

Good News for Schools and Districts on Improvement



Good News for Schools and Districts on Improvement

Colorado Department of Education **Consolidated Federal Programs**

- Tab 1: Background of the School Support Team Process in Colorado 3**
 - ▶ Colorado School Support System (CS³) 5
 - ▶ Comprehensive Appraisal for District Improvement (CADI) 6

- Tab 2: Title I School Improvement Grants 9**

- Tab 3: Facts and Figures 13**
 - ▶ AYP Results for Participating Schools 15
 - ▶ 2005–2006 Program Results Executive Summary 16

- Tab 4: Cohort Schools 17**

- Tab 5: School Support Team Members 21**
 - ▶ Facilitators 23
 - ▶ SST Members 24
 - ▶ CADI Members 87

- Tab 6: Resources 89**

Colorado School Support System

“The focus of the process was very valuable. We are using the reports for guidance in writing our schoolwide plan. I highly recommend this process for all schools. It has provided the basis for on-going conversations since November. The information is good and the staff felt it was accurate. We’re taking their feedback using as a guide in terms of addressing a whole new title. It was really useful.”

Colorado System of School Support (CS³)

The Consolidated Federal Programs unit has established a system of support for schools and districts that are in need of Improvement under No Child Left Behind, called the Colorado System of School Support (CS³). The key components of the CS³ process are:

- ▶ School Support Team Reviews
- ▶ Professional Development for Schools and Principals
- ▶ Title I School Improvement Grant
- ▶ Web-based Support Resources



School Support Team (SST) Reviews

Fall 2006 begins the 4th year of the implementation of the Colorado School Support Teams. First conceptualized in 2002 as a way to deliver focused technical assistance to Title I schools, Colorado drew upon Kentucky's school improvement model in designing its SST process. The process was piloted with six schools during the 2003–2004 school year.

As a result of pilot, The Consolidated Federal Programs unit chose to wed the Title I School Improvement Grant and SST processes in order to give schools designated as in need of Improvement, monies that could be used to implement the SST's recommendations. The six pilot schools were each awarded a \$100,000 Title I School Improvement Grant.

Presently, schools on Improvement become eligible for a SST review and grant. However, the process is voluntary. During the 2004–2005 school years, 22 schools received a SST review. In the 2005–2006 school years, 29 schools received reviews. Nine schools reviewed during the 2005–2006 received the Title I Reallocated Grant which was offered to schools that were not on Improvement but had a year of not making AYP. Of those nine schools only one school did not make AYP and entered into Improvement.

Selection and Training of School Support Team Members

School Support Teams are composed of a Team Leader and 5 members. Potential SST members must successfully complete an application and interview process. Thirty applicants applied for 15 SST positions during the 2004–2005 school years and 50 applicants applied in 2006–2007.

The strongest candidates have extensive backgrounds in Colorado's public education system and are typically retired superintendents, directors of curriculum and instruction, principals, central office staff, and local school board members. SST members are part-time consultants who are compensated \$300 a day in addition to expenses. The cost of the SST review is paid for out of each school's Title I School Improvement Grant. Each SST member may reapply to serve during consecutive school years.

SST members participate in a three-day training session that simulates all facets of the review process including reviewing the school's portfolio, conducting observations and interviews, and writing the report and examining the research on school improvement. One lead trainer, assisted by two other trainers currently provides the training.

The Support Team Review Process

Each SST begins its on-site review on the Sunday night prior to the beginning of the review week. The SST first reviews the school's portfolio, that is assembled by each school before the SST arrives. The SST spends a week at the school interviewing staff, parents and students and conducting classroom observations. The team also interviews the principal and central office staff, and the superintendent where possible.

School Support Teams use document analysis, observations, and interviews to collect data in the following areas:

- ▶ Curriculum
- ▶ Assessment
- ▶ Instruction
- ▶ School Culture
- ▶ Family Involvement
- ▶ Professional Development
- ▶ Leadership
- ▶ School Organization
- ▶ Comprehensive Planning

“The school review process has been an integral part of what we’ve done this year in terms of recommendations and what we’ve done to restructure and work on student achievement.”

The SST members use 9 research-based standards and 68 indicators established by CDE to guide each on-site review. At the end of the review week, the SST presents their preliminary findings to the school, highlighting strengths and areas of needed improvement.

Each SST completes approximately 5 school reviews, which may be scheduled any time between September and May.

Outcomes of Support Team Reviews

After completing the on-site visit, the SST prepares a report that is reviewed by the Consolidated Federal Programs unit. Approximately 4 weeks after the review, the SST project lead, team leader and Title I liaison conduct an exit interview with the school’s principal and superintendent. At this time, the school begins developing its Title I School Improvement Grant—Year 1. Details regarding the Year 1 and Year 2 grant are available in Tab 2.

Current Priorities for the School Support Team Process in Colorado

One of the strengths of the current SST process is the Title I School Improvement grant, which enables schools that receive an SST review to implement the Teams’ recommendations in a timely fashion. CDE is committed to designing a comprehensive SST review process that provides schools with meaningful recommendations that are realistic to implement. Additionally, CDE is working to ensure consistency across teams by assembling the SSTs during the fall of each year to deepen the practices of report writing, interviewing and conducting classroom observations.

Comprehensive Appraisal for District Improvement

(see following booklet for more information)



This sheet will be replaced with manilla
pocket containing CADI booklet

Title I School Improvement Grants

“Most important was that it gave us affirmation that we were doing a lot of things right ... The suggestions to work on were things we’d already identified. It was nice to be aligned. It helped us focus what we’re doing this year. We’ve used it as a tool to guide us in decisions.”

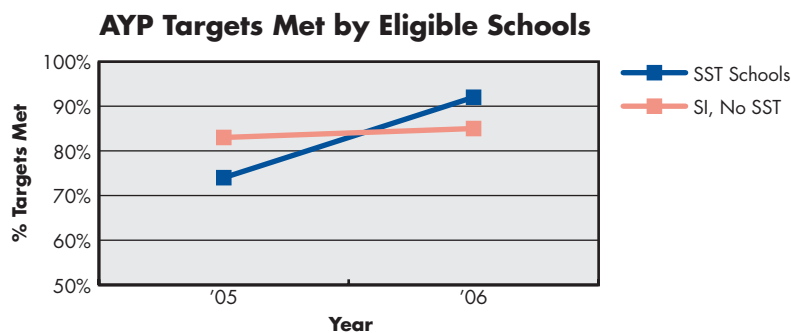
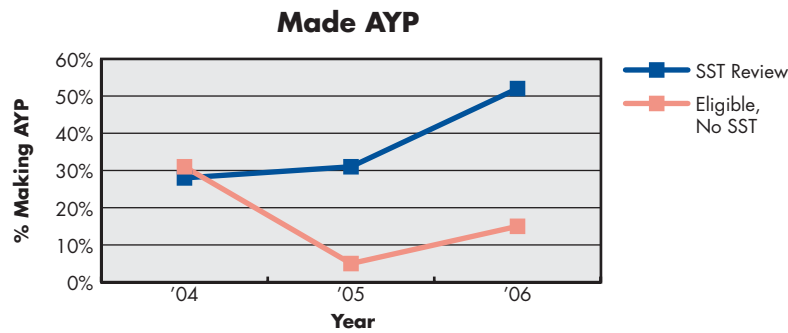
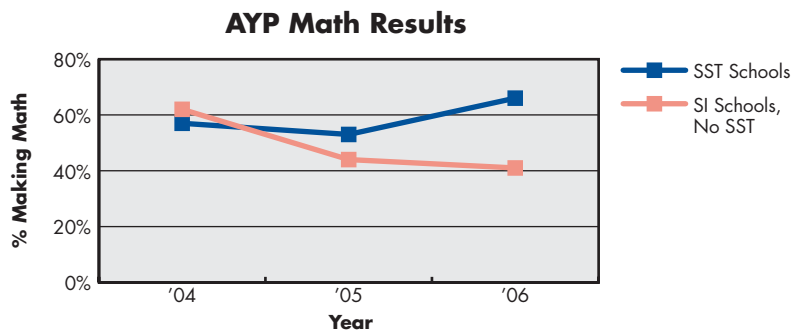
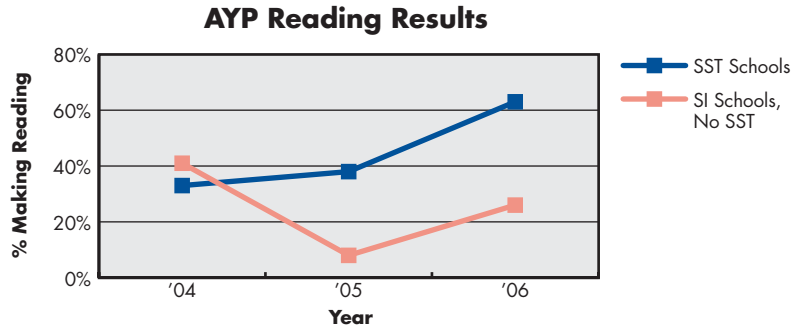
This sheet will be replaced with manilla
pocket containing Grants booklet

Facts and Figures

“We were totally apprehensive when we found out about this process. Not knowing what it would lead to and what it meant. Now after having gone through it, we see it as probably the best thing that could have happened to us at the time. We were in a position where we knew that something had to change, but weren’t sure what direction to take to make the changes ... Our students are showing great improvement, according to our data. The data we collect in the building show good student improvement. We’re excited about things being done right as it pertains to the kid, that’s what it’s all about.”

Facts and Figures

Comparison of Eligible Schools



57

The number of eligible schools that have received a School Support Team visit and a Title I School Improvement Grant

11

The number of schools that received a grant and exited Improvement

20

The number of eligible districts that have had schools participate in the SST and Title I School Improvement Grant process

\$6,609,595

The amount of Title I funds awarded to schools for SST reviews and Title I School Improvement Grants

2005–2006 Program Results Executive Summary

The Colorado School Support Team (SST) initiative is now in its third year of implementation. From the beginning of the initial pilot in 2003, the Colorado Department of Education) CDE staff dedicated significant time and resources to help low-performing schools across Colorado improve their instructional programs. Earlier support to the schools provided by the Title I state staff has been strengthened by the addition of a comprehensive review of the targeted schools by a team of highly qualified educators. The data gathered by the review team is used by the school staffs to focus their efforts on curriculum, assessment, instruction, school culture, family involvement, professional development, leadership, school organization and comprehensive planning.

This document is the third in a series of reports designed to describe the SST model, monitor the progress of its implementation and evaluate the impact of this new improvement initiative on Colorado schools. This report examines additional internal and external factors influencing the model and looks more closely at the achievement and progress of the schools who have completed the review process.

Overall findings point to the success of the SST review process as a means to support school reform in high risk schools. Findings in this report include:

1. SST Review Process indicator averages are increasing over time. A number of possible reasons for this increase are suggested.
2. The high risk schools were determined to be the weakest in curriculum and instruction, in comparison to other effective schools indicators.
3. According to survey feedback from participating schools, the SST review process has improved over the last two years.
4. Interviewing, conducting observations, and aligning the data collection to the unique characteristics of the school continue to be the areas needing attention in the review process.
5. Overall, SST members continue to be viewed favorably professionally and in interpersonal skills by the staff of the schools reviewed.
6. Participating schools do not tend to “drop out” of the process once started.

7. There is a large difference in the number of onsite and telephone consultations provided to the individual schools by the Title I Consultants.
8. All of the first year pilot schools made gains on variables identified as being important on the state report cards which include AYP and CSAP scores. The elementary schools improved in almost all areas. The middle schools were not as successful as the elementary schools, but are improving in a number of areas.
9. On the whole, CSAP percentages of students in the pilot schools making proficient or advanced increased from the baseline year of 2002–03 to the last published scores of 2005–2006 in reading, writing and math.
10. The pilot schools that were reviewed two years ago are generally becoming more successful in test scores, AYP and report card indicators as a group, but most still need to continue the reform process and continue to improve their overall academic performance.

The following suggestions are offered for consideration by the CDE staff.

1. For purposes of this report, success was measured by CSAP scores, meeting AYP goals and elements used to determine a successful school on the report cards. CDE staff, including the consultants who work in the field, should revisit these variables to see if they are the best indicators for success in high risk schools.
2. With the addition of large numbers of reviewed schools, it will be critical to continue the CDE SST database and add new fields to the database such as SST review indicators and progress on the desired outcomes (test scores, etc.).
3. With the addition of larger Ns, additional support factors should be correlated with success indicators to see if any one factor makes a difference in the process.
4. Integrating the use of technology and using classroom assessments effectively are sub-indicators that were highlighted as being weak in the schools. The C2D3 state initiative supports teacher development in both those areas and could be recommended as a resource to reviewed schools.

SI Grant Participating Schools

“I’ve been recommending it to other principals ... I tell them don’t do it unless you’re willing to address the information you get back. You can’t say, “That’s not true.” You must think that all those indicators are important and you believe that what makes a successful school. If you’re not there, there’s no point in doing the review. If you’re there, you also must think you’ll get some hard information back. If you’re willing to work with it, we have found it to be very valuable.”

Pilot Schools 2003–2004

Cache La Poudre, Poudre SD

3511 W. County Rd. 54G, Laporte, CO 80535
(970) 488-7600

Ivywild Elementary, Colorado Springs District 11

1604 Cascade Ave., Colorado Springs, CO 80906
(719) 328-4300

Lumberg Elementary, Jeffco Public Schools

6705 W. 22nd Ave., Edgewater, CO 80214
(303) 982-6182

Roosevelt–Edison Charter School, Colorado Springs District 11

205 S. Byron Dr., Colorado Springs, CO 80910
(719) 637-0311

Spangler Elementary, St. Vrain Valley SD

1440 Collyer St., Longmont, CO 80501
(720) 494-3761

Wheat Ridge Middle, Jeffco Public Schools

7101 W. 38th Ave., Wheat Ridge, CO 80033
(303) 982-2833

Cohort 1 2004–2005

Manauh Elementary, Montezuma–Cortez SD

300 E. 4th Street, Cortez, 81321
(970) 565-7691

Miami–Yoder Elementary, Miami Yoder SD

420 S. Rush Rd., Rush, 80833
(719) 478-2186

Highland Middle, Ault–Highland SD

P.O. Box 68, Ault, 80610
(970) 352-7404

Federal Heights Elem., Adams 12 Five Star SD

2500 W. 96th Ave., Thornton, 80260
(720) 972-5360

Ignacio Intermediate, Ignacio SD

P.O. Box 460, Ignacio, 81137
(970) 563-0650

Thornton Elementary, Adams 12 Five Star SD

991 Eppinger Blvd., Thornton, 80229
(720) 972-5660

Gunnison Elementary, Gunnison SD

1099 N. 11th St., Gunnison, 81230
(970) 641-7710

Centennial Jr./Sr. High, Centennial SD

P.O. Box 350, San Luis, 81152
(719) 672-3287

Coronado Elementary, Adams 12 Five Star SD

8300 Downing Dr., Denver, 80229
(720) 972-5320

“Our parent involvement has really benefited and not just from a PTA point of view. We’ve had three different activities, starting with the Labor Day picnic, a football evening and a Dr. Seuss night. We’ve had huge participation from our families, which included providing a meal for them, supplies, books, etc. Much more so than we ever dreamed we’d see so early in the program.”

Risley Middle, Pueblo 60 SD

625 Monument Ave., Pueblo, 81001
(719) 549-7440

Molholm Elementary, Jefferson Public Schools

6000 W. 9th Ave., Lakewood
(303) 982-6240

Adams City Middle, Adams 14 SD

4451 E. 72nd Ave., Commerce City 80022
(303) 853-5404

McElwain Elem., Adams 12 Five Star SD

1020 Dawson Dr., Denver, 80229
(720) 972-5500

Monaco Elementary, Adams 14 SD

7631 Monaco Blvd., Commerce City, 80022
(303) 853-1255

O’Connell Middle, Jefferson County SD

1275 S. Teller Pl., Lakewood, 80232
(303) 982-8370

Haskin Elementary, Center SD

500 S. Broadway, Center, 81125
(719) 754-3442

Kearney Middle, Adams 14 SD

6160 Kearney, Commerce City, 80022
(303) 853-5504

Craig Intermediate, Moffat SD

201 E. 9th St., Craig, 81625
(970) 824-3287

Skoglund Middle, Center SD

500 S. Broadway, Center, 81125
(719) 754-3442

Rocky Mountain Elem., St. Vrain Valley SD

800 E. 5th Ave., Longmont, 80501
(303) 772-7388

Cohort 2 2005–2006

Abraham Lincoln High, Denver Public Schools
2285 S. Federal Blvd., Denver, 80219
(720) 423-5034

Amesse Elementary, Denver Public Schools
5440 Scranton Street, Denver, 80239
(303) 371-0930

Baker Elementary, Adams 50
3555 W. 64th Avenue, Denver 80221
(303) 428-1121

Billie Martinez Elementary, Weld 6
341 14th Avenue, Greeley, 80631
(970) 348-1800

Bruce Randolph Middle, Denver Public Schools
3955 Steele Street, Denver, 80205
(720) 424-1082

Corwin Middle, Pueblo 60 SD
1500 Lakeview Drive, Pueblo, 81004
(719) 549-7400

Kepner Middle, Denver Public Schools
911 S. Hazel Court, Denver, 80219
(720) 424-0000

La Junta Middle, East Otero SD R-1
901 Smithland Avenue, La Junta, 81050
(719) 384-2581

Maria Mitchell Elementary, Denver Public Schools
1350 E. 33rd Avenue, Denver, 80205
(720) 424-5440

McGlone Elementary, Denver Public Schools
4500 Crown Blvd., Denver, 80239
(303) 373-5080

Niver Creek Middle, Adams 12 Five Star Schools
9450 Pecos Street, Thornton, 80260
(720) 972-5123

North Elementary, Brighton 27J
89 N. 6th Avenue, Brighton, 80601
(303) 655-2501

Pomona Elementary, Montrose and Olathe Schools
1045 S. Cascade, Montrose, 81401
(970) 249-2514

Rishel Middle, Denver Public Schools
451 South Tejon Street, Denver, 80223
(720) 424-1260

Romero Elementary, Weld 6
1400 E. 20th Avenue, Greeley, 80631
(970) 348-2500

Skyline Elementary, Adams 50 County SD
7395 Zuni Street, Denver, 80221
(303) 428-2300

Smith Renaissance, Denver Public Schools
3590 Jasmine Street, Denver, 80207
(303) 388-1658

Thornton Middle, Adams 12 Five Star Schools
9451 Hoffman Way, Thornton, 80229
(720) 972-5163

Twombly Elementary, Weld 8 SD
1600 Ninth Street, Ft. Lupton 80621
(303) 857-7400

University Hill Elementary, Boulder Valley SD
956 16th Street, Boulder, 80303
(303) 442-6735

Cohort 3 2006–2007

Garnet Mesa Elementary, Delta SD 50J
600 A Street, Delta 81416
(970) 874-8003

Skinner Middle, Denver Public Schools
3435 W. 40th Ave., Denver 80211
(720) 424-1422

Richard Castro Elementary, Denver Public Schools
845 S. Lowell Blvd., Denver 80219
(303) 935-2458

College View Elementary, Denver Public Schools
2675 S. Decatur St., Denver 80219
(720) 424-8660

North High School, Denver Public Schools
2960 N. Speer Blvd., Denver 80211
(720) 423-2700

Remington Elementary, Denver Public Schools
4735 Pecos St., Denver 80211
(303) 433-6461

Lincoln Elementary, Delta SD 50J
1050 Hastings St., Delta 81416
(970) 874-3700

Munroe Elementary, Denver Public Schools
3440 W. Virginia Ave., Denver 80209
(303) 934-5547

Wilson Elementary, Colorado Springs District 11
1409 DeReamer Cir., Colorado Springs 80915
(719) 328-7802

Overland Trail Middle, Brighton 27J
455 N. 19th Ave., Brighton 80601
(303) 655-4001

Edgewater Elementary, Jeffco Public Schools
5570 W. 24th Ave., Edgewater 80033
(303) 982-6050



Colorado Support System Team Members

“I think the SSTs are great. We are trying to reorganize our 2006 Budget to have them come back for all the other schools in the district.”

Facilitators:

Schools who have received a School Support Team Review struggle with understanding, internalizing, and setting priorities once the review is concluded. The outcome of the review is a detailed report covering the aspects of indicators/standards reviewed by the team. To assist them in unveiling the report, we strongly encourage them to engage the services of a School Support trained facilitator. The work done in the debriefing process is critical to staff buy-in, beginning the change process, and for development of the school improvement plan and ensuring that a high level of quality is maintained.

Facilitator training takes an additional 2 days, and requires skills in addition to those possessed by School Support Team members. Prerequisites for serving as a debriefing facilitator include the following:

- ▶ Successful completion of the school support training;
- ▶ Participation in a minimum of 5 school support team visits;
- ▶ Documentation of successful facilitation experience;
- ▶ Prior experience in working with elementary or secondary schools;
- ▶ Knowledge of and experience with conflict resolution and team dynamics;
- ▶ Knowledge of current educational practices, effective school research, familiarity with school improvement planning and the Title I requirements;
- ▶ Familiarity with the Colorado Model Content Standards particularly in language arts and mathematics;
- ▶ Initiative;
- ▶ Organization/project management skills.

The following School Support Team members have additional training and expertise and make up our **Debriefing Facilitators**:

David Benson	Margene McFall Martin
Diane Bergeron	Brenda Randel
Jean Bonelli	Susan Rhodes-Yenowine
Karen DeSchrver	Colleen Rickert
Carolyn Griffis	Steve Rogers
Judy Herm	Debra Rose
Tina Kerschen	Marta Shoman
Ava Lanes	Nancy Wear
Shelly Lantz	Iris Williams

School Support Team Members:

School Support Team members serve on a 6-person team. Each team has an assigned Team Lead and each person on the team is responsible for assessing assigned standards and providing input for the Final Team Report.

School Support Teams are made up of:

- ▶ Active or retired teachers
- ▶ Active or retired school level administrators
- ▶ Active or retired district level administrators
- ▶ Active or retired BOCES personnel
- ▶ Active or retired staff from Institutions of Higher Ed.
- ▶ Active or retired school board members

The School Support Team is responsible for reviewing and analyzing all facets of the school's operation, which includes:

1. Curriculum
2. Assessment
3. Instructions
4. School Culture
5. Family and Community Involvement
6. Professional Development
7. Leadership
8. School Organizations
9. Comprehensive Planning

“I felt as though there was a lot of time and thought put into the process. Great sensitivity was given to how schools operate and the present level of stress we all feel.”

Profiles for each 2006–2007 School Support Team Member follow:

TEAM 1

Dr. Nancy Wear (Team Leader)

Telephone: (970) 490-1084

Cell: (970) 215-8198

E-Mail: nwear@frii.com

Fax: (970) 493-1815



Brief Résumé:

- ▶ Director of Secondary Curriculum for the last 11 years in the Thompson School District, included: working with evaluation and data, instructional strategies, articulation of all grade levels in curriculum development, creation of standards and assessments, creation of all staff development, creation of strategic plans, state and local action plans, and creation of state and local accreditation plans, working with data collection to meet No Child Left Behind requirements.
- ▶ Led the change in graduation requirements that were needed to include CSAP and pre-NCLB initiatives.
- ▶ Assisted in writing action plans that led to school improvement in whatever areas were needed.
- ▶ Responsible for setting up teacher training in all aspects and in all disciplines.
- ▶ Assisted in helping to create the district's whole curriculum process and worked on the accountability process implementation.
- ▶ Created professional development where all grade levels could work together to understand instructional and curriculum issues facing each area and how to improve them. As a result, the district became a state and national model for standard based instruction.

Expertise:

- ▶ Working with Principals in planning, implementing, and evaluation teacher effectiveness.
- ▶ Working with all parties on curriculum and instructional change.
- ▶ Developing curriculum to improve student achievement between all grade levels.
- ▶ Implementing new math and reading/writing curriculum to meet the needs of CSAP and NCLB.
- ▶ Developing various staff development models to meet teacher training needs and the diverse learning aspects of those teachers.

Area(s) of Interest:

- ▶ Working with Principals and teachers.
- ▶ Working with teachers in areas of reading/writing and math.
- ▶ Working with interpretation of data and identifying strategies to use to improve student achievement.
- ▶ Working with staff to identify areas needing improvement whether instructional, classroom, environment, or articulation.
- ▶ Working with the community, parents, teachers, and administrators to incorporate change.

Kyle Hughes

Telephone: 720-200-4030

E-Mail: kyle.hughes@yahoo.com



Brief Résumé:

- ▶ Adjunct instructor—UCD (Advanced Classes. In Special Education.
- ▶ Learning Specialist (K–12) CCSD
- ▶ President of Colorado Council for Learning Disabilities
- ▶ Colorado Basic Literacy Act Task Force: Development of Guidelines and Best Practices for grades 4–12.

Expertise:

- ▶ Analysis of assessment data to inform instruction.
- ▶ Literacy.
- ▶ Scientifically based reading instruction (five components of reading).
- ▶ Response to Intervention (RTI).

Area(s) of Interest:

- ▶ Working with reading and special education teachers.
- ▶ Coordination and integration of instructional support through NCLB/CBLA and IDEA.
- ▶ Parent/community involvement.
- ▶ Research based curriculum and instructional practices.

Sam Humphrey

Telephone: (970) 625-2645

E-Mail: sam_41049@msn.com



Brief Résumé:

- ▶ Director of Federal Programs Rifle School District.
- ▶ Director of Curriculum/Professional Development.
- ▶ Director of Assessment, Rifle School District.
- ▶ Co-Chair District School Improvement Process.
- ▶ Director of Early Childhood and ESL.

Expertise:

- ▶ Working with school and district leadership teams to implement/manage the School Improvement process and district/building accreditation.
- ▶ Title I and other Federal Programs.
- ▶ The development of state aligned local standards and standards based instruction.
- ▶ The design and implementation of results based professional development.
- ▶ Curriculum development.

Area(s) of Interest:

- ▶ District and building Leadership Teams in the areas of School Improvement, NCLB, state accreditation, and Title I.
- ▶ District and building Leadership Teams in the identification & support of professional development.
- ▶ District and building level implementation of standards based instructional processes.
- ▶ General instruction including: teacher expectations, lesson design, and assessment.

Margene McFall-Martin

Telephone: (719) 276-7273

E-Mail: mgandme2@msn.com



Brief Résumé:

- ▶ Assistant Superintendent.
- ▶ K–12 Counselor.
- ▶ School Improvement and Assessment Coordinator.
- ▶ Manager Federal Programs, responsible for teacher training, professional development, curriculum alignment between grade levels.
- ▶ District grant writer responsible for the implementation of grants and the development of programs to support improved student academic performance Instituted the district’s training, understanding and use of No Child Left Behind.
- ▶ Guided and supported the implementation and delivery of state and local assessment and evaluation.
- ▶ Director of Title I program.

Expertise:

- ▶ Early childhood education.
- ▶ Grade levels K–12.
- ▶ Post-secondary teacher, counselor and administration experience.
- ▶ Worked w/ multiple school districts in writing, implementing and delivery of state and federal grants which included fiscal planning, results based staff development, school improvement planning, team building, data analysis and shared decision making. Facilitator and trainer for building mapping and alignment of K–12 curriculum, instruction, and assessment to the Colorado Content Standards.

Area(s) of Interest:

- ▶ Curriculum and Instruction.
- ▶ Professional Development.
- ▶ Assessment and Evaluation.
- ▶ School support activities including grant programs, Title I, and NCLB.

Paul Radcliff

Telephone: (970) 226-3759

E-Mail: loboway2003@yahoo.com



Brief Résumé:

- ▶ Retired in 2003 as principal of Rocky Mountain High School, a large comprehensive high school in Ft. Collins. At Rocky, we hosted a professional development school in association with Colorado State University, pioneering a 4 x 4 block scheduling program focused on a positive culture called the “Lobo Way,” and operated extensive special education and advanced placement programs.
- ▶ In 2005, completed a 6 month assignment with Poudre School District (PSD) as Human Relations Facilitator.
- ▶ Currently mentoring three administrators for PSD and supervising student teachers for Regis University.

Expertise:

- ▶ Supervising and evaluating classroom teachers, as well as support personnel.
- ▶ Developing a positive and productive school culture.
- ▶ Operating extensive extracurricular programs.
- ▶ Supporting and developing all staff.

Area(s) of Interest:

- ▶ Instructional Strategies.
- ▶ Leadership.
- ▶ Learning Environment—School Culture.
- ▶ School Improvement.

Russ Ramsey

Telephone: 303 469-8396

Cell: 303 859-0593

E-Mail: rjr1173@aol.com



Brief Résumé:

- ▶ More than 31 years serving in Jefferson County and St. Vrain Valley school districts.
- ▶ Assistant Superintendent for Learning Services in St. Vrain. Responsibilities included supervision of all aspects of instruction, curriculum, assessment, special education, staff development, athletics, and instructional technology.
- ▶ Directly supervised 15 secondary schools and oversaw the school improvement planning for the district and individual schools.
- ▶ Have served in various roles for the North Central Association and worked as team member for CDE's Comprehensive Appraisal for District Improvement.

Expertise:

- ▶ District and school improvement planning.
- ▶ Leadership development and principal preparation.
- ▶ Standards-based education.
- ▶ Effective instructional practices.
- ▶ Licensed personnel evaluation systems, the middle school model.

Area(s) of Interest:

- ▶ Curriculum and Instruction.
- ▶ Professional Development.
- ▶ Improvement Planning.
- ▶ Leadership.

TEAM 2

Karen L. Benner (Team Leader)

Telephone: (970) 878-9040, (970) 878-4443

E-Mail: kbenner@meeker.k12.co.us

Fax: (970) 878-3682



Brief Résumé:

- ▶ Retired Superintendent of Meeker School District. Primary responsibilities included:
 - Human Resources,
 - Professional Staff Development,
 - Financial/Budget Development,
 - Curriculum & Standards Development,
 - Assessment Planning and Analysis, Community Relations and Long-Range Planning,
 - District Accreditation and School Accountability,
 - Director of Consolidated Federal Programs,
 - Grant Development/Writer.
- ▶ For the past two years have worked as an Advocate and External Evaluator for the Colorado Reading First Project and as a team lead for CDE's Colorado's School Support Team.

Expertise:

- ▶ Alignment of curriculum with standards, standards-based education, school improvement and use of assessment data to help chart direction in curriculum and instruction;
- ▶ School improvement processes and planning with all stakeholders of the school community;
- ▶ Understanding of the dynamics of a school's culture and the implications each aspect interplays with and affects the other;
- ▶ Reading and language arts literacy and best instructional practices.
- ▶ Participated as a SST member in the 2003–04 pilot project.

Area(s) of Interest:

- ▶ School Culture and Dynamics
- ▶ Curriculum and Data-Driven Instruction
- ▶ Finances and Budget Allocation
- ▶ School Improvement Processes

Pam Beeman

Telephone (719) 545-1074
E-Mail: pbeeman@hotmail.com
Fax: 719 545-6080



Brief Résumé:

- ▶ Science and Math teacher
- ▶ Counselor
- ▶ SSI Site facilitator
- ▶ Standards and Professional Development Coordinator
- ▶ Senior Professional Development Consultant, and School Reform Consultant.
- ▶ Managed several major federal grants and worked on the design team of another.
- ▶ Adjunct college instructor
- ▶ Education and endorsements include:
 - BS—Biology/Chemistry minor
 - MA—School Counseling
 - Graduate work—School reform
 - Vocational Credential, Administrative.

Expertise:

- ▶ Professional Development
- ▶ School Counseling
- ▶ Math and Science education
- ▶ Differentiated Instruction
- ▶ Standards and Assessment
- ▶ Using Data to Drive Instruction.

Area(s) of Interest:

- ▶ Professional Development
- ▶ Science/Math education
- ▶ Differentiated Instruction
- ▶ Budget

David J. Benson, Ed.D.

Telephone: (970) 407-9327

Cell: (970) 215-7550

E-Mail: bensondavid@comcast.net



Brief Résumé:

- ▶ Holds degrees in religion, psychology, special education, and school administration.
- ▶ Worked as a Special Education Teacher, School Counselor and Psychologist, Special Education Director, Consultant for the Colorado Department of Education, Director of Organizational Development, Assessment, Data Consultant, and School Principal.
- ▶ Served as an Adjunct Professor with the University of Northern Colorado, Colorado State University, and the University of Colorado.
- ▶ Has consulted and presented workshops in a number of states with emphases in School Improvement, Leadership, Organizational Change, Literacy, and Special Education programs.
- ▶ Has been recognized for his leadership in developing innovative programs in Literacy.
- ▶ A current School Support Team member for School Improvement, working with schools, districts and other professional organizations in Colorado. He also has a small private psychotherapy practice.

Expertise:

- ▶ School Improvement.
- ▶ District and School Leadership.
- ▶ Student Assessment.
- ▶ Data Analysis for Student Achievement.
- ▶ Large System Change.
- ▶ Strategic Planning.
- ▶ School Culture.
- ▶ Conflict Resolution in Systems.

Areas of Interest:

- ▶ Assessment and Data Analysis.
- ▶ School Leadership.
- ▶ Building Goal Setting.
- ▶ School Culture.
- ▶ Teacher Leadership.

Susan Rhodes-Yenowine

Telephone: 720 323-0187

E-Mail: syenowinepcc@msn.com



Brief Résumé:

- ▶ Currently a consultant, organization developer, and co-founder of the Positive change Corps., an organization dedicated to whole systems positive change with schools, communities and organizations.
- ▶ Author of 2 articles on the above process and its facilitation.
- ▶ Have trained in facilitation of several LGI technologies, including Appreciative Inquiry, Future Search, and Open Space Technology, and have used these techniques to help schools reach their best performance and contribute to a new venture entitled Schools as Agent of World and Community Benefit. Have worked with clients in IL, MA, CA, OH, and Canada.
- ▶ Is currently a Board of Trustee member of the Chaordic Commons, the academic advisory board founded by Dee Hock the CEO Emeritus of Visa International.

Expertise:

- ▶ Facilitation of strengths based on whole system change.
- ▶ Grantsmanship.
- ▶ Holds a certificate as a Phi Delta Kappa Curriculum Management Auditor.
- ▶ Has conducted several successful full district audits.
- ▶ Literacy.

Area(s) of Interest:

- ▶ Principals.
- ▶ NCLB.
- ▶ Title I.

Debbie Rose

Telephone: Work: (719) 485-3535
Home:(719) 485-3730
E-Mail: drose@district70.org
Fax: (719) 485-3511



Brief Résumé:

- ▶ Past President of PTO.
- ▶ Past President of School Accountability Committee.
- ▶ 7th year as School Board Member for Pueblo School District 70.
- ▶ Past member of Childcare Licensing Advisory.
- ▶ Council (Chair).
- ▶ Pueblo Economic Development.
- ▶ NCLB-ELL Testing Subcommittee.
- ▶ District Special Education Review, and BOCES representative.
- ▶ Current Member of CSU@Pueblo President Council.
- ▶ Pueblo Area Council of Government (Chair).
- ▶ Staff Development Council.
- ▶ Gear Up Advisory Committee.
- ▶ Even Start Review and Pueblo Sustainability.
- ▶ Guest Presenter at Oxford, England “Global Education” Round Table, and several conferences for Colorado Association of School Boards, Ed Trust and Wallace Foundation concerning leadership.
- ▶ Other community involvement and school reform activities.

Expertise:

- ▶ Developed community reading program involving business leaders.
- ▶ Developed national award winning leadership program and alternative school.
- ▶ Developed community partnerships with parental involvement.
- ▶ Established multiple communication techniques for disseminating information to all stakeholders.

Area(s) of Interest:

- ▶ Student, family and community support.
- ▶ Leadership efficiency.
- ▶ Resource Allocation.
- ▶ Curriculum.

Peggy Taylor

Telephone: 303 979-5981

Cell: 720 933-6229

E-Mail: peggyataylor@earthlink.net



Brief Résumé:

- ▶ Twenty-three years in elementary school administration
- ▶ Three years in the Assessment and Research Office of a large metropolitan area school district.
- ▶ Coached and mentored new and veteran principals in all aspects of school improvement planning.
- ▶ Trained administrators in the use of accountability requirements including accreditation, NCLB, and SARs.
- ▶ Previous director/instructor in a preschool affiliated with a community college.

Expertise:

- ▶ Presenting school data including: creating graphic displays for demographic data, CSAP results, embedded assessment results, and student perceptual results.
- ▶ All aspects of school improvement, including: planning, goal setting, collecting results, and accountability reporting.
- ▶ Using SMART goals in school improvement planning.
- ▶ Administrative roles and responsibilities.

Area(s) of Interest:

- ▶ School leadership.
- ▶ Data driven decision making.
- ▶ School improvement planning.
- ▶ Curriculum, instruction and assessment.

TEAM 3

Shelly Lantz (Team Leader)

Telephone: (970) 356-4426

E-Mail: shelllantz@aol.com

Fax: (970) 356-4426



Brief Résumé:

- ▶ 2000–2004: Principal at South Valley M. S. (Weld County—RE-1).
- ▶ 1998–2000: TOSA at Dos Rios Elementary (Greeley /Evans #6).
- ▶ 1988–1998: Teacher, Dos Rios Elementary (Greeley/Evans #6).
- ▶ 1975–1988: Teacher, Brentwood Middle (Greeley/Evans#6).
- ▶ 1974–1975: Teacher, Brentwood Elementary (Greeley/Evans #6).
- ▶ 2005—Colorado Department of Education School Support Team Lead.

Expertise:

- ▶ Coaching for efficacy.
- ▶ Instructional strategies.
- ▶ Data Analysis.
- ▶ Instructional Leadership.
- ▶ School Improvement Planning.
- ▶ Coaching for Efficacy.
- ▶ Group Facilitation.
- ▶ Budget Development.
- ▶ Consensus Building.
- ▶ Goal Setting.
- ▶ School Climate.

Area(s) of Interest:

- ▶ Assisting in research-based processes.
- ▶ Being part of a solution.

Frank Davila

Telephone: 720 532-9704

E-Mail: fdavila10@comcast.net



Brief Résumé:

- ▶ Most recently as the Colorado Department of Education's Director of English Language Acquisition. In this capacity, Frank worked with other Department units, and Districts to provide leadership and clarity regarding Title III NCLB mandates and the state's ELPA guidelines. This included working closely with the Consolidated Application process, and Title I consultants.
- ▶ Frank has worked with the leadership of various school districts in reviewing and offering guidance in the development and implementation of their ELA program efforts. Executive Director for Special Programs with Aurora Public Schools. This involved developing and sustaining collaboration among various departments (ELA, GT, SPED, Diversity and Health Services) to support the leadership and the classroom teachers to increase student achievement.
- ▶ Frank's experiences include working as a classroom teacher, an elementary school principal, a university instructor, consultant and writer.

Expertise:

- ▶ Conducting broad organizational review and offering guidance
- ▶ Working with ELA and Assessment Directors to review student performance of English Language Learners (ELL)
- ▶ Working with schools and parents to enhance parent involvement initiatives
- ▶ Using Spanish oral, reading, and writing skills to support schools.

Area(s) of Interest:

- ▶ Work with Principals regarding accountability
- ▶ Title III and NCLB
- ▶ Parent Involvement Support
- ▶ Student Assessment

John Gotto

Telephone: (970) 842-2647
E-Mail: john_gotto@msn.com
Fax: (970) 842-2403



Brief Résumé:

- ▶ 1999–2005 Superintendent Weldon Valley School District
- ▶ 1994–99 Superintendent Brush School District
- ▶ 1990–94 Assistant Superintendent Brush School District
- ▶ 1984–90 Brush Middle School Principal
- ▶ During the thirty-seven years John spent in public school education, the last twenty-one were directly involved with effective school planning in all phases of public education, for example:
 - Organizational structure
 - Leadership
 - The learning environment
 - Community support, and;
 - Academic performance.

Expertise:

- ▶ District operation and fiscal responsibilities.
- ▶ Working with administration and teachers in the development and implementation of programs to improve student achievement.
- ▶ Collaborating with different community efforts in promoting quality educational programs.

Area(s) of Interest:

- ▶ Central Office Personnel, Principals and Program Directors.
- ▶ Teachers and Staff Members.
- ▶ Parent Involvement in programs.

Linda Keener

Telephone: (719) 784-1355

E-Mail: lkeener@amigo.net

Fax: (719) 784-1355



Brief Résumé:

- ▶ 18 years as a classroom teacher grades K, 2, 3, 5, 6.
- ▶ 7 years as an elementary principal.
- ▶ Currently serve as the Director of Instruction for the Fremont RE-2 School District, a rural community with 1800 students. Directly responsible for curriculum alignment; development of common assessments; implementation of Federal Programs; individual school and District Improvement Planning processes; implementation of Professional Learning Communities and staff development; grant writing; and the implementation and monitoring of No Child Left Behind.
- ▶ Work directly with school administrators and Professional Learning Communities to improve academic achievement.

Expertise:

- ▶ Federal Programs especially Title 1.
- ▶ Comprehensive School and District Improvement Planning.
- ▶ Establishing interventions (K–12).
- ▶ Instructional leadership: Standards-based instruction and best practices.
- ▶ Professional Development, including data analysis, adolescent literacy, differentiating instruction.
- ▶ Professional Learning Communities.
- ▶ No Child Left Behind.

Area(s) of Interest:

- ▶ Academic Performance.
- ▶ Learning Environment—School Culture.
- ▶ Learning Environment—Professional Development.
- ▶ Leadership.

Susan (Sue) Reid

Telephone: (970) 226-2148

E-Mail: js.reid@msn.com



Brief Résumé:

- ▶ Elementary teacher for 15 years.
- ▶ Elementary principal for 14 years.
- ▶ District Leadership Team for 1 year.
- ▶ ESL District Coordinator for 1 year.
- ▶ Supervised student teachers.

Expertise:

- ▶ Leading/directing a school in meeting requirements to become an International Baccalaureate School.
- ▶ Directing/managing a school with diverse populations: ESL students, Title I, and gifted students.
- ▶ Leading/directing and training a staff and district in the Six Traits of Writing.

Area(s) of Interest:

- ▶ Curriculum and instruction particularly in elementary reading and writing.
- ▶ Teacher evaluation, coaching, and mentoring.
- ▶ Authentic assessment that leads to student achievement.

Iris Williams

Telephone: 720 304-3058

E-Mail: williams.iris@msn.com

Fax: Same as above, call first



Brief Résumé:

- ▶ 22 years in rural districts.
- ▶ 8 years as Superintendent of Schools.
- ▶ 10 years in inner city urban schools.
- ▶ Experience posting achievement gains of 42–94%.
- ▶ Have started new schools as stand-alone charter school, and in partnership with public districts.

Expertise:

Working with school leaders to develop and implement school wide plans for improving student achievement, assessing climate, culture and leadership.

Area(s) of Interest:

- ▶ Leadership and Administration.
- ▶ Climate and Culture.
- ▶ Strategies for improving services to schools.
- ▶ Staff Accountability.

TEAM 4

Judi Herm (Team Leader)

Telephone: 303 881.2018
E-Mail: jherm@indra.com
Fax: 303 592.5439



Brief Résumé:

- ▶ Educator for more than 30 years.
- ▶ Bachelor's degree from Smith College, a Master's degree in Gifted Education from the University of Denver and an Administrative Certificate from the University of Colorado.
- ▶ Teacher and principal in a elementary and middle School.
- ▶ Profound commitment to meeting all students' learning needs and a deep belief that the key to student success lies in high quality professional development.
- ▶ Extensive training and consulting experience with K–12 administrators and teachers in widely diverse settings.

Expertise:

- ▶ Differentiating Curriculum, Instruction and Assessment for all learners.
- ▶ Gifted Education including identifying and serving under-represented populations (e.g. ESL, high poverty).
- ▶ What Works in Schools (Dr. Robert Marzano's work).
- ▶ Building Academic Background Knowledge—Vocabulary Development.

Area(s) of Interest:

- ▶ Curriculum—Guaranteed and Viable.
- ▶ Instruction—Strategies That Work—Differentiation.
- ▶ Assessment—Data-driven, results oriented.
- ▶ Leadership—Distributed in Professional Learning Communities.

Jan Bahner

Telephone: (719) 392-5668 (h), (719) 287-0488 (c)
E-Mail: bahner51@netscape.com
Fax: (719) 392-5223



Brief Résumé:

- ▶ Jan has worked in the educational field for 31 years, With the following experience:
 - Teacher
 - Assistant Director of Educational Services
 - Elementary Principal.
 - Curriculum alignment
 - Professional development
 - Teacher evaluation
 - School climate improvement
 - Parent and community involvement.
- ▶ Jan is a *Love and Logic* Trainer
- ▶ Has presented numerous classes in school-wide and classroom management designed to raise student achievement.
- ▶ She has also led, and been a part of, district curriculum teams.

Expertise:

Working with staff to present standards based lessons designed for academic success, including: encouraging student participation and involvement in the learning process; designing alternative assessment methods; encouraging parent and community involvement in the school improvement plan; and building relationships focusing on academic success.

Area(s) of Interest:

- ▶ Developing leadership capacity
- ▶ Using human and financial resources
- ▶ Goal Setting & Professional Development
- ▶ School Improvement Plans

John DeVincentis

Telephone: (970) 879-8726

E-Mail: johndpuzzles@hotmail.com



Brief Résumé:

- ▶ Elementary principal at Strawberry Park Elementary School, Steamboat Springs.
- ▶ Coordinated special education and Title I teams to provide early intervention programs (math lab, inclusion, concern conference, 1:1 daily, quickpaced personalized intervention to increase reading and writing achievement.
- ▶ Staff development for reading, writing, math,
- ▶ Facilitated book groups for CSU and Adams State graduate credit.

Expertise:

- ▶ Creating a school culture to study results and implement instructional improvement
- ▶ Increasing teacher effectiveness and student achievement through staff development and learning
- ▶ Applying distributive leadership—Leadership through participation by all
- ▶ Developing positive organizational climate
- ▶ Understanding of organizational theory and its implications for schools

Area(s) of Interest:

- ▶ School/organizational climate
- ▶ Instructional strategies
- ▶ Distributive leadership
- ▶ Parent participation/school public relations

Millie King

Telephone: 303 779.5912

Cell: 720 350.9194

E-Mail: millieking@qwest.net



Brief Résumé:

- ▶ Title I Coordinator—responsible for Title I budget, professional development for Title I teachers and staff, budget, NCLB compliance, delinquent facility, private school, parent involvement, analyzing data and district program improvement.
- ▶ Initiated use of MAP (computerized version of NWEA Levels testing).
- ▶ Set up training encouraging more parent participation of 2nd language families.
- ▶ District Literacy Coordinator.
- ▶ Elementary Language Arts Coordinator.
- ▶ Responsible for teacher training in standards and curriculum, professional development, and analyzing assessment data, etc.

Expertise:

- ▶ Parent Involvement.
- ▶ Reading standards.
- ▶ NCLB.
- ▶ Effective reading comprehension strategies.

Area(s) of Interest:

- ▶ Title I teachers.
- ▶ NCLB programs.
- ▶ Parent Involvement programs & activities.
- ▶ Developing and interacting with reading teachers.

Jim Rugh

Telephone: (970) 824.2302

E-Mail: jimrugh@moffatsd.org



Brief Résumé:

Education:

- ▶ Mesa Jr. College
- ▶ Western State College
- ▶ University of Northern Colorado

Work Experience:

- ▶ 7 Years Classroom teacher (grades 4–8)
- ▶ 27 Years Elementary Principal—Rural Schools
- ▶ 2 Years Special Education Director—Wyoming
- ▶ 3 Years Gifted and Talented Coordinator—Craig

Expertise:

- ▶ School Staff Performance Evaluation.
- ▶ Professional Learning Communities: Essential Learnings and Common Assessments.
- ▶ Interviewing and Hiring.

Area(s) of Interest:

- ▶ Organizational Structure and Resources.
- ▶ Leadership.
- ▶ School Culture.
- ▶ Comprehensive and Effective Planning.

Betsy Tobin

Telephone: 303 469.3598
Cell: 303 888.9403
E-Mail: betz920@aol.com



Brief Résumé:

- ▶ Literacy Coordinator, Adams 12 Five Star Schools.
- ▶ Demonstration Classroom Teacher—Grades 3 & 5.
- ▶ Staff Developer—Determined need, developed and delivered training at school/district level.
- ▶ School Improvement Team which included analyzing Data, developing and monitoring implementation of Comprehensive action plans for school improvement.

Expertise:

- ▶ Working with classroom teachers (particularly grades K–6).
- ▶ Working with principals and school leadership teams to develop data driven school improvement plans.
- ▶ Working with school and district staffs to develop and deliver staff development in literacy.

Area(s) of Interest:

- ▶ Work with Literacy Instructors.
- ▶ Integrated Classroom Instruction.
- ▶ Professional Development.
- ▶ School Improvement Planning.

TEAM 5

Dr. Tina Kerschen (Team Leader)

Telephone: 303 469-2151

E-Mail: kerschent@hotmail.com



Brief Résumé:

Learning Services Executive Director and Title I Director (ret.). Responsible for: Implementation of standards-based Pre K–12 system; teaching and supervisory support for best practices in all disciplines; school improvement planning to meet Title I, accreditation, and NCLB requirements; supervised schools, including Title I sites; provided technical support for interventions in literacy and mathematics; developed and supervised teacher induction program; led teams in curriculum, assessment, Colorado Basic Literacy Act, and special projects implementation; delivered professional development.

Expertise:

- ▶ Assisting administrations with analysis of instructional effectiveness (including standards based planning) in multiple content areas.
- ▶ School improvement planning.
- ▶ Managing Change and Conflict.
- ▶ Parent Involvement.
- ▶ Use of assessment and data to inform instruction.
- ▶ Curriculum mapping.
- ▶ Project management and alignment.

Area(s) of Interest:

- ▶ Title I administrators and teachers.
- ▶ School improvement/Leadership Teams.
- ▶ Literacy Resource Teachers or Specialists.
- ▶ Academic Support Activities, e.g., library, parent involvement, NCLB.

Diane Bergeron

Telephone: 303.278-3572

E-Mail: dianebergeron@comcast.net

Fax: 303.278-8112



Brief Résumé:

Diane received the *Presidential Award for Excellence in Science and Math Teaching* prior to her retirement as an elementary teacher. She has developed and taught in-service programs for teachers in Jefferson County Schools as well as university courses in *Exploring Education, Models of Teaching, and Math and Science Methods for Elementary Teachers*.

She has served as a consultant to Minneapolis Public Schools and the Young Americans Education Foundation in the area of Classroom Management, and to Dallas Public Schools regarding Science Methods.

She currently teaches university courses and supervises university students in *Classroom Management and Math and Science Methods for Elementary Teachers*, serves on the Board of the Colorado Staff Development Council, and coaches teachers.

Expertise:

- ▶ Working with teachers in areas of effective instruction, models of teaching, and classroom management
- ▶ Supporting efficient and successful staff development

Area(s) of Interest:

- ▶ Instructional Program & Practices
- ▶ Professional Development
- ▶ School Culture

Jan Borman

Telephone: (970) 221-3771
E-Mail: jkborman@psdschools.org
Fax: (970) 221-3777



Brief Résumé:

- ▶ Currently, student achievement support for elementary schools and some junior highs.
- ▶ Led Title I school to receive “Excellent” state rating since ratings began.
- ▶ Principal mentor—helping principals achieve success.
- ▶ Worked with families from 29 different countries to become involved within our school.
- ▶ 2002 National Distinguished Elementary School Principal.

Expertise:

- ▶ Directed diverse, Title I elementary school to become one of the first six Primary Years IB Programs in North America, and have served as the North American representative for the International Baccalaureate Primary Years Program (PYP) curriculum committee working with schools throughout North America to duplicating our process.
- ▶ Served on Title I advisory board to encourage parent involvement and was instrumental in helping our district to receive McKinney homeless funds
- ▶ Served on school district gifted and talented advisory board and have written district g/t plan

Area(s) of Interest:

- ▶ Principal support/leadership.
- ▶ Teacher empowerment & shared leadership.
- ▶ Gifted & Talented program, and differentiation of instruction for all.
- ▶ Curriculum, Instruction, and staff development.

Andy Bryant

Telephone: 720.494-4419

E-Mail: andy@susankbryant.com

Fax: 303.651-7416



Brief Résumé:

- ▶ Teacher of sciences, especially biology, at the Secondary level (12 years);
- ▶ K–12 school administrator responsible for hiring, budget, curriculum development, public relations, professional development and school organization (11 years);
- ▶ Collegiate teaching, research and administration (24 years);
- ▶ Most recently, educational consultant and college choice counselor.

Expertise:

- ▶ Developing and evaluating leadership skills and strategies,
- ▶ Budgeting and resource management
- ▶ Curriculum development
- ▶ Public relations
- ▶ Communication, and assessment techniques

Area(s) of Interest:

- ▶ Leadership
- ▶ Assessment
- ▶ Organizational structure
- ▶ Curriculum

Melanie Dressman

Telephone: 303 793-0177

Cell 303 475-4207

E-Mail: MelanieFD@comcast.net

Fax: 303 793-0177 (call before sending)



Brief Résumé:

- ▶ Holds a bachelor and masters degree from Northern Kentucky University. She received her administrative license and reading specialist degree from Xavier University in Cincinnati, Ohio.
- ▶ Retired elementary principal from the Englewood School District
- ▶ Elementary and middle school teacher
- ▶ Member of the administrative staffs of Englewood High School, Colorado's Finest Alternative High School and, for the past thirteen years at Maddox Elementary, this included among other responsibilities:
 - Being the district grants manager for the Consolidated Grants and Read to Achieve federal grant programs
 - Serving as a member of the superintendent's cabinet.
 - Having both the district and building perspectives
 - Working with the Maddox staff to create a true professional learning community
- ▶ Assisted with the integration of technology into the classroom, bringing an inclusive learning model for severely handicapped students at the elementary level
- ▶ Developed a professional development program with Metropolitan State College

Expertise:

- ▶ Professional development
- ▶ Use of building resources
- ▶ Teacher evaluation
- ▶ Reading and reading comprehension

Area(s) of Interest:

- ▶ Professional Development
- ▶ School Culture
- ▶ Classroom Evaluation
- ▶ Curriculum

Marlene Schuman

Telephone: (970) 330-9033

Cell: (970) 396-0456

E-Mail: mschuman@greeleyschools.org

Fax: (970) 506-0322



Brief Résumé:

- ▶ School Board Director, 6½ yrs.
- ▶ Parent Volunteer Coordinator, 4 yrs.
- ▶ District Accountability Board Liaison.
- ▶ Development of District Strategic Plan.
- ▶ Priority Budgeting based on student achievement

Expertise:

- ▶ Worked with Board, administration and community to develop strategic plan based on student achievement aligned with external district audit.
- ▶ Participated in district AYP audits, Special Education audits, kindergarten audits and ELA audits.

Area(s) of Interest:

- ▶ Parent/Community Involvement programs and activities.
- ▶ Prioritizing Budgets for student achievement.
- ▶ School Support activities.

TEAM 6

Jean Bonelli (Team Leader)

Telephone: 720.273-9041

E-Mail: jbsst@earthlink.net

Fax: 303.554-9157



Brief Résumé:

- ▶ Executive Director of High School Education in Cherry Creek School District, and principal of Boulder High School.
- ▶ Responsible for working with high school principals and middle school and elementary school directors on strategies for improved student achievement K–12.
- ▶ Worked with high schools and middle schools on school improvement including adoption of the Richard duFour Professional Learning Communities model.
- ▶ Assisted principals in the development of professional improvement programs for teachers that were focused on writing and mathematics skills.

Expertise:

- ▶ Working with principals in planning, reviewing and analyzing teacher and classroom effectiveness, and planning for improvement.
- ▶ Working with district content coordinators in mathematics and science training for teachers, grades 3–12.
- ▶ Facilitating groups.

Area(s) of Interest:

- ▶ Professional development for principals and teachers.
- ▶ Working with parents and community leaders.
- ▶ Working with math and science teachers on curriculum and instruction.

Bitsy Carlson

Telephone: 303 449-2690

E-Mail: bitsy.carlson@bvsd.org



Brief Résumé:

- ▶ Assistant Principal at Boulder High School for 7 years; in charge of discipline, school climate, community relations, special events, and security.
- ▶ BVSD Coordinator of Middle Level and High School Mentor Programs.
- ▶ National trainer for the Link Crew program for the last 7 years

Expertise:

- ▶ School Climate
- ▶ Community Relations
- ▶ Leadership
- ▶ Discipline
- ▶ Safety and Security

Area(s) of Interest:

- ▶ School Support Activities
- ▶ Work with Parent–Teacher Organizations/parent involvement programs

Carolyn Griffis

Telephone: (719) 573-2621

E-Mail: rcgriffis05@aol.com



Brief Résumé:

- ▶ Assistant Principal for the Widefield School District responsible for special education and schoolwide discipline plan.
- ▶ Principal of Title I Elementary School for the Widefield School District.
- ▶ Developed and implemented Title I Schoolwide Program.
- ▶ Received two School Improvement Title I Grants.
- ▶ Developed and implemented School Improvement Plans.
- ▶ Trained staff in multi-sensory reading and writing strategies.
- ▶ Implemented special education inclusionary model throughout grades K–6.
- ▶ Aligned writing program with State/District Standards.
- ▶ Conducted yearlong self-study analyzing and evaluating all facets of school's operation in preparation for Title I Schoolwide restructuring.
- ▶ Initiated programs addressing English language learners, parents and family members.

Expertise:

- ▶ Special Education procedures, instruction, and inclusionary methods.
- ▶ Instructional methods for the teaching of reading especially phonemic awareness.
- ▶ Development of effective learning community and positive school climate.
- ▶ Classroom instruction, assessment, and evaluation tools.
- ▶ Teacher observations and evaluations.
- ▶ CSAP administration.

Area(s) of Interest:

- ▶ Instructional strategies for the diverse learner.
- ▶ The development of a positive school climate.
- ▶ Evaluation and assessment strategies.
- ▶ Classroom management/ instruction.

Dianne Harper

Telephone: (970) 848-2492

E-Mail: dharper@plains.net

Fax: (970) 848-2900



Brief Résumé:

- ▶ B.A.—Colorado State University (CSU).
- ▶ Graduate studies at University of Northern Colorado, Denver University, CSU, Georgetown, and Middlebury's Breadloaf.
- ▶ Taught 9–12 high school.
- ▶ Counselor K–8.
- ▶ Owned a clothing store.
- ▶ Member of SADI Council and Co-Chaired 1993–2000. Involved co-chairing the writing of the reading/writing standards, working closely with McGraw Hill to develop the assessments, grade level expectations, performance levels, content & bias reviews, and continuing to assist CDE when necessary.
- ▶ Served on the district leadership team, which entailed planning of professional development for district in-service trainings.
- ▶ District Assessment Director and the High School Coordinator.

Expertise:

- ▶ Helping teachers interpret CSAP scores and adjust instruction to provide for better student learning.
- ▶ Work with coordinators and staff to plan and implement instruction.

Area(s) of Interest:

- ▶ Work with Language Arts Teachers.
- ▶ Work with School Teams.
- ▶ Work with Coordinators/Professional Development Training.
- ▶ Provide Expertise in Standards and CSAP.

Judy Metz

Telephone: 303 697-5438

E-Mail: jjmetz@earthlink.net



Brief Résumé:

- ▶ **Facilitator for the Chatfield Elementary Assessment Project:** As a consultant to the Jefferson County Schools Assessment Department, I was charged with assisting teachers and administrators from seven elementary schools as they applied Mike Schmoker's model to improve CSAP writing scores. This included: analyzing CSAP and other data to set focused area, school, grade level and classroom goals for student achievement, designing check-point assessments, supervising teachers who wrote assessments, training teachers in the administration of assessments, facilitating collegial discussions, designing and presenting workshops to groups of 30 to 250 people.
- ▶ **Assessment Specialist, Instructional Services, Jefferson County Schools:** Assisted educators in administering various instruments, interpreting assessment data, and designing instruction to help students master content standards; acted as web master for the Assessment Home Page, aided other team members in the facilitation of the Assessment Cadre and Assessment Academy, Advisor to the Standards Based Report Card Project.

Expertise:

- ▶ Strong background in special education, as well as regular education.
- ▶ Study of developmentally appropriate practices for K–6 students.
- ▶ Ten years experience in group facilitation and staff development.
- ▶ Expertise in non-verbal communication and cognitive coaching.

Area(s) of Interest:

- ▶ Use of assessment data to plan instruction.
- ▶ Classroom instruction.
- ▶ Coaching teachers and administrators.
- ▶ Planning/delivering staff development.

Colleen Rickert

Telephone: 303 220-8386
E-Mail: rcrickert@msn.com



Brief Résumé:

- ▶ Title I Coordinator working with administrators and staff in 20 elementary, 2 middle, and 2 private schools to provide services in literacy and mathematics.
- ▶ Implemented changes related to NCLB.
- ▶ Coordinated and supported Toyota Family Literacy Program in 3 elementary schools.
- ▶ Planned and conducted ongoing job embedded, content-focused professional development opportunities in literacy and mathematics for certified and classified staff, guiding and supporting schools in the school-wide planning process.
- ▶ Organized, managed, and evaluated Clip Program (1-on-1 intervention for first graders) for a school district.

Expertise:

- ▶ Planning and implementing staff development.
- ▶ Guiding, supporting, and leading the teaching and learning of literacy by elementary and middle school teachers and paraprofessionals.
- ▶ Assessing, analyzing, and evaluating data.
- ▶ Facilitating groups.
- ▶ Involving parents and community.

Area(s) of Interest:

- ▶ Professional Development.
- ▶ Instruction.
- ▶ Family and Community support.
- ▶ Classroom Assessment and evaluation.

TEAM 7

Sue Schafer (Team Leader)

Telephone: 303 918-2660

E-Mail: sue.schafer@comcast.net

Fax: 303 233-1038



Brief Résumé:

- ▶ Accreditation Manager, CDE, responsible for reviewing metro school districts for growth and results.
- ▶ Curriculum Coordinator at Denver Public Schools, provided professional development to teachers, and directed the adoption of new social studies materials
- ▶ School Effectiveness Director, CDE, organized the adoption and implementation of the model content standards. Promoted best instructional and assessment practices among district curriculum directors.
- ▶ Adjunct Professor, University of Denver, Graduate School of Education, taught courses on Curriculum Issues in K–12 Education

Expertise:

- ▶ Working with administrators for systemic school improvement planning.
- ▶ Analyzing data and making organizational and instructional decisions based on data.
- ▶ Facilitating PLC (professional learning community) sessions for professional development.

Area(s) of Interest:

- ▶ Alignment of Curriculum.
- ▶ Instruction and Assessment.
- ▶ Systemic Planning for School Improvement.
- ▶ Leadership for Accountability.

Lois Adams

Telephone: 303. 322-4384
E-Mail: loisadams@mac.com
Fax: 303. 322-1939



Brief Résumé:

- ▶ Supervisor, Special Education Services Unit, Colorado Department of Education: Included special education monitoring, developing & providing professional development, developing/implementing policy, & supervising staff.
- ▶ Accountability Specialist, Bureau of Indian Affairs—monitored special education programs in BIA schools.
- ▶ Advocate for Colorado Reading First in 5 schools; supported staff and monitored progress.
- ▶ Trainer, *English Language Learners with Exceptional Needs* project, CDE. Developed and presented materials; supported implementation of research based practices; supported implementation of required policies/procedures for second language learners with disabilities and other exceptionalities.
- ▶ Facilitator, Leadership Team—Student Services Department, Denver Public Schools. Supported, mentored, and coached team development and systems changes.
- ▶ Adolescent Literacy consultant, contract with CDE.
- ▶ Special Education Teacher, Westminster High School, Adams #50.

Expertise:

- ▶ Planning, reviewing, and analyzing systems for ESL and special education services & programs.
- ▶ Co-teaching and collaboration.
- ▶ Effective instruction.
- ▶ Professional Development.
- ▶ Group Facilitation.

Area(s) of Interest:

- ▶ Systems design (scheduling, collaboration, student services).
- ▶ Meeting needs of English Language Learners and students with exceptional needs.
- ▶ Array of instructional offerings for literacy.
- ▶ Professional development and Group facilitation.

Julie Deener

Telephone: (970) 686-0870
Cell: (970) 581-9473
E-Mail: juliedeener7@hotmail.com
Fax: (970) 686-0871



Brief Résumé:

- ▶ Lead K–12/higher education consultant and professional development provider for “Educate me!”
- ▶ Prior experience:
 - Principal and administrator for all grades K–12.
 - Master Teacher in Eagle County for the Teacher Advancement Program.
 - Education specialist and missionary in Romania.
 - Teacher: Kindergarten, 1, 4–8th grades

Expertise:

- ▶ Specializes in the following areas:
 - School improvement
 - How to motivate underachieving Students
 - Whole faculty study groups
 - Parent involvement and parent Training.
 - How to work with and get the most out of difficult staff members
 - Professional learning communities
 - Critical friends groups, service learning
 - Differentiated Instruction
- ▶ Supervised/managed an award winning middle school service learning program that fed an average of 80 homeless individuals in Saginaw, MI for 5 years.
- ▶ Developed and managed an evening program targeting illiterate parents, teens and adolescents.

Area(s) of Interest:

- ▶ Working with Administration, Principals, Teachers, Parents, Students, and Community members.
- ▶ Professional Development.
- ▶ Parent Involvement programs and activities.
- ▶ School Improvement/School Improvement Committee.

Suzy Fulghum

Telephone: 303 838-4018
E-Mail: fulghum1@aol.com



Brief Résumé:

- ▶ Reading Coach of Coaches for Reading First, NCLB.
- ▶ Facilitator for Reading First school coaches.
- ▶ Clinical Professor at C.U. Boulder.
- ▶ Private consulting in Adams #12 and #14.
- ▶ Teacher for 32 years in Adams #12 School District.

Expertise:

- ▶ Analyzing teacher instruction and classroom effectiveness.
- ▶ Working with staffs to develop cohesive professional development plans that align with identified needs of students and staff.
- ▶ Development of effective use of instructional strategies.
- ▶ Assisting Reading First coaches problem solve and affect change in their own schools.
- ▶ Analyzing data to help focus teachers on students' areas of need.

Area(s) of Interest:

- ▶ Alignment of instructional practice with scientifically based research.
- ▶ Classroom effectiveness.
- ▶ Alignment of professional development with needs of staff and students.
- ▶ Data driven dialogue.

Sandy Hall

Telephone: (970) 241-3798

E-Mail: bobsandyhall@msn.com



Brief Résumé:

- ▶ 2003–2006 Superintendent, North Park School District, Walden, CO: Direct responsibility for allocation and monitoring of federal grant expenditures. Responsible, in conjunction with principal, for staff development, hiring, and teacher training. Developed a budget that maintained and improved student achievement, in spite of sharp budget reductions due to rapidly declining enrollment.
- ▶ 2001–2003, Superintendent, Mountain Valley School District, Saguache, CO. Duties same as above.
- ▶ 1994–2001, Principal and Assistant Principal, Steamboat Springs Middle School, Steamboat Springs, CO. Responsible for staff development, hiring, and teacher training. Developed a specific building emphasis on inclusion and differentiation for all learners.

Expertise:

- ▶ Working with teachers and principals on reviewing, analyzing and improving classroom instruction.
- ▶ Differentiation of instruction.
- ▶ Budgeting to support priorities.

Area(s) of Interest:

- ▶ Work with principals and teachers to improve classroom instruction, and school climate.
- ▶ Budget.

Barry C. Meigs

Telephone: 303 770-1176

E-Mail: barrymeigs@msn.com



Brief Résumé:

- ▶ Principal of Buffalo Ridge Elementary.
- ▶ Initiated Professional Learning Communities.
- ▶ Effectively managed school Site Council and PTA.
- ▶ Supervised all academic programs.
- ▶ Significantly raised student achievement through vigilant use of curriculum alignment.

Expertise:

- ▶ Classroom walkthroughs.
- ▶ Working with diverse groups.
- ▶ Student discipline.
- ▶ Mathematics.
- ▶ Developed a “Crisis Management” manual for school, covering every subject, including catastrophic incidents.

Area(s) of Interest:

- ▶ School Leadership.
- ▶ Planning for Instruction.
- ▶ Professional Learning Communities.
- ▶ Parent Involvement.

TEAM 8

Ava M. Lanes (Team Leader)

Telephone: (970) 274-3959

E-Mail: alanesava@msn.com

Fax: (970) 285-1203



Brief Résumé:

- ▶ Assistant Superintendent Curriculum/Personnel Rifle
- ▶ School District (District/School Improvement Emphasis).
- ▶ Elementary Principal (Pre-K to Grade 2 Emphasis).
- ▶ Director of Curriculum/Staff Development.
- ▶ Middle School Principal (Grades 6–8).
- ▶ Asst. Dir. of Special Education, including Title Programs.

Expertise:

- ▶ Working with principals and teacher leaders to improve student achievement via the school and district school improvement process.
- ▶ Specific expertise in the implementation of:
 - Standards Based Education
 - Formative and summative assessment
 - Collegial work via protocols
 - Curriculum alignment/mapping and teacher evaluation/performance systems.
 - Data driven decision making
 - Providing engaging work for students
 - Power standards development and implementation

Area(s) of Interest:

- ▶ Organizational Effectiveness—Leadership.
- ▶ Organizational Effectiveness—Comprehensive and Effective Planning.
- ▶ Academic Performance—Curriculum and Instruction.
- ▶ Academic Performance—Classroom Evaluation and Assessment.

Chris Mayhew

Telephone: (970) 328-2373

E-Mail: cmayhew822@mac.com



Brief Résumé:

- ▶ Principal Brush Creek Elem. (2001–2005).
- ▶ Established Whole-Faculty Study Groups
- ▶ Researched and Developed District Evaluation Rubric.
- ▶ Successfully implemented Teacher Advancement Program at Brush Creek Elementary.
- ▶ Implemented innovative schedule that allowed teachers to do in depth planning and teaming together.

Expertise:

- ▶ Worked with teachers in developing school site professional development in the areas of curriculum, curriculum mapping, data driven instruction and teacher effectiveness.
- ▶ Instituted teacher study groups that provided training, modeling, and time for reflection.
- ▶ Established school councils consisting of parents, teachers, support staff, and the principal to analyze school data, set goals, and provide parent training.

Area(s) of Interest:

- ▶ Curriculum
- ▶ Teacher Evaluation
- ▶ Professional Development
- ▶ Instruction

Laurence (Larry) Sargent, Ed.D.

Telephone: (719) 598-5949

E-Mail: laurence.sarge@adelphia.net



Brief Résumé:

- ▶ Assistant Superintendent for Curriculum and Instruction, Harrison School District #2, Colorado Springs (2000–2006). Changed district from a totally site-based system to a cohesive, focused, and data driven district-wide adoption of curriculum and standards based education. Duties include supervising student assessment, staff development, curriculum development, support programs (ELL & Spec. Ed.); Consolidated Grants (Titles I, II, IID, III, IV & V); and library and media services. Accomplishments include establishing extended learning opportunities, instituting the Positive Behavior Supports for school-wide discipline, and improving libraries and media services.
- ▶ Director of Special Education, Harrison School District (1995–2000). Duties included: leading staff implementation of inclusive practices; development of pre-referral intervention processes; and progress monitoring. In addition, created a system of supports and training for students with behavioral concerns.
- ▶ Consultant with the Iowa Department of Education. Principal and special education program supervisor, Des Moines (IA) Public Schools (1979–1995).

Expertise:

- ▶ Extensive background in all areas of Special Education with in-depth expertise in the area of severe disabilities.
- ▶ Organizational, curricular, and instructional change and improvement.
- ▶ Areas of use and analysis of data, organizational structure, evidence based practices, and school culture and planning.

Area(s) of Interest:

- ▶ Leadership and professional growth.
- ▶ Assessment and evaluation.
- ▶ Planning.
- ▶ Organization structures and effectiveness.

Sally Simmons

Telephone: (970) 351-6707

E-Mail: dr_sally@mac.com



Brief Résumé:

- ▶ Ph.D., University of Nebraska–Lincoln in Administration, Curriculum and Instruction.
- ▶ Director/Principal of Expeditionary Outward Bound K–8. Responsibilities include school climate, grants, discipline, evaluations, working with school boards, building maintenance, finance, attendance and data collection.
- ▶ Professor, College of Education, Texas Tech University. Teaching, research and service responsibilities in the Department of Curriculum and Instruction.
- ▶ Director of Curriculum and Human Resources. Major responsibilities included: Facilitating curriculum development K–12 and evaluation and supervision of certified and classified staff.
- ▶ International Consultant. Developed a high school in Baku, Azerbaijan that prepared students to attend the American University of Baku. Facilitated curriculum, and staff development.

Expertise:

- ▶ Working with teachers in using assessment to drive instruction.
- ▶ Facilitating change.
- ▶ Effective literacy instruction.
- ▶ Promoting positive parent /community involvement.

Area(s) of Interest:

- ▶ Parent and Community Involvement.
- ▶ Using data to drive instruction.
- ▶ Effective literacy instruction.
- ▶ Shared decision making.

Susan Stirrat

Telephone: 303 526-2546

E-Mail: sstirrat@comcast.net



Brief Résumé:

- ▶ 38 year educational career.
- ▶ Taught—grades K–6, as well as being literacy resource and “specials” teacher.
- ▶ School administrator in Title I school.
- ▶ Team member—California Department of Education Elementary School Program Review.
- ▶ Two decades working with ethnically and culturally diverse populations.

Expertise:

- ▶ School Leadership including: School Accountability Committee, Peer Intervention team, Young Writer’s Conference, Literacy program development, and instruction.
- ▶ Working with principals in coordinating school-wide programs and getting parent involvement.
- ▶ Coordinated curriculum development and differentiated instruction conversations/staff development.
- ▶ Organized articulation between grade levels about curriculum, rubrics, teaching strategies, evaluation, and classroom effectiveness.

Area(s) of Interest:

- ▶ Curriculum.
- ▶ Instruction.
- ▶ Classroom Evaluation/Assessment.
- ▶ Student, Family and Community Support.

Joy R. Werner

Telephone: (719) 587-0184
Cell: (719) 251-3334
E-Mail: jwerner@slvboces.org
Fax: (719) 589-5007



Brief Résumé:

- ▶ Colorado Reading First Coordinator for San Luis Valley Consortium: Coordinate all professional development, manage/develop consortium budget, facilitate reporting and data.
- ▶ Colorado Consortium for Data Driven Decisions Consortium Coach: Developed/coordinated professional development for Data Driven Dialogs; Transforming Students into Learners, Professional Learning Communities; Curriculum Mapping, and Assessment for Learning.
- ▶ Northern New Mexico Network for Rural Education Circuit Rider: Facilitated the development of unwrapped standards frameworks to identify power standards & drive curriculum mapping; Facilitated school-based leadership teams & provided professional development for principals in the areas of walk-through practices, leadership, program implementation and assessment.
- ▶ New Mexico Tribal Rural Systemic Initiative Consultant: Provided technical assistance in brainbased learning strategies; classroom instruction; math & science program implementation.
- ▶ Southern Colorado Rural Systemic Initiative Principle Investigator: Coordinated professional development in math, science, leadership, assessment, curriculum, standards and instruction. Provided fiscal oversight and management.

Expertise:

- ▶ K–12 math and science instruction, curriculum, and assessment.
- ▶ Facilitation, coaching, and mentoring skills.
- ▶ Community engagement and communication.
- ▶ Program implementation, management, and evaluation.

Area(s) of Interest:

- ▶ Working with math and science teachers.
- ▶ Program effectiveness and implementation.
- ▶ Parent and community programs.
- ▶ Reading programs and other federal programs.

ALTERNATE TEAM MEMBERS

Jim Allen

Telephone: Work: (719) 530-5434, Cell: (719) 221-5957

E-Mail: jallen@salida.k12.co.us

Fax: (719) 539-6220



Brief Résumé:

- ▶ Special Services Coordinator for Salida School District.
- ▶ Supervisor for the alternative education program the district.
- ▶ Assistant supervisor for federal programs, Salida School District.

Expertise:

- ▶ Working with district staff to evaluate, analyze, review, and plan for teacher and program effectiveness.
- ▶ Special Education and Response to Intervention (RTI) processes; as well as the required referrals and child study teams.

Area(s) of Interest:

- ▶ Meeting NCLB expectations and the work required of Title I staffs and schools.
- ▶ Working with Special Education and BOCES staffs.
- ▶ Curriculum and instruction.

Joan Broste

Telephone: 303 971-0981
E-Mail jbroste49@msn.com



Brief Résumé:

- ▶ B.S., M.Ed Penn State, ABD Ohio State
- ▶ Instructional Coach/Staff Developer, Jefferson County
- ▶ Art Teacher, Special Education Teacher, Jeffco, Littleton, Pennsylvania
- ▶ Adjunct Faculty, Metropolitan State College, Denver

Expertise:

- ▶ Staff Development
- ▶ Professional Learning Communities
- ▶ Special Education
- ▶ Recent Research

Area(s) of Interest:

- ▶ Staff Development
- ▶ School Organization
- ▶ Writing
- ▶ Effective Leadership

Ruth Ann Cullen

Telephone: (719) 537-6512

E-Mail: ruthann.cullen@holly.k12.co.us

Fax: (719) 537-6519



Brief Résumé:

- ▶ Principal, Holly Jr./Sr. High School.
- ▶ Responsible for both instructional leadership and managerial responsibilities in a small school environment.
- ▶ Correlated curriculum with assessment frameworks.
- ▶ Coordinated five-school writing consortium for 10 years.
- ▶ Trained in Data Driven Instruction, Achievement MAP, Assessment for Learning, and 6-Trait Writing.

Expertise:

- ▶ Correlating curriculum.
- ▶ Analyzing data.
- ▶ Improving instructional effectiveness.
- ▶ Creating a positive school climate.

Area(s) of Interest:

- ▶ Curriculum.
- ▶ Effective Instruction.
- ▶ School Climate.
- ▶ Raising the level of student achievement.

Karen DeSchryver, Ph.D.

Telephone: 303 975-0438

E-Mail: k.deschryver@comcast.net



Brief Résumé:

- ▶ Member of the 2003–04 Colorado School Support Services Team
- ▶ 2004–05: Colorado Charter School Evaluation: Colorado Department of Education.
- ▶ Evaluation and Consultation for Colorado Department of Education
- ▶ Dissemination Grants
- ▶ Suspension and Expulsion Examination for the Colorado Foundation for Families and Children
- ▶ School Psychologist within several low-income schools.

Expertise:

- ▶ Working with Principal, teachers and school Boards on school reform efforts
- ▶ Creating customized plans of action for reforming schools
- ▶ Examining curriculums and programs and their success with diverse student populations
- ▶ Strong with data disaggregation.

Area(s) of Interest:

- ▶ Data disaggregation
- ▶ Low-income schools and their challenges
- ▶ School reform—Colorado and National efforts
- ▶ Schools of Choice

Monica Johnson

Telephone: (719) 254-7669

E-Mail: monica.Johnson@rockyford.k12.co.us

Fax: (719) 254-4307



Brief Résumé:

- ▶ Currently a Principal at Jefferson Middle School.
- ▶ District Steering Committee Chair Developing a District-wide improvement plan.
- ▶ District chair for Language Arts Curriculum alignment and development.
- ▶ District staff development coordinator for assessment and data driven instruction.
- ▶ BOCES chair for development of teacher and administrator mentor program.

Expertise:

- ▶ McRel Balanced Leadership trainer.
- ▶ AimsWeb trainer.
- ▶ Extensive work with Adaptive Schools.
- ▶ Extensive work with NWEA assessment—developing and providing staff development in interpreting and applying assessment data to daily instruction.
- ▶ Served for 4 years as an External Team Chair for NCA.
- ▶ Worked for eight years as a Director of Finance.

Area(s) of Interest:

- ▶ Curriculum, instruction, and assessment.
- ▶ Resource allocation.
- ▶ Organizational Effectiveness.

Dr. Irene Martinez Jordan

Telephone: 303 745-2729

E-Mail: kooooker@msn.com



Brief Résumé:

- ▶ Served as DPS Southeast Area Superintendent for three years working with eight professional development specialists to provide support to thirty-eight schools K–12 to improve teacher instruction and student achievement.
- ▶ Seventeen years as principal K–12 working with high risk, minority, and highly gifted students as instructional leader and education manager.
- ▶ Worked with English Language Acquisition as Program and Compliance Director of state and court ordered requirements.
- ▶ Experienced in Human Resources recruiting, retention, and reduction in staff.
- ▶ Served as district community liaison to Hispanic community.

Expertise:

- ▶ Spanish speaker. Degrees in English Education, Guidance and Counseling, and Curriculum and Instruction.
- ▶ Work with schools to revitalize programs and attract students as part of the school of choice process.
- ▶ Worked with different segments of the community: African American, Hispanic, Asian, bilingual and monolingual Spanish speakers, higher socio-economic populations, and business, community, and higher education leaders.
- ▶ Designed and conducted school and program evaluations. Skilled in conflict management and mediation.

Area(s) of Interest:

- ▶ Principals and distributive leadership.
- ▶ Instructional strategies and differentiated instruction.
- ▶ Curriculum alignment to state standards.
- ▶ Use of assessment and data in instruction.
- ▶ Community relations and cultural responsiveness.

Bob Kulovany

Telephone: (970) 225-0234

E-Mail: robkul@aol.com

Fax: (970) 225-0308



Brief Résumé:

- ▶ Principal of the Mountain Schools in Poudre School District. Duties include:
 - District-wide assessment.
 - School improvement process.
 - Mentoring of beginning administrators.
 - Extensive amount of staff development initiatives relating to effectiveness of instruction.
 - NCLB and how it relates to school accreditation and improvement.
- ▶ 10 years as an elementary and high school administrator.
- ▶ 13 years in various capacities in special education.

Expertise:

- ▶ Working with principals in planning, reviewing and analyzing teacher effectiveness.
- ▶ School improvement process.
- ▶ The elements of effective leadership.
- ▶ Extensive work in data analysis/assessment.
- ▶ Understanding of school culture as it relates to student achievement.

Areas of Interest:

- ▶ Principals, leadership, school improvement.
- ▶ Remedial models.
- ▶ Assessment and instruction.
- ▶ Special needs programs.
- ▶ Staff development.

Brenda Randel

Telephone: 303 772-1415

E-Mail: b.randel@comcast.net

Fax: 303 776-0504



Brief Résumé:

- ▶ Middle school principal for a high performing school in Kansas, responsible for hiring, supervising, and coaching teachers and aides.
- ▶ Served as on-site chair of seven accreditation teams and as a member of nine additional teams.
- ▶ Have instituted an After-School program, technology grants, and built partnerships with the senior citizens of the community; been involved in a team-based data-driven school improvement process. Implemented research-based instructional strategies and measured the achievement results gained by these approaches.
- ▶ Have consulted for Centennial BOCES, and coached 5 alternative licensure teaching candidates; completed training-to-train principals in the Carolyn Downey Walk-Through Observation with Reflective Questioning approach, and coached principals in the implementation of this process.
- ▶ Coached ten child study teams in implementing a process for assisting teams of teachers in adopting a process to assist struggling students to achieve success in the regular education setting.
- ▶ Have trained and served as a School Support Team member.

Expertise:

- ▶ Data-Driven School Improvement Process.
- ▶ Walk-Through Observations with Reflective Inquiry.
- ▶ School Review Process.
- ▶ Child Study Teams.
- ▶ Administrative Standards.
- ▶ Literacy strategies and school climate.

Area(s) of Interest:

- ▶ Leadership Work with Principals.
- ▶ School Improvement Process.
- ▶ School Climate.
- ▶ School support activities including a process for helping students who are not making AYP.

Steven D. Rogers

Telephone: 303 741-6601

E-Mail: srogersfam@msn.com



Brief Résumé:

- ▶ Executive Director of Middle Schools/Cherry Creek.
- ▶ Middle School Principal/Cherry Creek.
- ▶ Middle School Assistant Principal/Cherry Creek.
- ▶ Middle School Dean of Students/Cherry Creek.
- ▶ Middle School Language Arts Coordinator/Cherry Creek.
- ▶ Middle School Teacher English/history/Cheek Schools.

Expertise:

- ▶ Assisting principals in developing strategies of impact teacher instructional strategies.
- ▶ Assisting teachers in analyzing instructional strategies to meet instructional goals.
- ▶ Assisting building Accountability Committees in aligning goals and intervention strategies.

Area(s) of Interest:

- ▶ Teacher evaluation.
- ▶ Staff development.
- ▶ Parent/Community Relations.
- ▶ Instructional strategies.

Nancy Sanger

Telephone: (970) 336-8709

Cell: (719) 221-1149

E-Mail: nsanger@pvs.k12.co.us, nesdes@bresnan.net

Fax: 303 827-3462



Brief Résumé:

- ▶ Currently Director of Student Achievement, Platte Valley Schools; oversee all curriculum, instruction, assessment and professional development.
- ▶ Previously Director of Student Instruction and Grants Administration, Salida School District Federal Programs Administration; Curriculum, Assessment, Instruction, Professional Development.

Expertise:

- ▶ Data driven decision making, using data to inform instruction.
- ▶ Analyzing data.
- ▶ Curriculum evaluation.
- ▶ Assessment for learning.
- ▶ Compliance issues with Title I, schoolwide programs.

Area(s) of Interest:

- ▶ Curriculum review.
- ▶ Data analysis.
- ▶ Title I programs.
- ▶ Classroom assessment.

Marta Shoman

Telephone: (719) 256.4824

E-Mail: martashoman@fairpoint.net



Brief Résumé:

An eclectic professional background that includes:

- ▶ Work in education:
 - College administration.
 - Counseling and organizational development.
 - Teaching at the college level.
 - Directed a start-up independent school.
 - Served as a counselor in juvenile corrections in both maximum and detention security facilities.
 - Director of admissions and recruitment for a private university.
- ▶ Therapist for an Employee Assistance Program (EAP) for a state university.
- ▶ Independent consultant for individuals, organizations and businesses with a focus on governance training, leadership development, and community engagement strategies.

Expertise:

- ▶ Deepen the understanding of achievement for all students throughout the community.
- ▶ Developing community engagement and communication strategies that serve as vehicles for bridging diverse communities within the district.
- ▶ Involvement in annual goal setting and reviews.
- ▶ Skills in governance training.

Area(s) of Interest:

- ▶ Community engagement and long-term planning.
- ▶ Board leadership skills and governance.
- ▶ Accountability and assessment methods.
- ▶ School Improvement Process.

Jan E. Silverstein, Ph.D.

Telephone: 303 399-9859

E-Mail: rjrace@xpert.net

Fax: 303 592 1180



Brief Résumé:

- ▶ Currently consulting through Performance Concepts, LLC. (program evaluation, literacy, school reform, accountability, group facilitation).
- ▶ CDE (1994–2005). Directed federal and state grant programs, including: Reading First, Read-to-Achieve, Goals 2000, Comprehensive School Reform (21st Century Community Learning Centers).
- ▶ CDE (1989–1994). Coordinated state level school improvement and accountability procedures.
- ▶ 1968–1989. Taught at school and university level in speech/language pathology and special education.

Expertise:

- ▶ Comprehensive reading programs (K–3).
- ▶ Program evaluation.
- ▶ Leadership (building/district).
- ▶ Comprehensive school improvement processes.

Area(s) of Interest:

- ▶ Comprehensive and Effective Planning.
- ▶ Leadership.
- ▶ Organizational Structure and Resources.
- ▶ Professional Development.

Fred A. Wall

Telephone: (970) 947-1133

E-Mail: fredw@sopris.net



Brief Résumé:

- ▶ Superintendent—Roaring Fork School District (1997–2006).
- ▶ Superintendent—Woodland Park (1991–1997).
- ▶ Assist Superintendent of Curriculum—Woodland Park (1987–1991).
- ▶ Elementary Principal—Woodland Park (1984–1987).
- ▶ Elementary Counselor and Elementary Teacher in Minnesota, Newfoundland Canada, and Wisconsin (1970–1984).

Expertise:

- ▶ Systemic reform at the school building and district level to increase student achievement.
- ▶ Implemented SBE instruction to include: curriculum mapping and revision, assessment development, data retrieval and data use, and staff development.
- ▶ Conflict resolution and community involvement.
- ▶ Development of results teams for all certified staff in schools at each level.

Area(s) of Interest:

- ▶ Building collaborative teams/Parent/Community Communication.
- ▶ Staff Development in SBE and effective use of school resources.
- ▶ Assisting schools in developing a comprehensive improvement plan.

Kindra Whitmyre-Nelson

Telephone: 303 660-4881 (w), 303 660-2358 (h)

E-Mail: nelsonk@academycharter.org

Fax: 303 660-6385



Brief Résumé:

- ▶ Principal of Academy Charter School, a K–8 school in Castle Rock, CO.
- ▶ Special Education Teacher, served students with all disabilities; including extensive experience with emotionally handicapped/behavior disorder students.
- ▶ Classroom Teacher, served students in rural and inner-city schools.

Expertise:

- ▶ Evaluating Teachers for Classroom Effectiveness.
- ▶ Differentiated Classroom Training for Teachers.
- ▶ Teacher In-servicing.
- ▶ Effective Communication with all school stakeholders.
- ▶ Instructional Leadership.
- ▶ Organizational Skills to help Leaders become Effective and Efficient.

Area(s) of Interest:

- ▶ Curriculum and Instruction.
- ▶ Leadership/Decision-making.
- ▶ Professional Development and Evaluation.
- ▶ Learning Community.

Comprehensive Appraisal for District Improvement

The following individuals have additional training and expertise in the CADI process and comprise the CADI Review Teams.

- | | |
|------------------|-----------------------|
| Karen Benner | Margene McFall-Martin |
| Diane Bergeron | Judy Metz |
| Jean Bonelli | Paul Radcliff |
| Bitsy Carlson | Russ Ramsey |
| Melanie Dressman | Sue Rhodes-Yenowine |
| Carolyn Griffis | Colleen Rickert |
| Diane Harper | Steve Rogers |
| Sam Humphrey | Debbie Rose |
| Linda Keener | Nancy Wear |
| Tina Kerschen | Fred Wall |
| Bob Kulovany | Iris Williams |
| Shelly Lantz | |





Resources

*“It provided us with invaluable
feedback that helps us focus.”*

RESOURCES

NCLB Federal Programs website:

<http://www.cde.state.co.us/FedPrograms/nclb/index.asp>

Adequate Yearly Progress:

<http://www.cde.state.co.us/FedPrograms/ayp/index.asp>

Professional Development and School Support Website:

<http://www.cde.state.co.us/FedPrograms/PDSSP/index.asp>

The Buzz newsletter:

<http://www.cde.state.co.us/FedPrograms/Buzz/index.asp>

“I came in new to the school just a week prior to the review. I have enjoyed the process thus far and it has been a great resource for me as I look to help lead a change in the direction of our school.”



Colorado State Board of Education

Pamela Jo Suckla, *Chair*, 3rd Congressional District

Jared Polis, *Vice Chair*, Member-At-Large

Randy DeHoff, 6th Congressional District

Evie Hudak, 2nd Congressional District

Peggy Littleton, 5th Congressional District

Karen Middleton, 7th Congressional District

D. Rico Munn, 1st Congressional District

Bob Schaffer, 4th Congressional District

William J. Moloney, *Commissioner of Education*