy gains, and survey data.

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

Houghton Mifflin Harcourt (HFM) offers a powerful sequence of professional development and coaching services that consist of a blend of in-person face-to-face, online, and job-embedded teacher and leadership development and support. Our collaborative process includes onsite meetings and training, monthly webinars, and professional development resources.

Teachers receive personalized advice and guidance on successfully implementing highly effective teaching strategies. Whether modeling, observing, or co-teaching, coaches form a strong bond with teachers that results in rapid improvement in teacher practice and high-fidelity implementation, building skills in learner engagement, academic rigor, and real-world relevance. HMH coaches work side-by-side with teachers to identify needs and set instructional goals, provide observation and feedback, and facilitate data analysis. Collaborative support with a leadership coach helps leaders build capacity by developing expertise in identifying priorities and increasing leadership skills, including creating a shared vision, aligning organizational structures and systems, using data for decision making, aligning curriculum to standards, and planning focused professional development. Leaders, teachers, and coaches form powerful Professional Learning Communities in the process.

The HMH comprehensive and customizable instructional coaching model to assist teachers in transforming instruction uses the *Rigor/Relevance Framework*[®] to plan curriculum, deliver instruction, and monitor progress. Teachers learn differentiation approaches and understand how to extend rigor and adjust instruction based on assessment.

Evidence of Effectiveness: The instructional and leadership job-embedded coaching for Griffin High School in Griffin, Georgia, resulted in end-of-course test increases in six of eight courses, including Literature, Math II, and Biology.

USE OF DATA TO DRIVE INSTRUCTION

Data is a powerful tool for helping to create effective instruction. Focusing on instructional excellence as the driver of student success, Houghton Mifflin Harcourt (HMH) provides unmatched professional development to districts, schools, and teachers by: building upon already existing data sources and data analysis expectations; designing a robust system of data collection and analysis to identify priorities and to drive decisions; creating a climate of high expectations and accountability for both educators and students that include clearly defined standards of performance and how to direct attention to the delivery of quality instructional experiences.

During the planning process HMH works collaboratively to outline the essential components and Key Performance Indicators (KPIs) that measure both progress and completion of the original goals. These components include both periodic and summative measurements, utilizing both quantitative and qualitative aspects. To execute the performance measurement process HMH has the support of an expert team of data analysts in our national office who create thousands of detailed data analyses on school improvement each year.

HMH will train the school leadership team on methods for gathering, analyzing, and reporting data, and adapting it to the individual needs of each school. The HMH Needs Assessment Report, developed as a result of the findings from the data collection (*WETM Surveys* on perception data and the Data Analysis Report) and the onsite needs assessment visit guide the strategic planning process. This report provides a comprehensive analysis of data (student achievement and participation, subgroup, and demographic data), college readiness indicators, and school characteristics to identify strengths and potential areas of need.

Evidence of Effectiveness: An intense data analysis in Midland Independent School District, Texas, resulted in significantly increased passing rates in TAKS.

PROGRAM MONITORING

Building capacity to increase leadership density is crucial to sustaining improvement structures and systems without long-term external support. Houghton Mifflin Harcourt (HMH) works with leaders and teachers to assist them in performing monitoring responsibilities through actionable best practices. Before they undertake this task, they undergo awareness building and coaching to build structures and systems that ensure support.

Based on the action plan and implementation timeline, HMH will collaborate with school improvement personnel to develop a regular schedule of daily, weekly, and/or monthly planning and status meetings, and to establish formal templates and agendas to track progress on all benchmarks and deliverables. Utilizing a series of hybrid remote/on-site meetings, formal reporting protocols will be generated by all project staff and managed in a collaborative and comprehensive communication model by the project manager.

The project manager will oversee all aspects of the initiatives, including facilitating the development of the implementation plan with district/school leadership, collaborating with leadership in overseeing the implementation, monitoring HMH consultants and implementation fidelity, ensuring ongoing progress monitoring and reporting structures are in place, and creating data dashboards that clearly depict measures of accountability directly related to student and program outcomes. The manager will meet regularly with school and district leadership. Capacity will increase through the focus this support will provide on key metrics of program success. The goals for our partnership are to be intensely data driven and to create a culture in the school that uses data and key measures of accountability for decision making.

Evidence of Effectiveness: Cohorts of teachers in Prince Georges County Public Schools, Maryland, are successfully using newly learned progress monitoring skills and tools.

FAMILY AND COMMUNITY ENGAGEMENT

In order for school improvement efforts to be successful and sustained over time, the community, families, and all stakeholders must be actively engaged in the initiative. Houghton Mifflin Harcourt (HMH) provides a range of resources tailored to the needs of partner schools and districts to accomplish goals such as: assessing the current status of community engagement; creating a collaboration plan to bridge the school and community; developing buy-in from community, family, and business to support student achievement; involving parents/families in academic goals; and supporting the collaboration plan between the school and community.

Topic	Description
1. Initial Planning Meeting	An executive coach meets with the leadership team to discuss goals and set a timeline.
2. Community Kick-Off Event	The whole community is invited to a keynote address and best practices from model schools across the nation.
3. <i>WE Support™ Community Survey</i>	HMH provides an understanding of expectations and perceptions the community has about the district/school and student learning.
4. Interviews with Key Stakeholders	Leadership teams, teachers, support staff, students, business leaders, parents, etc., are interviewed to assess perceptions.
5. School/District Report	Recommendations come from the survey data and interviews.
6. Planning Meeting	HMH reviews the report and develops a strategic action plan.
7. Executive Coaching	Execution includes facilitating communication and coaching.

Evidence of Effectiveness: With the goal of helping Broad Ripple Magnet High School in Indianapolis better communicate with the community and elevate the voice of families, HFM helped to organize two community open houses and provided ongoing coaching for staff on enhancing community involvement.

SUSTAINABILITY

To actively support and sustain teacher growth and student learning, the Houghton Mifflin Harcourt (HMH) Collaborative Instructional Review (CIR) Process is systemic and system-wide to equip leaders to provide impactful coaching to teachers.

Component 4: Sustaining the Impact allows the implementation of the CIR Process to continue by empowering every leader to support teacher growth through monthly, school-based coaching. By meeting with a HMH coach on an ongoing basis, HMH can continue to nurture the skills and knowledge of impactful instructional leaders, providing targeted professional advice and guidance — and ensuring the leaders are prepared to identify observable indicators, capture accurate notes, and turn the data into actionable, accurate feedback.

Through each phase, coaches and leaders meet teachers where they are and help them grow along a developmental continuum and focus on the importance of open dialogue, targeted feedback, reflective practice, and ongoing application.

HMH assists schools in putting into place a variety of systems and structures designed to sustain improvements and effective practice including, implementing accountability processes and quality assessments, building leadership capacity, and assisting schools in achieving its leadership development goals. HMH works extensively to ensure that capacity is built for lasting improvement. Our process is designed to cultivate administrators' and teachers' existing skills and abilities to create a framework that will remain in place, and we work with *each* school to create and implement a customized plan for sustainability. This plan includes the types of commitments each school must make to sustain progress.

Evidence of Effectiveness: HFM built long-term sustainability for school-wide improvement across 34 underperforming schools in Louisiana.

LEAD PARTNER

Houghton Mifflin Harcourt (HMH), a team of the country's top leadership and instructional specialists, works shoulder-to-shoulder with educators to develop great leaders, foster effective teaching, and transform school performance. The result is school turnaround and transformation that is research-based, effective, and designed for scale and sustainability. HFM develops and implements school improvement initiatives for urban and suburban schools in all 50 states.

The HMH approach in working with schools is based on focus — we understand that implementation is key, and that in order to implement effectively, it is necessary to identify the most critical activities and tasks and align resources to focus on these areas. Our overall research-based reform framework and foundation for our professional development/school improvement services is grounded in the *Daggett System for Effective Instruction* (DSEI), which helps school/district leadership maintain and enhance the school improvement process. It is a way to transform traditional systems, approaches, and schools into efficient and effective models that more fully prepare students to succeed.

Implementing high-level initiatives to assist districts and schools with complex issues and deep-rooted challenges requires a team of experienced, credentialed consultants. With over 500 instructional and leadership coaches (including six former state commissioners, three former deputy commissioners, 120 district leaders, and over 70 former school leaders), HMH leads the process to improve performance of low-performing schools in Illinois through services that are sustained, intensive, and classroom-focused in order to have a positive and lasting impact on instruction, teachers, and, most important, student performance.

Evidence of Effectiveness: Intense PD and leadership for a literacy initiative at Poughkeepsie High School in Poughkeepsie, New York, resulted in higher Regents scores.

UPDATES FOR PERSONNEL CHANGES

- Joe Shannon, *Senior Executive Director of Educational Partnerships*
- Kristin Painter, *Senior Executive Director of Professional Learning*
- Mark Reinsbach, *Director of Professional Learning*
- Bobby Ashley, *Senior Consultant*
- Dr. John Harrison, *Senior Consultant*
- Diane Jones, *Senior Consultant*
- Jim Miles, *Senior Consultant*
- Carmen Russo, *Senior Consultant*
- Bill Serritella, *Senior Consultant*
- Greg Speranza, *Senior Consultant*
- Cathy Truitt, *Senior Consultant*

JOSEPH P. SHANNON

joe@leadered.com

PROFESSIONAL EXPERIENCE

HOUGHTON MIFFLIN HARCOURT/INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION 2013-Present

Senior Executive Director for Educational Partnerships

- Responsible for ensuring quality of services and customer satisfaction for major projects and initiatives
- Work proactively with district and school leadership to ensure effective and efficient implementation of major projects and initiatives
- Facilitate meetings with district and school leadership to review project and initiative successes
- Coordinate communication protocol between district and school leaders and SAP staff
- Expand opportunities to provide direct consultation and technical assistance to states, districts, and schools
- Facilitate bi-weekly meetings with SAP Executive Directors
- Provide oversight and training for Executive Directors

Executive Director of Implementation (2010-2011)

- Responsible for strategic planning, implementation, and oversight of the International Center's Consultant Service Initiatives and Projects
- Provide leadership, advice, support and recommendations to ICLE staff on the effective implementation of major projects and initiatives.
- Communicate effectively with clients, ICLE staff, and consultants to ensure that project goals, benchmarks, and deliverables are being accomplished.
- Develop and provide service and resource training to staff and consultants
- Lead the implement of projects and initiatives
- Ensure customer satisfaction in each phase of project implementation
- Develop processes and methods to monitor, evaluate, and improve the effectiveness of project implementation
- Expand opportunities to provide direct consultation and technical assistance to states, districts, and schools

Deputy Chief Academic Officer (2006-2010)

- Managing Director of the Models, Networks, and Policies to Support and Sustain Rigor and Relevance for ALL Students initiative funded by the Bill & Melinda Gates Foundation
- Worked collaboratively with a dynamic Education Team to explore current education issues and to set the course for educational affairs for the International Center
- Collaborated with schools and districts across the nation to develop and implement professional development programs designed to address school leadership, improvement, curriculum and instruction, and how to use data to drive academic decisions
- Provided consulting services to schools based on the International Center's Rigor/Relevance Framework™ and the Learning Criteria to Support Rigor, Relevance and Relationships. Also shares expertise in the developing brain of the adolescent and youth transitional issues
- Assisted in the development and implementation of the educational program for two national Symposiums and the Model Schools Conference that includes selection of education topics and identification of model schools

BROADALBIN-PERTH MIDDLE SCHOOL

2002 –2006

Principal-Tenured

- Responsible for the daily administration and operation of the school
- Effectively communicated, through a variety of measures, will the school community
- Established and maintained a high level of professional expectations for faculty, staff and student

- Provided instructional leadership to the faculty
- Worked with faculty and staff to develop meaningful professional goals
- Supervised and evaluated faculty and staff
- Organized and administered the NYS Intermediate Level Assessments
- Analyzed test data, disseminated information, and collaboratively worked with faculty and staff to strengthen and improve curriculum and instruction
- Developed a master teaching schedule and individual student schedules
- Worked with committees to address issues such as needs assessment, school improvement and character education

Assistant Principal – Tenured (1998-2002)

**STATEWIDE NETWORK OF MIDDLE-LEVEL EDUCATION LIAISON FOR
THE HAMILTON-FULTON MONTGOMERY BOCES**

2002-2005

- Represented the HFM BOCES component schools at statewide meetings on Middle-Level Education
- Assisted in the development and review of the following:
 - Regents Policy Statement on Middle-Level Education
 - The Essential Elements of Middle-Level Education
 - Protocols for the Essential Elements Rubric

**CANAJOHARIE HIGH SCHOOL
Social Studies Teacher-Tenured**

1988 –1998

**CANAJOHARIE CENTRAL SCHOOL DISTRICT
Athletic Director**

1990 –1998

EDUCATION

Certificate of Advanced Study	SUNY	2001
Masters of Science/Educational Psychology	University of Albany	1991
Professional Certification-School District Administrator (Permanent)		1999
New York State Public School Teacher Certification (Permanent)		1992

COMMITTEES

Board of Directors, Successful Practices Network Inc. - 2009-2012

PROFESSIONAL MEMBERSHIPS

- Member of the National Forum to Accelerate Middle-Grades Reform
- Association of Supervision and Curriculum Development
- National Association of Secondary School Principals

KRISTEN PAINTER

kpainter@leadered.com

PROFESSIONAL DEVELOPMENT/CONSULTING EXPERIENCE

HOUGHTON MIFFLIN HARCOURT/INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION 2012-Present
Director of Implementation, Central Region

- Ensure quality implementation of small and large projects through communication with districts, internal sales teams and contracted consultants.

Implementation Consultant (2010-2012)

- Provide training, coaching, and collaboration to teachers, school instructional leaders and principals in literacy achievement.
- Provide coordination of the district-based and school-based instructional and leadership implementation for HMH literacy programs as a tiered solution for literacy achievement
- Serve on the National Launch Team for *Common Core State Standards*
- Collaborate with HMH Ed Tech Account Executive to ensure smooth coordination between service and sales to offer a clear vision and mission of literacy achievement for the district

INDEPENDENT CONSULTANT 2005-2010

Literacy Consultant

- Provided professional development to schools and districts in literacy and literacy related issues, such as curriculum coaching and instructional leadership
- Professional development tailored to the school's situation but may include institutes, workshops, or classroom coaching

COLUMBIA UNIVERSITY 1997-1999

Staff Developer – Teacher's College Reading and Writing Project

- Provided professional development in reading and writing instruction to several NYC schools contracted through Teachers College Reading and Writing Project
- Served on research teams related to current literacy practices

CITY COLLEGE OF NEW YORK 1997

Mathematics Instruction Research

- Researched the ways in which groups of teachers interacted as they worked to understand current mathematics instruction and mathematical thinking under the direction of Dr. Cathy Fosnot

PROJECT CONSTRUCT NATIONAL CENTER 1995-2008

Literacy and Mathematics Facilitator

- Provided professional development in literacy and mathematics to teachers in the form of workshops, institutes, and classroom coaching

TEACHING AND ADMINISTRATIVE EXPERIENCE

JENNINGS SCHOOL DISTRICT, St. Louis, MO 2000-2004

Director of Literacy

ROBINSON ELEMENTARY, Kirkwood, MO 1999-2000

Teacher – 4th Grade

COLUMBIA UNIVERSITY 1997-1998

Teaching Assistant to Professor Lucy Calkins

DERBY RIDGE ELEMENTARY, Columbia, MO
Teacher – 4th Grade

1995-1997

EDUCATION

M.A. (Teaching and Learning)	Teacher's College – Columbia University	1999
B.S. Ed. (Elementary/Middle Grades)	University of Missouri – Columbia	1995

PUBLICATIONS

- *Living and Teaching the Writing Workshop*; Heinemann Publishers – January 2006
 - entered its third printing in July 2010
 - a resource for individual teachers as well as schools and colleges
- *Response to Intervention and Constructivism: Strange Bedfellows?* - Project Construct Connections, co-authored with Dr. Bryan Painter – Spring 2008

MARK REINSBACH

mreinsbach@leadered.com

Experienced education professional seeking new challenges in implementation leadership

- ✓ Outgoing leader with diverse professional experience in human resources, project management, & instructional program coordination.
- ✓ Articulate communicator skilled at building relationships and negotiating across all levels of an organization.
- ✓ Proven ability to research, analyze, & evaluate programs.
- ✓ Detail-oriented, with outstanding facilitation, conflict resolution, & multi-tasking abilities.

PROFESSIONAL EXPERIENCE

HOUGHTON MIFFLIN HARCOURT/INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION

Director of Professional Learning

2013-Present

- Practices flexible innovative approaches to problem solving in challenging situations
- Demonstrates high-level communication skills that facilitate coherence across all partner organizations
- Conveys deep understanding of pedagogy and the Common Core instructional shifts
- Builds internal and external relationships that foster credibility and trust
- Provides guidance, mentoring and support related to specialized content, procedures, protocols.

Project Manager/Implementation Consultant

2010-2013

- Presented and supported implementation activities of HMH Ed Tech programs for assigned districts.
- Scheduled and delivered purchased services in key accounts.
- Managed aligned part-time consultants.
- Tracked and monitored service delivery of aligned consultants to meet delivery goals.

Key Accomplishments

- ✓ Established a data collection and reporting timeline to communicate implementation progress.
- ✓ Monitored and documented implementation successes, challenges, progress, and adjusted implementation action plan to address needs.
- ✓ Monitored and documented implementation health and service delivery within aligned district.
- ✓ Tracked and monitored service delivery of aligned consultants to meet delivery goals.

BENNETT ELEMENTARY SCHOOL, Bennett, CO

2002 – 2008

Principal (2004 –2008)

Music Teacher, Grades K-5 (2002 – 2004)

EDUCATION/CERTIFICATION

University of Phoenix, Lone Tree, CO

2004

Master of Arts in Education - Administration and Supervision

Chadron State College, Chadron, NE

1993

Bachelor of Science in Education

PROFESSIONAL AFFILIATIONS

National Association of Elementary School Principals

Association for Supervision and Curriculum Development

BOBBY ASHLEY

bobbyashley2010@gmail.com

PROFESSIONAL EXPERIENCE

HOUGHTON MIFFLIN HARCOURT/INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION

Project Manager/Executive Coaching

Responsibilities include managing multiple partners in a Department of Public Instruction funded project. Partners include: Indianapolis Public Schools, Indiana Department of Education, New Teachers Project, Literacy Solutions, Math Solutions, and International Center for Leadership in Education

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

School Transformation

Responsibilities include Identifying, coaching, strategically planning with, and providing professional development for schools and districts in school turnaround. Responsible for planning and implementing statewide professional development for all administrators in the bottom 5% of schools in the summer of 2011

Regional Lead

Responsibilities involved the analysis of student achievement at a regional and state level, assisted in developing innovative frameworks and plans to address performance objectives, provide training opportunities, and partnering with other agencies to increase student achievement and high school graduation rates for 35 NC Counties in Region 7 and 8. Reviewed and approved all RttT applications from districts in NC

INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION

Presenter/Consultant (2007 – Present)

- Project Management/Implementation and School Coaching services
- Provides Needs Assessments and Strategic Planning
- Provides Rigor and Relevance, Next Navigator, and Common Core Training
- Provides Successful Practices Network Training
- Provides Varied Data Presentations

ASHE COUNTY MIDDLE SCHOOL, NC

Principal, (2003 – 2009)

- *Recognized as Honor School of Excellence 2003-2004
- *Recognized as National School to Watch 2003, 2006, 2009
- *Served as a “Model School” for the International Center for Leadership 2007 and 2008
- *Recognized as NASSP MetLife Breakthrough School 2008: 1 of 5 in United States

WEST JEFFERSON ELEMENTARY SCHOOL, NC

Principal, (1999-2003)

- *Recognized as a “Title I Distinguished School” 2001

BEAVER CREEK HIGH SCHOOL, NC

Assistant Principal, (1996-1999)

BLUE RIDGE ELEMENTARY SCHOOL, NC

Assistant Principal, (1993-1996)

LANSING ELEMENTARY SCHOOL, NC

Principal, (1992-1993)

NORTHWEST ASHE HIGH SCHOOL, NC

Assistant Principal, (1991 – 1992)

BRIDLE CREEK ELEMENTARY SCHOOL, VA

Assistant Principal/Teacher, (1990-1991)

MOUNT ROGERS COMBINED SCHOOL, VA

Teacher/Basketball Coach, (1984-1990)

ASHE CENTRAL HIGH SCHOOL, NC

Teacher/Coach, (1983-1984)

PROFESSIONAL PRESENTATIONS

- Keynote “Educational Change”
- Data to Inform Instructional Practices: 21st Century Skills Presentation - Best Practices Conference

PROFESSIONAL AWARDS

- NC Middle School Association: C. Ken McEwin Distinguished Service 2008
- North Carolina Region 7 Principal of the Year 2008
- Ashe County Principal of the Year 2002, 2005
- Coach of the Year, Mountain Valley Conference, VA 1988
- Recognized by the **Virginia State Senate** – Senate Resolution #41 – Commending the 1985 Mount Rogers Basketball Team
- Recognized by the **North Carolina State Senate** for leadership at Ashe County Middle School 2006
- Was chosen as one of five educators from across America to meet with Roberto Rodriguez, Special Assistant to President Obama in Washington D.C., also met with Steve Robinson, Special Advisor for Secretary Duncan, July 2009 to discuss policy implementation- use of Title I monies

PUBLICATIONS

- *Puttn’ on the Ritz – Celebrating Success at Ashe County Middle School* –Published in the North Carolina Middle School Journal, Fall 2006
- Featured in **Principal Leadership Magazine** “Breakthrough Schools” Case Studies 2008
- Featured in **Clearing the Hurdles** “Issues and Answers in Middle Sports” 2007
- PodCast for NASSP 2008 – Successful Practices for Middle Grades Education
- PodCast for ICLE 2008 – Successful Practices for Middle Grades Education

CERTIFICATIONS

- Superintendent, Principal Grades K – 12, Teacher Intermediate Grades, Elementary Education Middle Grades Education – Language Arts, Middle Grades Education – Social Studies

EDUCATION

Appalachian State University	1995 – 2000	Ed. S	School Administration
<i>*Received Superintendent Certification</i>			
Appalachian State University	1988 – 1995	MA	School Administration
Appalachian State University	1980 – 1983	BS	Elementary/Middle School Education

JOHN A. HARRISON, Ph.D.

jha@nc.rr.com

PROFESSIONAL EXPERIENCE

- 2008-Present Senior Consultant, Houghton Mifflin Harcourt/International Center for Leadership in Education, Rexford, NY
- 2003-2007 Executive Director, Southern Forum to Accelerate Middle Grades Reform, Pinehurst, NC *Chief Executive Officer for southern US education organization. Responsible for transitioning organization to an incorporated, 501(c)(3) non-profit, organizing representatives in ten southern states, running organization, maintaining finances, serving as a liaison to support and strengthen middle grades reform by bringing together state-level stakeholders into state forums.*
- 1999-Present Executive Director, North Carolina Association for Middle Level Education, Pinehurst, NC *Chief Executive Officer for statewide education organization. Responsible for running association, maintaining finances, serving as a liaison with various state and national organizations, and assisting 25,000+ educators with middle level education.*
- 1999 Principal, The Anchor School, Montgomery County Schools, Biscoe, NC *Assisted in re-organizing elementary, middle and high school alternative/special education program. Facilitated partnerships with mental health and regional hospital to provide day-treatment for high-risk students.*
- 1998-Present President, John Harrison & Associates, Inc., Pinehurst, NC *Created an education consulting company specializing in exceptional needs & alternative education, school/corporate culture, business and community partnerships, curriculum alignment to state standards, and leadership development. Presented and/or consulted in 38 states and six countries.*
- 1995-1998 Principal, LEAP Academy/Petree Middle School, Winston-Salem/Forsyth Co. Schools, Winston-Salem, NC *Ran alternative school populated with high-risk adolescents-many with severe emotional, behavioral, and other handicapping conditions. Closed alternative school. Created, staffed, and opened an award-winning, innovative magnet school for academically at-risk students. Developed unique partnership programs with Wachovia Bank, Taco Bell, and the Winston-Salem Police Department. Achieved "Exemplary" school ratings each year in state school accountability program.*
- 1993-1995 Assistant Principal, Walkertown Middle School, Winston-Salem/Forsyth Co. Schools, Winston-Salem, NC *Responsible for supervision of over 50 certified personnel and 850 students. Wrote or co-wrote over \$250,000 in successful grants.*
- 1992-1993 District Curriculum Specialist, Administrative Center, Winston-Salem/Forsyth Co. Schools, Winston-Salem, NC *Responsible for middle school curriculum in 14 schools with over 10,000 students. Provided curriculum leadership & guidance. Conducted numerous staff development activities. Managed division budgets for curriculum, technology and training.*
- 1992 Teacher, Parkland High School, Winston-Salem/Forsyth Co. Schools, Winston-Salem, NC *Taught Algebra I and Chemistry to summer school students.*

- 1991-1992 Teacher, Northwest Middle School, Winston-Salem/Forsyth Co. Schools, Winston-Salem, NC
Taught 8th grade in a true middle school setting.
- 1990-1991 Teacher, Starmount High School, Yadkin County Schools, Boonville, NC
Taught Algebra I & II, and SAT Preparation to summer school students.
- 1989 Director of Summer Programs, Nature Science Center, Winston-Salem, NC
Wrote and implemented science curriculum for summer programs.
- 1987-1991 Teacher, West Yadkin Elementary School, Hamptonville, NC
Taught 7th and 8th grade. Coached basketball.
- 1985-1987 Research & Development Technician, R.J. Reynolds Tobacco Co., Winston-Salem, NC
Performed research in plant physiology.

SELECTED PROFESSIONAL ACTIVITIES/COMMITTEES

- Senior Consultant, International Center for Leadership in Education
- President, National Forum to Accelerate Middle Grades Reform
- Co-Chair, National Forum to Accelerate Middle Grades Reform Schools to Watch Committee
- Co-Director, North Carolina Leadership for Turnaround Middle Schools
- NC Advisory Commission on Raising Achievement and Closing Gaps
- NASSP *Breaking Ranks III* Advisory Commission
- Chair, North Carolina Middle Grades Education Task Force
- United Way/Bill Gates Teacher Effectiveness Grant Advisory Committee
- Nova Southeastern University Adjunct Professor & Advisor for doctoral students in Leadership
- Walden University Adjunct Professor
- Coordinator, North Carolina Schools to Watch project
- The Galef Institute's Different Ways of Knowing Middle Grades National Advisory Board
- North Carolina State Board of Education Ad Hoc Committee on Physical Education
- NC Turning Points Advisory Board
- Steering Committee, 6th China-US Conference on Education
- Established China-US partnerships with schools in Beijing & Chengdu, China & in Lhasa, Tibet
- Southern Region Education Board (SREB) Making Middle Grades Work Technical Assistance Team Leader
- Wake Forest University Alumni in Admissions
- NC Citizens for Business & Industry Education & Young Executives' Committees
- Advisory Board, The V Foundation for Cancer Research
- State Coordinating Council, School-Based/School-Linked Health Centers
- Expert Reviewer of Standards & Assessment, National Board for Professional Teaching Standards

SELECTED PROFESSIONAL AWARDS/RECOGNITION

- Received \$6M Department of Education Investing in Innovation (i3) Grant
- Received \$300,000 school reform grant from Z. Smith Reynolds Foundation
- Received Walden University Faculty Excellence Grant
- Presented with the "Arkansas Traveler" Recognition for service to the state
- Ken McEwin Award for Service to Middle Level Education--State Winner
- Governor's Award for Programs of Excellence in Education--State Winner
- Governor's Entrepreneurial School Award--State Winner

- Received at White House during education conference by the President & Governor of NC
- Governor's Award for Excellence in Education--County Nominee, State Finalist
- NBC Network Television--Featured in national news story on education

CONSULTING/CONFERENCE PRESENTATIONS

Presented/Consulted in 40 states and 6 countries on topics of:

- School & District Transformation
- Organizational Culture
- Leadership Development
- Executive Coaching for Rigor/Relevance/Learner Engagement
- Data-Driven Instructional Decision-Making for Continuous Improvement
- Formative Assessment
- Differentiated Instruction
- Effective Coaching Strategies
- Instructional Planning & Lesson Design

EDUCATIONAL EXPERIENCE

- | | |
|-----------|---|
| 1993-1995 | University of North Carolina at Greensboro
Doctor of Philosophy in Curriculum & Teaching with Educational Leadership Specialization
Advanced Superintendent & Curriculum Specialist Certification
Dissertation: <i>The Creation of Culture in Middle School</i> Committee Chair: Dale Brubaker |
| 1989-1991 | Appalachian State University, Boone, NC
Master of Arts in Educational Administration
Administration and Supervision Certification |
| 1988-1989 | Gardner-Webb College, Boiling Springs, NC
Education Certification |
| 1985-1987 | Wake Forest University, Winston-Salem, NC
Master of Arts in Biology |
| 1979-1984 | Wake Forest University, Winston-Salem, NC
Bachelor of Arts in Biology |

PATRICIA DIANE T. JONES

pdj0559@gmail.com

QUALIFICATIONS

- **Houghton Mifflin Harcourt/International Center for Leadership in Education** – Work with teachers one-on-one as an instructional coach, facilitate professional learning opportunities and meet with district leaders as the project lead for current projects (2012-Current)
- **International Center for Leadership in Education: Interim Project Lead (Northeast Region)** – Assumed the role of overseeing projects in the Northeast region during the absence of current Director of Professional Learning
- **International Center for Leadership in Education - Instructional Coach/Project Lead** – Served as Project Lead and Instructional Coach (Dayton Public Schools, 2012-2013)
- **Highly Qualified** based on North Carolina licensing test(s)
- **Nationally Board Certified, 2002**
- **Mentor** to new teachers for fifteen years
- **Academically Gifted Certified (Grades K-12)**
- **Reading Licensure (Grades K-12)**
- **Instructional Leadership** - Uses a balanced blend of motivational and targeted instruction methodologies to enhance curricula, focus on the three 'R's - rigor, relevancy and relationships.
- **Teacher Leader** - Instrumental in bringing Professional Learning Communities to East Clayton Elementary, in addition to, designing and providing professional development for teachers.
- **Professional Development** - Participates in professional development to stay abreast of current research and innovative approaches to produce effective learning experiences for a diverse population of students and staff.

PROFESSIONAL TEACHING EXPERIENCE

EAST CLAYTON ELEMENTARY, Clayton, NC

1996-2011

Elementary Education Teacher

- Managed a class of 18-22 students of diverse backgrounds, achievement levels and behavioral needs
- Utilized multiple assessments in compliance with district and state requirements to inform instruction
- Used innovative methods and materials to produce effective learning experiences including cooperative learning, thematic instruction and differentiation
- Fostered a safe learning environment
- Implemented instructional strategies utilizing the Response to Intervention/Instruction model to support struggling learners in the regular classroom
- Served as an instructional leader by modeling high expectations for students and implementing results-focused programs
- Grade-level Chairperson
- School Improvement Team member/Chairperson
- Teacher Advisory Council representative
- Served on school, county and state committees and task forces on curriculum development, revisions and implementation
- Math Partners Lead Teacher/Instructor
- Served on textbook adoption committees
- Peer Coach participant
- Mentored new hires
- Nationally Board Certified

- Leading with the Heart Recipient
- Flame for Learning Nominee

COOPER ELEMENTARY, Clayton, NC

1993-1996

Elementary Education Teacher

- Managed a class of 18-22 students of diverse backgrounds, achievement levels and behavioral needs
- Utilized multiple assessments in compliance with district and state requirements to inform instruction
- Used innovative methods and materials to produce effective learning experiences including cooperative learning, thematic instruction and differentiation
- Fostered a safe learning environment
- Served as Grade-level Chairperson
- School Improvement Team member/Chairperson
- Mentored new hires
- Participated in Peer Coaching
- Coordinated staff development
- Served on School Accreditation Team

CLAYTON PRIMARY, Clayton, NC

1988-1993

Elementary Education Teacher

- Managed a class of 18-22 students
- Utilized multiple assessments in compliance with district and state requirements to inform instruction
- Used innovative methods and materials to produce effective learning experiences including cooperative learning, thematic instruction and differentiation
- Fostered a safe learning environment
- Worked with administration to provide relevant staff development

PINE LEVEL ELEMENTARY, Pine Level, NC

1981-1988

Reading Specialist

- Conducted small group instruction; prepared daily lesson plans; administered assessments; provided feedback on learning achievements and needs for improvement.
- Collaborated with regular education teachers in planning appropriate reading interventions
- Teacher of the Year Nominee

EDUCATION

Master of Education	Campbell University	2008
B.S. Elementary Education	East Carolina University	1980

CERTIFICATIONS

Early Childhood (Grades K-4)
 Elementary Education (Grades K-6)
 Reading (Grades K-12)
 Academically Gifted (Grades K-12)
 Certified by the National Board for Professional Teaching Standards

JAMES E. MILES

jim@leadered.com

PROFESSIONAL EXPERIENCE

HOUGHTON MIFFLIN HARCOURT/INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION, Rexford, NY
2004-Present

Senior Associate for staff development specializing in instructional and executive coaching using the Collaborative Instruction Review forms and process; facilitating workshops for Common Core State Standards and Next Generation Assessments; developing rigorous and relevant lessons using the Rigor/Relevance Framework and instructional strategies; designing Career Academy programs; integrating literacy strategies in content area instruction. Lead Consultant for Florida's Middle School Math and Science Initiatives and California's CTE standards and staff development.

PITTSFORD CENTRAL SCHOOLS, Pittsford, NY 1969-2004

Teacher, Department Chairman, and Curriculum Standards Leader for Career and Technical Education; School-to-Work Coordinator; Technology Coordinator; Adult Education Instructor; FBLA, DECA, LifeSmarts and Bookstore Advisor.

MONROE COMMUNITY COLLEGE, Rochester, NY 1974-2005

Adjunct Associate Professor for Accounting, Business Law and E-Commerce in the Business Administration and Economics Department.

NAZARETH COLLEGE OF ROCHESTER, Rochester, NY 1979-2005

Adjunct Instructor in Business Education Division responsible for designing and teaching undergraduate and graduate teacher education courses.

EDUCATION

Master of Arts-Counseling	University of Rochester
Certificate of Advanced Study in Administration	State University College
Bachelor of Science-Accounting/Marketing	State University of New York

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

Business Teachers Association of New York State: President 1986-87, 1984-85; yearly workshop presenter 1980-2009; Educational Policies Chairman, 1994-2005.

National Business Education Association: New York Membership Director, Writer for standards and curriculum for Information Systems, Interdisciplinary Subjects and Marketing; conference presenter 1984, 1991, yearly from 1993-2009.

Policies Commission for Business and Economic Education: 1996-2000; Chairman 1998-1999.

Pittsford Central School District: Chairman of Instructional Leadership Council, Business Advisory Committee, Technology Needs Assessment Committee, Merit Pay Committee, Middle States Evaluation Steering Committee, High Schools Needs Assessment Committee, and District Career Connections Committee, Member of Teacher Center Policy Board, and High School Task Force; District Trainer for Effective Teaching, Time Management, and Computer Technology.

National Computer Training Institute Consultant: received a \$100,000 grant from National Computer Technical Institute and IBM to develop curriculum materials and providing staff development on using computers in the classroom, 1984-1987.

Association for Career and Technical Education: Legislative Task Force 1996-2005; conference presenter in 1991, 1998, 2006 and 2008.

Eastern Business Education Association: 1990 Conference Co-Chairman; Membership Director; conference presenter 1981-86, 1992-95, 2001-03.

New York State Education Department: Regents exam writer 1975-1981; Regional Facilitator for the Futuring of Marketing Education, 1987-89; Curriculum writer for Business Analysis/Business Computer Applications, Business Ownership and Marketing, and Financial Information Processing; Statewide computer trainer 1986-93; NYS CDOS trainer, 1995-2000; Academy for Teaching and Learning member 2002-2005..

Pittsford District Teachers Association: President 1976-77; Contract Negotiator, 1974-79.

Career Education Coordinator: wrote and received a five-year, \$150,000 federal grant for developing curriculum and training K-12 teachers in Career Education; program developed was replicated in New York State, 1978-83.

PUBLICATIONS

Lead Author: Academic Excellence Through Career and Technical Education: A Resource Kit Incorporating the CTE Curriculum Matrix for the International Center for Leadership in Education, copyright 2002.

Lead Author: Reading Comprehension Strategies for Career Academies and Career and Technical Education for the International Center for Leadership in Education, copyright 2004.

Co-authored The Dynamics of Work textbook, workbook and supplemental materials for South-Western Publishing Company, copyright 1991, 1998; co-author was Willard Daggett.

Authored Business Analysis with Computer Applications student supplements with computer templates for South-Western Publishing Company, copyright 1991, 1998.

Co-authored E-Commerce textbook and supplemental materials for Glencoe McGraw-Hill Publishing Company, copyright 1995.

HONORS AND AWARDS

- National Secondary Business Education Teacher of the Year, 2000.
- Eastern Secondary Business Education Teacher of the Year, 2003.
- New York State Parent Teachers Association Life Membership, 1995.
- Clinton A. Reed Award for New York State Business Education Teacher of the Year, 1988.
- Monroe County Business Teacher of the Year, 1986, 1993, and 2002.

CARMEN VARELA RUSSO

CarmenVRusso@aol.com

PROFESSIONAL EXPERIENCE

CARMEN V. RUSSO & ASSOCIATES, INC.

Owner/President

2003-Present

Professional presenter, facilitator and strategic planner, providing services to districts and schools, parents, business and governmental agencies. Specializing in organizational change; middle and high school reform; improving academic performance, and leadership development.

NEW YORK STATE EDUCATION DEPARTMENT JIT AND ITT PROCESS

Consultant

2011-Present

As a subcontractor, trained by NYSDOE on the Diagnostic Tool for School and District Effectiveness (DTSDE) review process. Serves as Outside Educational Expert on teams conducting reviews.

BALTIMORE CITY PUBLIC SCHOOL SYSTEM - MARYLAND

Chief Executive Officer

2000 –2003

The Baltimore City Public School System served a student population of 95,000. Received \$20.8 million dollars from Bill & Melinda Gates and eleven local foundations for high school reform. Created the CEO's District to provide research based, whole-school reform to transform the ten lowest performing K-8 schools.

SCHOOL BOARD OF BROWARD COUNTY - FLORIDA

Associate Superintendent – Technology, Strategic Planning and Accountability

1997-2000

Primarily responsible for design of the District Strategic Plan, implementation of the district Accountability Policy and the \$250,000,000 Technology Plan, as well as coordination of district lobbyists, partnerships, public relations and parent involvement.

Associate Superintendent – Educational Programs (1995-1997)

Supervised the departments of Elementary and Secondary Education, Multicultural Education, Special Education, Vocational Education, Grants and Title I.

Director – South Area (1994-1995)

Supervised 30 elementary and secondary schools. Liaison to parent, business and community groups.

LEHMAN COLLEGE, CITY UNIVERSITY OF NEW YORK

Director, School-College Collaboratives

1993-1994

Implemented design of magnet schools on college campus sites; liaison to the Bronx Borough President; and member of the Council of Deans of Schools of Education.

NEW YORK CITY PUBLIC SCHOOLS

Chief Executive for High Schools

1990-1993

Responsible for fiscal operations and instructional programs for 200 academic high schools and 150 alternative programs serving over 300,000 students, including Stuyvesant High School and LaGuardia High School for the Performing Arts (Fame)

SUMMARY OF AWARDS

- 2003 Dream Team Superintendent, Awarded by Cross City Campaign for Urban School Reform
- 2002 American Education Research Association – Outstanding Publications Award: Co-authored with Dr. Mary Yakimowski

- 2002 National Press Club, Washington, DC, Exemplary Substance Abuse Prevention Program Award
 2001 Maryland Top 100 Women of the Year Award

SUMMARY OF RECENT PRESENTATIONS

- July 12, 2008 Panel Member –Re-Imagining Schools
 National Principals Leadership Institute; City University of New York; New York, NY
- May 13, 2005 Presenter - Leaders for Small Learning Communities
 Charles I. West Middle School; Las Vegas, Nevada
- March 11, 2005 Presenter - Leaders for the Schools of Today and Tomorrow
 Hechinger Institute on Education and the Media; Teachers College, Columbia University;
 New York, NY
- July 17, 2003 Presenter - Developing Leaders for America’s Schools
 Sixth Annual National Principals Leadership Institute 2003; The Fordham University
 Graduate School of Education Lincoln Center Campus; New York, NY
- July 11, 2003 Presenter - The Baltimore City Reform Initiative
 American Federation of Teachers Conference; Washington, DC
- April 4-6, 2003 Presenter - Forum for Senior Educational Advisors on High School Reform
 Sponsored by Achieve Inc. and the National Governor’s Association; San Diego, CA
- Feb. 27, 2003 Presenter- High School Reform: Challenges and Issues and Jobs for the Future
 Sponsored by National Governor’s Association; Boston, MA
- Feb. 22, 2003 Presenter - Reinventing Urban Schools, the Next Ten Years
 Cross City Campaign for Urban School Reform; Chicago, IL
- July 23, 2002 Presenter -Instructional Strategies and Structures for Improved Learning in High Schools
 Sponsored by American Youth Policy Forum and the Institute for Educational Leadership;
 Washington, DC
- May 15-17, 2002 Presenter- National Business Roundtable – Education Forum
 The Business Roundtable Education Reform Institute: How to Navigate the Course of
 Education Reform
 Michael Cohen, Former Assistant Secretary of Education, Co-Presenter
 Harvard Graduate School of Education; Cambridge, MA
- April 4-8, 2002 Presenter - The Implication of Small Learning Communities on High School Reform
 Tom VanderArk, Executive Director, Bill and Melinda Gates Foundation and Deborah Meier,
 Boston, Massachusetts, Co-Presenters
 National School Board Association 62nd Annual Conference; New Orleans, LA
- April 4-8, 2002 Presenter - The Baltimore City Public School System Story
 Dr. Patricia Welch and Dr. Tyson Tildon, Co-Presenters
 National School Board Association 62nd Annual Conference; New Orleans, LA
- March 26, 2002 Presenter - Using Research to Improve Student Achievement: What is the Federal Role?

Research in Education: On the Leading Edge of School Improvement Public Policy Forum;
Washington, DC

Jan. 29, 2002

Keynote Address - Public Education in the 21st Century
The Baltimore Women's Forum; Baltimore, MD

Oct. 29, 2001

Presenter - Visionary Panel Discussion
Michael Cohen, Former Assistant Secretary of Education, Co-Presenter
Maryland State Board of Education Visionary Panel; MD

Oct. 26, 2001

Keynote Address - The Responsibility of Public School Systems for College Preparation of
All Students
National Action Council for Minorities in Engineering, Inc., K-12 Plenary Session
Hyatt Regency Hotel; Baltimore, MD

June 14, 2001

Keynote Address - The Baltimore City School Model – “Partnering with a Third-Party
Contractor for School Reform”
Center for Educational Innovation – Public Education Association (CEI-PEA);
Harvard Club; New York, NY

Mar. 10-13, 2001

Presenter - Improving Teacher Quality; Teacher Recruitment, Retention, and Professional
Development
Exemplary Educational Practices Invitational Conference; Board of Education of the City of
New York, Chancellor Harold Levy; New York, NY

WILLIAM A. SERRITELLA

wserritella@nycap.rr.com

EDUCATION

1979 – 1980	North Adams State College North Adams, Massachusetts	Administrative Internship Program School Administrator / Supervisor Certificate
1971 – 1976	State University of NY at Albany Albany, New York	Master of Science in Educational Administration School Administrator / Supervisor
1967 – 1971	Siena College Loudonville, New York	Bachelor of Science in Mathematics Education

DEGREE

PROFESSIONAL EXPERIENCE

9/05 – present	Houghton Mifflin Harcourt, International Center for Leadership in Education Successful Practices Network	Senior Consultant Coach for Assigned Member Schools
9/05 – present	North Colonie School District	Interim Appointments (6 – 20 weeks each) <ul style="list-style-type: none">▪ Elementary School Principal▪ District Music Supervisor▪ District Art Supervisor▪ Assistant Director for Pupil Personnel Services
7/89 – 9/05	North Colonie School District Shaker High School	Hall Principal Supervision and evaluation of students and staff, development of master schedule, grade reporting functions.
9/82 – 6/89	North Colonie School District Shaker High School	Mathematics Department Supervisor Supervision and evaluation of staff, curriculum development, budgeting, scheduling, department and school examinations and AP coordination.
1983 – 1984	Watervliet Arsenal Watervliet, New York	Computer Inservice Program Development and Instruction
9/81 – 6/82	North Colonie School District Shaker High School	Mathematics Teacher
9/80 – 6/81	North Colonie School District Shaker High School	Acting Mathematics Department Supervisor

9/71 – 6/80	North Colonie School District Shaker High School	Mathematics Teacher
1/74 – 9/74	City School District of Albany Albany Adult Learning Center	G.E.D Teacher, Mathematics and English for inmates at the Albany County Jail
Summer 1971, 1972	Albany High School Albany, New York	Mathematics Teacher Summer School

GREGORY SPERANZA

gregorysperanza@aol.com

PROFESSIONAL EXPERIENCE

MINDSTREAM CONSULTING, INC.

Managing Partner

2004-Present

Current Clients:

Houghton Mifflin Harcourt/International Center for Leadership in Education

Consultant, 2011-Present

- **School Quality Consultant-** Conducts Needs Assessments at schools which provides feedback on strengths, areas of need, and recommendations for next steps. Also conducts follow-up Strategic Planning to assist school leaders in putting long term plans into place.
- **School Leadership Coach-** Coaches principals and school leadership teams on how to improve instructional quality in schools.
- **Project Leader-** Has led several projects on site, ensuring that the consulting activities are in alignment with the project specifications, while also facilitating communicating between the client, the consultants and Implementation Manager.
- **Instructional Coach-** Provides advanced strategies to teachers through classroom visits, 1-1 mentoring, PLCs and targeted professional development.

Class Measures, Inc.

Outside Educational Expert, October 2013-Present

- Leads school quality review teams on visits in NYS Focus and Priority schools, providing written reports and recommendations to our client, the New York State Education Department.

The Venn Group

School Quality Consultant, September 2012-Present

- Conducts focused on-site School Quality Reviews of school programs to provide specific feedback to school leaders and boards on strategies to improve school performance.

National Heritage Academies

School Leadership Coach/School Transformation Specialist, 2008- Present

- Coached and trained leadership teams in the areas of professional learning communities, climate/culture, data, assessments and school quality.
- Led several of their schools as an Interim Principal/Administrator/Turnaround Specialist in Cleveland (2005-06), Syracuse (2006-2009), Dayton (2009-2010) and Durham (2011-2012).

SchoolWorks, Inc.

Consultant, 2005-2010

- Team Member on a numerous School Quality Reviews.

New York City Charter School Center

Leadership Consultant, September 2010-Present

- Mentors and conducts seminars with NYC charter leaders in areas of school quality, culture/climate, data-based decision-making and middle school development.

State University of New York's Charter School Institute

Consultant, 2003- Present

- Member of site visit team and reviewer of charter school applications.

New York State Education Department

Grant Reviewer, 2008 to Present

- Reviewer of Charter School Planning and Implementation Grants, as well as charter school applications.

Seoul National University

Consultant, 2011- Present

- **Advisor and Lecturer** on trends in US Education Policy.

SCHOOL LEADERSHIP EXPERIENCE

SOUTHSIDE ACADEMY CHARTER SCHOOL, Syracuse, New York

Principal

2006- 2009

- NYS ELA scores increased 48 points, to 75 % proficiency, between 2006 and 2009.
- NYS Math scores also increased 48 points, to 89% proficiency, between 2006 and 2009.
- The NYS Education Department and Board of Regents granted Southside Academy a five year charter renewal from 2010/11- 2015/16.
- School received three NHA Eagle Awards for Excellence in Academic Proficiency, Attrition and Enrollment.
- Top rated elementary/middle school in Syracuse, NY, as per grade 3-8 NYS assessments.
- Oversaw education program for 600 students in grades K-8 and supervised 60 staff members.
- Oversaw design/construction of new 50,000 foot school building.
- Co-Author of two NYSED Charter Renewal Applications.

OTHER ADMINISTRATIVE EXPERIENCE

APEX ACADEMY CHARTER SCHOOL, East Cleveland, OH

2005-2006

Interim Principal

- During tenure, school achieved highest Performance Index Rating in school's history.

SOUTH BUFFALO CHARTER SCHOOL, Buffalo, New York

Director

2001-2004

- In 2003-2004, school increased NYS 4th grade ELA scores from 51% to 68% proficiency, and Math scores from 60% to 84% proficiency. Among the best of all charter schools in NYS and in the top 10% of all public and charter schools in Buffalo.
- One of 15 schools statewide to win the NYS Business Council's "Pathfinder Award" for academic improvement during the 2003-2004 school year.
- The Buffalo News (May 1, 2005) named the South Buffalo Charter School one of the 10 best schools in Western New York for the 2003-2004 school year based on test scores and considering students' economic status.
- Awarded a new 5 year charter by the State University of New York, the New York State Education Department and the Board of Regents.
- Oversaw education program for 500 students in grades K-7 and supervised 55 staff members.

WYNDHAM LAWN CAMPUS SCHOOL, Lockport, New York

Principal and CSE Chair

1997-2001

- Chairman of Capital Project Committee which developed and oversaw construction of \$11 million, 70,000 square foot educational facility for special needs' students.
- CSE Chairperson responsible for each student's IEPs and educational program.
- Supervised a staff of 55.

BARKER HIGH SCHOOL, Barker New York

Alternative Education Coordinator

1996-1997

- Developed and oversaw alternative high school, which prepared high school drop outs for the NYS GED.

ITT TECHNICAL INSTITUTE, Getzville, New York

Representative

1995-1997

- Marketed new school's programs to high school students, parents, school administrators and guidance counselors.

EDUCATION

Canisius College, Buffalo, NY - MS School Administration (1996)

Nazareth College, Rochester, NY - MS Secondary Education (1990)

Nazareth College, Rochester, NY - BA English Literature (1988)

CERTIFICATIONS

NYS School District Administrator (Permanent)

NYS Secondary English (Permanent)

Certificate in Leadership Coaching through the National Association of Elementary School Principals (NAESP)

CATHY EVANS TRUITT, Ph.D.

cathyetrutt@me.com

PROFESSIONAL EXPERIENCE

HOUGHTON MIFFLIN HARCOURT/INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION 2006-Present
Consultant

- Executive Coach working with Principals, Emerging Leaders, Superintendents;
- Conducted Needs Assessments including program evaluations for literacy, instructional coaching, classroom instruction, student engagement, curriculum alignment, and instructional planning;
- Provided Professional Development, Executive and Instructional Coaching in:
 - Common Core State Standards
 - Reading & Writing in the Content Areas
 - Universal Design for Learning: Curriculum Alignment and Instructional Planning
 - Next Generation of Assessments
 - Literacy: Reading and Writing
 - Whole School Reform
 - Transformational Leadership
 - Student Engagement and Motivation
 - Creating a Classroom Climate to Support Rigorous Relevant Learning
 - Leadership to Meet the Needs of Struggling Learners
 - Understanding the Change Process: Why, What, and How
 - Work and the Growing Skills Gap;
 - Brain Research
 - Adult Learning

JOHNSTON COUNTY SCHOOLS 2006-2008
School Improvement Services

Worked with Superintendent to:

- Coach beginning principals;
- Provide 21st Century training in Rigor, Relevance, and Relationships;
- Conduct School Training in the Ruby Payne Poverty Framework;
- Design a Moodle Course for Principals; and
- Serve as Liaison with Southeast Regional Educational Laboratory's Consortium of Educators for Evidence Based Education (CEEBE)

INTERNATIONAL CENTER FOR LEADERSHIP IN EDUCATION 2006-2007
Education Leadership Institute

- Coach for Beginning Leaders Cohort with 22 participants.
- Worked with Dr. Thomas G. Houlihan, Executive Director,
- Dr. Mike Ward, former N.C. State Superintendent, Dr. Charles Coble,
- and Joe Hochreiter, Deputy Superintendent, NY

CAMPBELL UNIVERSITY 2006
Trainer

Training, supervising student teachers, and working with educational leadership preparation

TRUITT PROFESSIONAL DEVELOPMENT SERVICES, LLC. 2006-Present

Owner

Training Educators to Apply Research in Areas of: Curriculum Alignment and Instructional Planning, Leadership, Literacy, Cognitive and Instructional Strategies to Accelerate Learning for Economically Disadvantaged Students (Ruby Payne's Poverty Framework), Managing the Change Process and Organizational Improvement

JOHNSTON COUNTY SCHOOLS 1992-2006

Principal – Four Oaks Elementary School

N.C. Honor School of Excellence, Meeting AYP - Retired, February 1, 2006

UNIVERSITY OF RIO GRANDE 1994-1995

Interim Assistant Professor of Education

- One-year Educational Leave
- Supervised Student Teachers, Taught Undergraduate Principles of Teaching
- Taught Master's Classes in Curriculum Design and Educational Psychology

JOHNSTON COUNTY SCHOOLS 1991-1992

Principal – Four Oaks Middle School

Assistant Principal – Selma Elementary School (1988-1991)

Teacher - Four Oaks School (1971-1988)

EDUCATION

Ph.D. Education Administration	University of North Carolina at Chapel Hill	1992
M.Ed. Early Childhood	University of North Carolina at Chapel Hill	1986
B.S. Elementary Education	Campbell University	1971

LEADERSHIP ACTIVITIES

- Dr. Bill Blokker, ***Literacy First***, Trainer Certification, May 18-21, 2006, Phoenix, AZ
- Dr. Ruby Payne, ***Framework for Literacy***, Trainer Certification, June 19-22, 2006, Santa Fe, NM
- National Association of Secondary School Principals, ***Selecting and Developing the 21st Century Principal Assessor Training***, April 25-27, 2006, Raleigh, NC
- Dr. Willard Daggett, International Center for Leadership in Education, ***Leadership Summit***, April 21-22, 2006, Albany, NY
- Presentation, ***“Using Existing Resources to Create Extraordinary School Results”***, Four Oaks Elementary, A Title I Gifted and Talented Theme School, International Model Schools Conference, International Center for Leadership in Education, July 2005
- My Greatest Achievement as an Educator and Leader: ***Four Oaks Elementary: From Ordinary to Extraordinary, Building a Gifted and Talented School through Comprehensive School Reform***
- Presentation, ***“Four Oaks Elementary Gifted and Talented Theme School: Aligned/Integrated School Plans, From Parallel Roads to an Aligned Design for Reform”***, Comprehensive School Reform Renewal Conference, NCDPI, September, 2004
- Principals' Executive Program, Principals as Technology Leaders (PATL), 2002

- Presentation, *“How Four Oaks Elementary uses HarrisInteractive Survey Data”*, North Carolina School Boards Conference, June, 2000
- Presentation, *“The Administrator’s Role as Mentor and Coach”*, Johnston Community College Administrative Retreat, July 27, 2000
- Consultant, Dr. Ann Grooms, Educational Services Institute, Cincinnati, Ohio, July 2000
- *“How a principal would monitor and ensure that teachers use a newly-developed tool to assure students pass the state proficiency reading test”*
- Principal’s Executive Program, PEP 48, Institute of Government, Chapel Hill, NC, 1997
- Consultant, Benedum Research Project with Dr. Van Dempsey, West Virginia University, Morgantown, WV, 1994, and with Literacy Project, 1997
- Presentation to the Northeastern Superintendents’ Council Meeting, 1993: *“Implementing Total Quality Management in a School System: Tom Houlihan’s Approach”*
- Presentation, *“The Experience of Moving Staff and Students into a New, Energy-saving Designed School Facility”*, Energy Guidelines Conference
- Presentation for Superintendent Dr. Tom Houlihan, Education: Everybody’s Business Coalition, 1992
- N.C. Learning Lab Initiative Grant, Prepared proposals and received funds for reform initiatives at Selma Elementary School, 1988-1991
- Principal Intrapreneur Program, Educational Services Institute, Dr. Ann Grooms, Cincinnati, OH, 1991
- Presentation, *“Recreational Reading in First Grade”*, North Carolina Association for the Education of Young Children (NCAEYC) Fall Study Conference, 1983
- Passage of Amendment to North Carolina G.S. 135-40.6(5). *A three-year effort enlisted the support of Representatives in the General Assembly to provide cleft palate coverage under the Teachers’ and State Employees’ Health Plan. (The law creating the N.C. Teachers’/ State Employees Health Plan superseded the law requiring all other health insurance carriers to provide coverage for cleft palate children. Teachers’ children were not provided full coverage until the Cleft Palate Bill passed.)*

PROFESSIONAL MEMBERSHIPS

- National Staff Development Council
- Successful Practices Network, Dr. Bill Daggett, International Center for Leadership in Education
- Association for Supervision and Curriculum Development
- International Reading Association
- National Science Teachers Association
- National Council for Teachers of Mathematics
- National Council for the Social Studies
- Delta Kappa Gamma International, Alpha Beta Chapter