

May 3, 2024

Daisy Cuevas, Purchasing Cooperative Specialist
Region One Education Service Center (ESC1)
Purchasing Department
Division of Business Operations and Finance Support
1900 W. Schunior
Edinburg, TX 78541

RE: Updated Pricing Justification from McREL International for RFP # 21-AGENCY-000094-E3,
ROPC Professional Consultant Services

Ms. Cuevas,

In accordance with the RFP extension, I am providing this letter to summarize the pricing changes that we have submitted on the revised proposal along with justification for those changes. Namely, we have three price justifications that may be applied to our services listed in the following table:

1. **Annual Staff Merit Increases:** In all project budgets, we include a 3% annual escalation to allow for the award of staff merit increases. Thus, we are applying for another 3% increase over our approved 2023 pricing.
2. **Consumer Price Index (CPI):** Since January 2023, there has been a 3.1% increase in the CPI, which we have applied for our 2024 rates (<https://www.bls.gov/opub/ted/2024/consumer-prices-up-3-1-percent-from-january-2023-to-january-2024.htm#:~:text=Bureau%20of%20Labor%20Statistics%2C%20U.S.,visited%20April%2030%2C%202024>).
3. **Travel Price Index (TPI):** There has also been an 1.3% increase in the TPI since December 2022 that has been applied to our 2024 rates, where travel is applicable (https://www.ustravel.org/sites/default/files/2024-01/research_tpi_dec-2023.pdf), first line of the table: “Year-over-year % change December 2023/2022”).

Where we are able to do so, we have decided not to apply these increased rates to the services being proposed for ESC1, thus providing a discount (indicated where applicable in the table shown on the following page), since we remain cognizant of the tight budgets under which our regional education partners operate.

Service	E2 Renewal Cost	E3 Revised Cost	Justification Applied/Other Notes
Balanced Leadership: District Leadership that Works	\$ 22,500	\$ 22,500	Like last 2022 and 2023, we have chosen not to apply increased rates to this service so it remains aligned with other TX pricing.
• Follow-up one-on-one virtual coaching (optional)	\$ 580	\$ 630	Items #1 and 2 above, but have rounded it down from \$634.
Balanced Leadership for Student Learning: School Level	\$ 37,500	\$ 40,000	Items #1-3 above, but we have decided to provide ESCI with a discount of \$1,550 for this service to align with other TX pricing.
• Follow-up one-on-one virtual coaching (optional)	\$ 580	\$ 630	Items #1 and 2 above, but have rounded it down from \$634.
Building Systems of Support for Implementation of School and District Initiatives	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.
• Follow-up one-on-one virtual coaching (optional)	\$ 580	\$ 630	Items #1 and 2 above, but have rounded it down from \$634.
Classroom Instruction that Works (CITW) with English Language Learners (ELLs) – Face-to-Face Option	\$ 13,000	\$ 13,500	Items #1-3 above, but we have decided to provide ESCI with a discount of \$904 for this service to align with other TX pricing.
CITW with ELLs – Virtual Option	\$ 12,500	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
Curiosity Works for School Improvement and Innovation: Overview	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.
Curiosity Works for School Improvement and Innovation: Getting Started	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
Data-Driven Decision-Making Through Collaborative Teaming	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
• Technical support and follow-up virtual coaching (optional)	\$ 580	\$ 630	Items #1 and 2 above, but have rounded it down from \$634.
Developing Collaborative Team Structures and Processes	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.
Formative Assessment for Learning	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.
Instructional Coaching that Works (1 Day)	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.
Instructional Coaching that Works (2 Days)	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
Leadership Coaching	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.

Service	E2 Renewal Cost	E3 Revised Cost	Justification Applied/Other Notes
<ul style="list-style-type: none"> Follow-up one-on-one virtual coaching (optional) 	\$ 580	\$ 630	Items #1 and 2 above, but have rounded it down from \$634.
Learning that Sticks: Planning for Learning – Face-to-Face Option	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
<ul style="list-style-type: none"> Follow-up one-on-one virtual coaching (optional) 	\$ 580	\$ 630	Items #1 and 2 above, but have rounded it down from \$634.
Learning that Sticks: Planning for Learning – Virtual Option	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
Power Walkthrough: Monitoring of CITW	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
<ul style="list-style-type: none"> On-site implementation support (per day rate) 	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.
Power Walkthrough: Monitoring of CITW – Virtual Option	\$ 2,500	\$ 2,400; \$ 800	This service was reduced by \$100 to align with other TX pricing, but we have also allowed for an option to purchase each 1-hr. webinar at a cost of \$800.
<ul style="list-style-type: none"> On-site implementation support (per day rate) 	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.
Promoting Higher-Order Thinking Skills for ELLs and Others in Need of Language Development	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.
Supporting Multilingual Learners with the New CITW	\$ 18,500	\$ 18,500	Items #1-3 above, but we have decided to provide ESCI with a discount of \$2,000 for this service to align with other TX pricing.
<ul style="list-style-type: none"> On-site implementation support (per day rate) 	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
The 12 Touchstones of Good Teaching	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
The New CITW: The Best Research-Based Strategies for Increasing Student Achievement	\$ 18,500	\$ 18,500	Items #1-3 above, but we have decided to provide ESCI with a discount of \$2,000 for this service to align with other TX pricing.
<ul style="list-style-type: none"> On-site implementation support (per day rate) 	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.
Tools for CITW – Face-to-Face Option	\$ 13,000	\$ 13,500	Items #1 and 2 above, but then include a discount of \$172 for this service to align with other TX pricing.

Service	E2 Renewal Cost	E3 Revised Cost	Justification Applied/Other Notes
Tools for CITW – Virtual Option	\$ 8,500	\$ 8,700	Items #1-3 above, but we have decided to provide ESCI with a discount of \$718 for this service to align with other TX pricing.

On the attached revised proposal, we have also included a full listing of our library of publications and other resources in the “Additional Value-Add Services” section; updated the organizational chart to reflect our organizational re-grouping of staff; and updated staff bios to reflect the addition of Dr. Tara Isaacs to our team. Then, we made a similar adjustment in the attached resumes document for Dr. Isaacs.

Once you have an opportunity to review these changes, please let us know if you have any questions or concerns.

Respectfully,



Nancy Taylor
Senior Development Manager



Professional Consultant Services

RFP # 21-AGENCY-000094-E3

Specifications Proposal

Submitted by:

McREL International
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Contact:

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May 12, 2021;
Revision #1 April 13, 2022;
Revision #2 March 7, 2023;
Revision #3 May 3, 2024

McREL is a nonprofit organization that provides schools and education systems with research, analysis, and professional learning services that spark curiosity, promote equity, and help teachers, leaders, and students flourish.

Specifications

Overview of McREL (A3 & C1)¹

McREL International, a private 501(c)(3) nonprofit corporation, was established in 1966 and is headquartered in Denver, Colorado, with secondary offices in Saipan, Commonwealth of the Northern Mariana Islands (CNMI); Honolulu, Hawai'i; Koror, Palau; and Cheyenne, Wyoming; as well as telecommuting employees located across the continental U.S. and Pacific Region. McREL's primary goal is to make a difference in the quality of education for every learner through excellence in applied research, professional development, technical assistance, program evaluation, product development, and consulting services, which is accomplished by our 60 staff members. For the Region One Education Service Center (ESC), McREL proposes to provide professional consultant services in the Education and Training Consulting and Advisory Services, Educational categories. These proposed services aim to change the odds of success for students and staff by focusing on what matters most for student learning. We will collaborate with Region One ESC staff and Region One Purchasing Cooperative (ROPC) members to help transform mindsets, inspire great education practices, and discover ever-better ways to help students flourish.

Throughout McREL's 58-year history, educational institutions at all levels (i.e., elementary, secondary, and postsecondary) have made up a significant share of our client/partnership base, along with state education agencies (SEAs); intermediate service agencies; school districts; federal agencies (e.g., the U.S. Departments of Education [ED], Health and Human Services [DHHS], and Labor [DOL]; National Science Foundation; and National Aeronautics and Space Administration); private foundations; for-profit organizations, including educational technology firms; and international entities. Three of McREL's largest projects are the Regional Educational Laboratory for the Pacific Region (REL Pacific) and the Region 11 and 12 Comprehensive Centers (R11CC and R12CC), all of which are funded by ED. The REL Pacific is funded through a \$25 million contract from ED's Institute of Education Sciences and is part of a network of 10 laboratories that each serve the educational needs of a designated region, helping to build research capacity and a knowledge base by assisting states, districts, and schools in using their data systems; conducting high quality research and evaluations; providing opportunities for practitioners to learn about best practices via education research; and helping education policymakers and practitioners incorporate data-based practices into regular decision making. The REL Pacific at McREL serves one state (Hawai'i), three territories (American Samoa, CNMI, and Guam), and three nations freely associated with the U.S.—the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap); Republic of the Marshall Islands; and Republic of Palau. As mentioned, McREL also operates the R11CC and R12CC, which are funded through \$15.6 million in cooperative agreements with ED's Office of Elementary and Secondary Education. The R11CC and R12CC provide technical assistance and capacity building support to the SEAs in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming to better position them to assist their respective districts and schools, especially low-performing schools. Through a vast array of clients, McREL's portfolio of work has expanded to nearly every state in the nation and, increasingly, to countries around the world.

¹ For reviewers' ease in assessing McREL's proposal, the letters and numbers shown beside headings are aligned to the "Additional Evaluation Criteria" Specification items listed on pp. 53-55 of the RFP.

Relevant Project Experience

Relevant Experience for Each Professional Services Consulting Category (A1 & A3)

As mentioned, McREL and its staff have extensive experience working with key stakeholders and decision-makers at all system levels, including large clients (e.g., SEAs and several federal agencies). While we work with a variety of large clients, we approach each new project from a local context, meaning that we complete a great deal of background research and fact finding to understand our client's context and needs before our on-the-ground work begins. Our consultants have a depth of knowledge and skills related to continuous school improvement and systems change, leadership, data-driven decision making, response to instruction and intervention, and evidence-based practices to advance teachers' skills and increase student learning across all disciplines. Furthermore, all of the consultants have been successful school and district-based practitioners, and have extensive experience using our research-based resources and texts to provide professional learning opportunities that are designed with adult learning theory as the foundation.

In the following section, contact information for three organizations in which McREL has or is currently providing services along with a brief description of the services performed is shared.

Relevant Project Experience (A2 & B2b)

Name of Project #1:

Professional Learning and Coaching to Support Jellico Elementary

Contact: Lori Adkins, Elementary Supervisor
Campbell County Public Schools
172 Valley Street
Jacksboro, TN 37757
Phone: 423-562-8377

Services Provided: McREL began work with Campbell County Public Schools in the winter of 2019, working with one elementary school to support its school improvement efforts. Supports to teachers and leaders have included engagement strategies for all learners, implementation of effective professional learning communities (PLCs), components of a balanced literacy block in grades K–3, effective use of technology in the classroom, leadership for school improvement, and more. This initial work spread to an additional school (LaFollette Elementary), where a customized focus on teaching, learning, and leading has resulted in teachers making more intentional decisions when planning for learning, rather than planning for instruction. Campbell County Public Schools contracted with McREL for continued services during the 2020–21 school year and has requested support from McREL's consultants for teachers and leaders across the entire district in the 2021–22 school year.

Size and Completion Date: Work began with one school in 2019 and will now include direct supports to all 12 schools in the district during the 2021–22 school year. The value of all contracts to date is approximately \$960,150.

Name of Project #2:

Professional Learning for Teachers of English Language Learners (ELLs)

Contact: Eileen Lockhart, English Learner Professional Development Coordinator
Prince William County Schools (PWCS)
14715 Bristow Road
Manassas, VA 20112
Phone: 703-986-4014

Services Provided: McREL's collaborative work with PWCS began in 2007 with their Excellence and Equity in Education Conference, where McREL was invited as a guest presenter with a follow-up, two-day workshop. Since then, McREL has been a steadfast partner in providing professional development to the district. Through collaborative planning with the district, McREL has provided targeted professional development to support continuous improvement initiatives for ELLs. The workshops have included a range of supports for teachers of ELLs, including *Classroom Instruction that Works (CITW) with ELLs*, content-specific pedagogy for content area teachers working with ELLs, academic language learning, planning with content and language objectives and more

Size and Completion Date: Work has supported the entire district and has been ongoing since 2007. The value of all contracts to date is approximately \$500,000.

Name of Project #3:

Supporting Curriculum and Instructional Leaders

Contact: Karol Sue Gates, Director of Curriculum and Instruction
Colorado Springs District 11 (D11)
1115 North El Paso Street
Colorado Springs, CO 80903
Phone: 719-520-2000

Services Provided: McREL's work with D11 began when the district engaged with McREL to begin a collaborative design process of a set of teacher-friendly classroom planning tools and guides that integrate current best practices with work previously developed by the D11 Curriculum and Instruction Team(s). This initial work captured and made visible the depth of knowledge and work that D11 staff had completed to date while integrating research-informed practices related to learning and cognition. D11 requested that McREL continue this partnership to develop additional supporting documentation and build the capacities of instructional leaders and teachers in the use and implementation of the new planning guide. As of December 2020, D11 is preparing to engage in its third contract in six months so McREL can help design and support a districtwide implementation plan for the newly crafted *Blueprint for Learning*.

Size and Completion Date: After working with McREL for a year, the district secured ongoing funding for McREL to continue working with district leaders, teacher leaders, and school-based staff for several years. The value of all contracts to date is approximately \$79,000.

Proposed Services

Proposed Approach/Methodology (A4, A5, & C4)

McREL’s overall consulting approach is to partner with our clients to design and deliver services that will meet each organization’s goals and objectives. We collaborate, ask for and respond to participant feedback, and encourage participants to apply their learning in meaningful ways to impact teaching and learning. For districts and schools to provide ongoing support to instructional staff, it is important to plan a systemic and systematic approach that includes ongoing coaching and progress monitoring. We know from decades of research, going back to Bruce Joyce and Beverly Showers (1995, 2002), who showed that the best professional learning reflects a combination of introducing research and theory, demonstrating new practices, providing opportunities for the application of new knowledge through deliberate practice, receiving feedback, and peer coaching (see Table 1). McREL will collaborate with Region One ESC’s staff development leads to build a professional learning plan that is designed to yield the greatest transfer of knowledge and skills into actual teaching practice while remaining cost effective.

Table 1. Professional Learning Outcomes

Professional Learning Elements	Knowledge Level*	Skill Attainment*	Transfer to Practice*
Information	0.63	0.35	0.00
Theory	0.15	0.50	0.00
Demonstration	1.65	0.26	0.00
Theory + Demonstration	0.66	0.86	0.00
Theory + Demonstration + Practice	1.31	1.18	0.39
Theory + Demonstration + Practice + Coaching	2.71	1.25	1.68

*Effect size. Adapted from Joyce & Showers (1995, 2002), *Student Achievement through Staff Development: Fundamentals of School Renewal*, 2nd and 3rd editions, White Plains, NY: Longman.

Additionally, McREL’s staff understand that educators are at varying readiness levels for learning and are prepared to differentiate the learning sessions so each participant feels that they are growing professionally. This can be accomplished via small-group breakouts during face-to-face workshops, virtual sessions to offer reinforcement and an extension of learning, or through small-group coaching sessions.

McREL, a leader in the application of education research, proposes to deliver interactive, research-based professional development focused on supporting teachers of grades K–12, school and district-level leaders, and other district personnel in effectively facilitating student learning, developing and refining instructional pedagogy, and building collective efficacy to reach school improvement goals. McREL is providing a menu of services for the Region One ESC and its ROPC members to consider. While each described learning session has established content, our services are always customized to best meet the needs of the anticipated audiences. McREL consultants understand that our clients have the most nuanced understanding of school and district priorities, strengths, and needs, and believe that communication is central to building a strong professional learning structure; as such, working with McREL is an inclusive process that values contributions from all stakeholders. Staff at McREL also realize the significance of local context within systems and schools. Therefore, we approach each new project seeking to deeply understand the local

context, which means that we will partner with Region One ESC and ROPC leaders before our on-the-ground work even begins.

McREL’s expert consultants regularly conduct both face-to-face and virtual learning sessions; provide authorized facilitator workshops and on-the-job coaching; and assist schools and districts in collecting and analyzing data through classroom observations, focus groups, and surveys. Whenever possible, it is recommended that professional learning opportunities be scheduled in a manner that allows for inter-session practice and application of learning.

Services, Pricing, and Billing Procedures (A7 & C3)

McREL’s services are focused in three primary (and broad) areas: leadership, teaching and learning, and school and system improvement. Our services, grounded in evidence and designed with principles of adult theory, are customized to meet the needs and expectations of each client. To that end, when a client partner seeks to engage our services, we will discuss their purpose and outcomes, other professional learning and improvement initiatives, and offer recommendations about how to integrate McREL services within existing systems and structures. Our Client Partnership team will prepare a proposal with identified services and pricing and when directed to do so, our Business Office will prepare a contract outlining the agreed upon terms of payment.

Table 2 provides a description of a variety of services that McREL proposes to offer, required course materials, and optional services if desired by the Region One ESC and ROPC members. As mentioned, McREL’s services can be customized for the audience at hand. For example, should elementary schools select the workshop, *Tools for CITW*, McREL consultants will design the workshop from an elementary perspective and focus. Likewise, should a middle or high school identify this workshop as a learning need, design and planning will be undertaken through a secondary lens. If offered for a K–12 audience, consultants will incorporate examples and activities pairing teachers at similar grade levels to discuss their learning and design instruction appropriate for the students they serve. Similarly, if a session focused on data-driven decision-making is selected, McREL consultants will work with Region One ESC and ROPC leaders to use local data so participants recognize the relevance in the learning from the very beginning. Further, if a client wishes to focus on a topic more narrowly, McREL consultants can design customized offerings to meet those objectives.

Table 2. Service Descriptions

Title	<i>Balanced Leadership: District Leadership that Works</i>
Audience	District leaders
Description	McREL’s district-level professional learning is based on a comprehensive meta-analysis of decades of research on effective district leadership, as reported in <i>District Leadership That Works: Striking the Right Balance</i> . ² This professional development program is focused on connecting district- and school-level leadership to increase student outcomes, create high-reliability systems perspectives; effectively managing change to maintain focus at a systems level, and develop a supportive culture. Participants gain practical guidance for implementing

² Waters, J. T., & Marzano, R. J. (2006). *School district leadership that works: The effect of superintendent leadership on student achievement* [working paper]. Denver, CO: Mid-continent Research for Education and Learning (McREL). Retrieved from <http://files.eric.ed.gov/fulltext/ED494270.pdf>

	research into practice and applying their learning to district initiatives, including strategic planning.
Time	3 days (non-consecutive, face-to-face professional learning sessions over the course of a school year); with optional follow-up coaching recommended
Pricing	\$22,500.0000 (for up to 40 participants); \$580.0000 per hour for follow-up coaching (optional)
Materials	Each participant will receive a copy of the <i>District Leadership that Works Participant Activity Guide</i> . The text, <i>Balanced Leadership for Powerful Learning: Tools for Achieving Success in Your School</i> ³ , which can be purchased directly from McREL with a 20% discount off list price with the purchase of this session, may be considered for additional tools and supports but is not included in the workshop pricing.
Title	<i>Balanced Leadership for Student Learning: School Level</i>
Audience	School leaders and leadership teams
Description	<p>Based on the largest-ever meta-analysis of research on effective school leaders, our Balanced Leadership for Student Learning professional learning experiences help school leaders develop the knowledge and skills to effectively guide school transformation efforts. Because we understand the power of collaborative, collegial learning, we typically deliver leadership development through a consortium model that starts with an overview of research-based insights into effective school leadership, including 21 research-based leadership responsibilities, followed by in-depth sessions that help school leaders be able to</p> <ul style="list-style-type: none"> • Inspire and lead change. We help leaders understand the phases of change, the differences between first- and second-order implications of change, and how through specific, research-based leadership behaviors, they can motivate people to embrace continuous improvement. • Cultivate a purposeful community. We help leaders learn to create positive school cultures, building on a shared sense of purpose and asset-based thinking to create a sense of collective efficacy—a shared belief that together, school staff can dramatically improve student outcomes—which research shows is more powerfully linked to student achievement than socioeconomic status. • Focus on what matters most. We take school leaders on a deep dive of rigorous research on schools as represented by the five components of the <i>What Matters Most Framework</i>. Using pathways to improvement and innovation, leaders analyze their own schools' trajectory along these pathways to target their school improvement plans on efforts most likely to result in performance gains for their schools.
Time	4 days (ideally, non-consecutive, face-to-face professional learning sessions over the course of a school year); additional technical support and coaching is recommended to assist with implementation. (Note: McREL offers different configurations to meet our clients' needs, including two 2-day sessions and hybrid sessions for an audience of 15 or fewer. Please inquire for pricing.)
Pricing	\$40,000.0000 (for up to 40 participants in non-consecutive sessions and includes materials); \$630.0000 per hour for technical support and follow-up coaching (optional)
Materials	Each participant will receive a <i>Balanced Leadership Participant Manual</i> .
Title	<i>Building Systems of Support for Implementation of School and District Initiatives</i>
Audience	K–12 district and school administrators, coaches
Description	To support school and district leaders in strengthening their investment in professional learning, McREL will engage leaders in reflecting on and intentionally planning for systems of

³ Goodwin, B., Cameron, G., & Hein, H. (2015). *Balanced leadership for powerful learning: Tools for achieving success in your school*. Alexandria, VA: ASCD.

	<p>support that promote deep implementation of improvement initiatives across a school or district. Systems of support include:</p> <ul style="list-style-type: none"> • Change Initiative Plans, including a focus on research-based leadership practices that support leading change • Strategies for defining, measuring, and monitoring the effectiveness and implementation of initiatives • Tools for supporting teachers in the implementation of new practices in their classrooms • Application of instructional and peer coaching as supports for implementation
Time	1 day, with follow-up coaching recommended
Pricing	\$8,700.0000 (for up to 40 participants) \$630.0000 per hour for virtual follow-up coaching (optional)
Materials	None required
Title	<i>Classroom Instruction that Works (CITW) with English Language Learners (ELLs) – Face-to-Face Option</i>
Audience	PreK–12 teachers and leaders
Description	This two-day workshop is designed to help classroom teachers learn ways to help ELLs, and anyone in need of academic language learning, be active participants in K–12 general education classrooms. This workshop is based on <i>CITW with ELLs, 2nd Edition</i> , ⁴ which views the nine categories of research-based instructional strategies first identified in CITW through a filter of five stages of language acquisition. In this workshop, teachers will learn techniques for modifying the instructional strategies to accommodate ELLs in regular classrooms and increase their understanding of best instructional practices for second language acquisition.
Time	2 days (consecutive, face-to-face professional learning sessions)
Pricing	\$13,500.0000 (for up to 40 participants)
Materials	Each participant will need the text, <i>CITW with ELLs</i> , which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>Classroom Instruction that Works (CITW) with English Language Learners (ELLs) – Virtual Options</i>
Audience	PreK-12 teachers and leaders
Description	<p>The virtual option for CITW with ELLs supports teachers in understanding the research about teaching and learning with ELLs, stages of language acquisition, and how to use learning objectives and feedback to promote learning.</p> <p>We offer a range of virtual options to support educator learning in this area, as described below:</p> <ol style="list-style-type: none"> 1. Three 1-hour, interactive live webinars and two asynchronous digital learning modules that include readings, videos, and application assignments (approximately 2.5 hours of content and work per asynchronous module), for 8 hours of learning about selected topics from <i>CITW with ELLs</i>. This learning is typically scheduled so the live sessions will alternate with the self-paced, asynchronous learning modules. 2. Twelve (12) hours of live interactive sessions based on content from <i>CITW for ELLs</i>, scheduled in 90- to 120-minute segments. 3. Twelve (12) hours of asynchronous learning through an online course and four 1-hour synchronous webinars to support application of content in the classroom.

⁴ Hill, J. D., & Miller, K. (2013). *Classroom instruction that works with English language learners* (2nd ed.). Alexandria, VA: ASCD.

Time	Up to 16 hours of virtual learning
Pricing	\$13,500.0000 (for up to 40 participants) for 16 hours of virtual learning
Materials	Each participant will need the text, <i>CITW with ELLs</i> , which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>Curiosity Works for School Improvement and Innovation: Overview</i>
Audience	PreK–12 teachers and leaders
Description	<p>This one-day introduction session provides school leaders with an overview of our <i>Curiosity Works</i> School Improvement and Innovation approach. In this session, participants will:</p> <ul style="list-style-type: none"> • Learn about what makes a <i>Curiosity Works</i> approach to school improvement and innovation different from other approaches, and why it is worth considering for their school(s) • Learn why curiosity is an important lever for learning and how to cultivate it in teachers, leaders, and learners • Understand the differences between an inside-out, curiosity-driven approach to school improvement and an outside-in or top-down approach • Learn to look for and leverage bright spots through an instructional rounds process • Learn about and explore one of the <i>Curiosity Works</i> Improvement Pathways • Discover the power of peer coaching for school improvement • Practice using an initiative planning template to articulate next steps for improvement
Time	1 day (face-to-face professional learning session)
Pricing	\$8,700.0000 (for up to 40 participants)
Materials	Each participant will need the text, <i>Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation</i> , which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>Curiosity Works for School Improvement and Innovation: Getting Started</i>
Audience	PreK–12 school and district leadership teams
Description	<p>Two days of professional learning to support school and district leadership teams as they learn about and plan for action using a <i>Curiosity Works</i> approach to school improvement. Through this professional learning, teams will:</p> <ul style="list-style-type: none"> • Learn why curiosity is an important lever for learning and how to cultivate it in teachers, leaders, and learners • Understand the differences between an inside-out, curiosity-driven approach to school improvement and an outside-in or top-down approach • Return to their core purpose, articulating and strengthening their school’s core values, mission, and vision • Engage in a data review process that focuses on bright spots as well as areas for growth, resulting in a self-assessment of a school’s position along the five <i>Curiosity Works</i> Improvement Pathways that are grounded in our <i>What Matters Most Framework</i> • Establish a focus for improvement or innovation and identify high-leverage strategies for action • Draft a plan to support peer coaching as a professional learning structure • Understand the importance of monitoring change for the organization and for individuals • Identify leadership actions to support implementation of a school’s change initiatives • Create a plan of action to begin a <i>Curiosity Works</i> approach to school improvement • Learn about and practice using 16 different tools to support their school improvement journey
Time	2 days (consecutive, face-to-face professional learning sessions)

Pricing	\$13,500.0000 (for up to 40 participants)
Materials	Each participant will need the text, <i>Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation</i> , which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>Data-Driven Decision-Making Through Collaborative Teaming</i>
Audience	PreK–12 teachers and leaders
Description	Collaborative teacher teams (e.g., professional learning communities [PLCs]) offer a structure to promote shared leadership in a school as well as a process for establishing a schoolwide culture based on a common vision of collaboration, collective inquiry, learning, and mutual trust. Use of collaborative teams as a strategy for improvement is built on the premise that collaborative team members increase their individual capacity for improving instruction through their work on the team. In this workshop series, school-based collaborative teams will focus on developing and implementing the structures, data-use processes, and research-based practices that are characteristic of highly effective teams focused on improving outcomes for students.
Time	2 days (consecutive, face-to-face professional learning sessions), with monthly 1-hour small group technical support/coaching sessions recommended for continued learning and implementation support; OR four 2-hour live virtual sessions with intersession learning activities and six 1-hour small group coaching sessions for ongoing support
Pricing	\$13,500.0000 (for up to 40 participants, including face-to-face and virtual sessions) \$630.0000 per hour for technical support and follow-up coaching (optional)
Materials	None required
Title	<i>Developing Collaborative Team Structures and Processes</i>
Audience	School leaders and teacher leaders
Description	When undertaking the implementation of any initiative involving team collaboration (e.g., PLCs), team structures and processes play a key role in the overall efficacy of the framework. These often-overlooked structures are the flywheel that ensures a cohesive, seamless system of support can be developed. It is crucial that leaders establish a vision for each team as well as how they function and communicate, ensuring the roles are clearly defined. To function at their best, teams need agreed-upon norms, decision-making processes, schedules, and documentation procedures. This workshop sets in motion the development of these structures and processes to establish a solid foundation for collaborative teams and work.
Time	1 day (face-to-face professional learning session)
Pricing	\$8,700.0000 (for up to 40 participants)
Materials	None required
Title	<i>Formative Assessment for Learning</i>
Audience	PreK–12 teachers and leaders
Description	In this workshop, teachers will develop assessment literacy through learning activities designed to strengthen participants' understanding of the three dimensions of assessment for learning. These dimensions include how to (1) develop and communicate clear learning goals and performance criteria, (2) select and develop student tasks that reflect the content and cognitive demand of state standards, and (3) provide effective feedback. Additionally, participants will learn how to engage students in peer and self-assessment, implement tools and protocols for using assessment data to monitor student learning, and use the evidence-based recommendations for providing students with effective descriptive feedback. These

	learning sessions are best structured in grade-level or content teams in order to collaboratively analyze and design high-quality student tasks.
Time	1 day (face-to-face professional learning session)
Pricing	\$8,700.0000 (for up to 40 participants)
Materials	<i>Unleashing Curiosity by Assessing for Learning</i> quick reference guide which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>Instructional Coaching that Works</i>
Audience	Principals, assistant principals, instructional coaches, teacher mentors, and central office PD leaders
Description	Understanding best practices for adult learning and, specifically, how teacher expertise develops throughout a career can help principals, professional learning leaders, instructional coaches, and teacher mentors better support the teachers with whom they work. In our <i>Instructional Coaching that Works</i> professional learning session, we explore best practices for helping educators adopt better routines, develop their expert mental models, and engage in shared innovation. Participants learn how to differentiate their coaching strategies for novice, mid-career, and expert level teachers. At the heart of the workshop will be the exploration and application of a model for student learning, one that employs cognitive science to help teachers design student learning experiences that foster deep learning.
Time	1 or 2 days (face-to-face professional learning) – Sessions can be contextualized to address specific goals, needs, and areas of focus
Pricing	\$8,700.0000 (for up to 40 participants) for 1 day; or \$13,500.0000 (for up to 40 participants for 2 consecutive days)
Materials	None required
Title	<i>Leadership Coaching</i>
Audience	Campus and district leaders
Description	Our approach to leadership coaching for campus- or district-level leaders is for each coachee to work collaboratively with their coach to generate creative, purposeful action toward their personal, team, and organizational goals. Specifically, McREL’s coaches work with coachees to develop personalized goals to meet both campus and district improvement goals. McREL’s approach includes a four-part process that guides both coach and coachee in establishing trust, goal setting and action planning, taking action, and evaluating goal attainment. Our coaches use strong relationship-building skills to work closely with coachees throughout the year to focus on leader actions to advance the work of school or district improvement.
Time	1 day (face-to-face professional learning session to establish the foundation for coaching), with follow-up one-on-one virtual coaching
Pricing	\$8,700.0000 (for up to 40 participants); \$630.0000 per hour for follow-up virtual coaching
Materials	None required
Title	<i>Learning that Sticks: Planning for Learning – Face-to-Face Option</i>
Audience	PreK–12 teachers and leaders
Description	Making the shift from planning for teaching to planning for learning requires teachers to understand how students learn and how the instructional strategies they select support student learning. In this session, participants will learn how to make the shift to planning for learning using high quality learning objectives and success criteria, and how to design lessons for learning, focused on student actions and intended learning rather than adult actions.

Time	2 days (consecutive, face-to-face professional learning sessions), with follow-up consulting with school leaders and instructional coaches to support implementation is recommended
Pricing	\$13,500.0000 (for up to 40 participants); \$630.0000 per hour for follow-up virtual consulting (optional)
Materials	Each participant will need the text, <i>Learning That Sticks: A Brain-Based Model for K-12 Instructional Design and Delivery</i> , which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>Learning That Sticks: Planning for Learning – Virtual Option</i>
Audience	PreK-12 teachers and leaders
Description	<p>The virtual option for Learning that Sticks aims to support teachers in exploring the following questions:</p> <ul style="list-style-type: none"> • How can we use what we know from cognitive science about how students learn to design lessons and units—and how do we engage learners in the process? • How can we use learning objectives and success criteria to support student learning and motivation? <p>We can offer multiple configurations for virtual learning, as described below:</p> <ol style="list-style-type: none"> 1. Four 2-hour, interactive live webinars with intersession application assignments for 8 hours of learning. 2. Twelve (12) hours of asynchronous learning through an online course and four 1-hour synchronous webinars to support application of content in the classroom.
Time	8–16 hours of virtual learning
Pricing	\$13,500.0000 (for up to 40 participants) for 8–16 hours of virtual learning
Materials	Each participant will need the text, <i>Learning That Sticks: A Brain-Based Model for K-12 Instructional Design and Delivery</i> , which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>Power Walkthrough: Monitoring of CITW – Face-to-Face Option</i>
Audience	Campus-based instructional support staff including leaders and any staff who conduct classroom walkthroughs
Description	<p>This workshop prepares teacher leaders and administrators to use a technology application designed to collect data regarding implementation of the nine high-yield instructional strategies described in <i>CITW, 2nd Edition</i>.⁵ Participants will review the classroom “look fors” associated with the high-yield strategies, learn to use the application for data collection and report generation, and will practice collecting data through the use of video clips.</p> <p>Implementation support is recommended. In a one-day, onsite session, participants will collect data in actual classrooms to refine their observational expertise and practice giving consistent feedback. The technology may also be modified to collect data on other classroom “look fors” that are deemed important to the school leadership team and can be used to support implementation of <i>CITW with ELLs</i> strategies as well.</p>
Time	2 days (consecutive, face-to-face professional learning sessions); on-site implementation support is recommended
Pricing	\$13,500.0000 (for up to 40 participants); \$8,700.0000 per day for on-site implementation support (optional)
Materials	Power Walkthrough licenses required, which are available at per-user pricing from McREL.

⁵ Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. J. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed.). Alexandria, VA: ASCD.

Title	Power Walkthrough: Monitoring of CITW – Virtual Option
Audience	Campus-based instructional support staff including leaders and any staff who conduct classroom walkthroughs
Description	This workshop prepares teacher leaders and administrators to use a technology application designed to collect data regarding implementation of the nine high-yield instructional strategies described in <i>CITW, 2nd Edition</i> . ⁶ Participants will review the classroom “look fors” associated with the high-yield strategies, learn to use the application for data collection and report generation, and will practice collecting data through the use of video clips. Implementation support is recommended. In a one-day, onsite session, participants will collect data in actual classrooms to refine their observational expertise and practice giving consistent feedback. The technology may also be modified to collect data on other classroom “look fors” that are deemed important to the school leadership team and can be used to support implementation of <i>CITW with ELLs</i> strategies as well.
Time	Three 1-hour webinars (or separately priced webinars) to introduce Power Walkthrough users to the platform; on-site implementation support is recommended
Pricing	\$2,400.0000 (for up to 40 participants) for all three webinars; or \$800.0000 per 1-hour webinar (for up to 40 participants); \$8,700.0000 per day for on-site implementation support (optional)
Materials	Power Walkthrough licenses required, which are available at per-user pricing from McREL.
Title	Promoting Higher-Order Thinking Skills for ELLs and Others in Need of Language Development
Audience	PreK–12 teachers and leaders
Description	If we direct and maintain ELLs’ engagement at the lowest levels of thinking, we confine them to the lowest levels of learning. All students learning English can work at every level of higher order thinking regardless of their stage of English language acquisition. This workshop provides opportunities for teachers to consider not only the rigor of the instructional content but also the opportunities and supports available to strengthen students’ academic language development. Participants will learn how to engage ELLs at all levels of Bloom’s taxonomy and how to differentiate based on each student’s stage of second language acquisition. This workshop will also focus on the intentional teaching of academic language in content areas with recognition that learning standards in all areas include “linguistically rich” words like describe, differentiate, explain, and analyze. Participants will “unpack” these communicative words and discover what they mean for ELLs and others in need of language development.
Time	1 day (face-to-face professional learning session)
Pricing	\$8,700.0000 (for up to 40 participants)
Materials	None required
Title	Supporting Multilingual Learners with The New Classroom Instruction That Works (CITW)
Audience	K–12 teachers, English learner (EL) teachers, coaches, and leaders
Description	This offering incorporates the most recent science about teaching and learning to provide fresh insights about what matters most when it comes to the practices teachers employ in the classroom to support student learning. Participants will view 14 all new strategies through the lenses of language acquisition and cognitive science to better understand how students learn and what teachers can do to plan for student learning and retention of new

⁶ Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. J. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed.). Alexandria, VA: ASCD.

	<p>knowledge and skills. This session will also give educators a clear, consistent approach to planning for learning using evidence-based strategies applied to ELs. The session will include:</p> <ul style="list-style-type: none"> • How students learn <ul style="list-style-type: none"> ○ Three stages of memory and learning ○ Using curiosity (interest) and motivation (relevance) to engage learners • 14 evidence-based strategies applied to ELs and aligned with how students learn <ul style="list-style-type: none"> ○ Become interested: Cognitive interest cues ○ Commit to learning: Student goal setting and monitoring ○ Focus on new knowledge: Vocabulary instruction, Strategy instruction and modeling, Visualizations and concrete examples ○ Make sense of learning: High-level questions and student explanations, Guided initial application with formative feedback, Peer-assisted consolidation of learning ○ Practice and reflect: Retrieval practice; Spaced, mixed practice; Targeted support (scaffolded practice) ○ Extend and apply: Cognitive writing, Guided investigations, Structured problem solving • Applying second language acquisition learning theories <ul style="list-style-type: none"> ○ Five components of second language acquisition theory ○ Purposeful strategy selection to support second language acquisition ○ Adapting the 14 strategies based on stages of second language acquisition and WIDA levels of proficiency <p>Planning for learning: Using content and language objectives and success criteria to identify and plan for scaffolds</p>
Time	2 days (face-to-face professional learning sessions, non-consecutive is recommended); and 2 days of implementation support (consecutive) and coaching recommended
Pricing	\$18,500.0000 (for up to 40 participants, including materials) for 2 non-consecutive days; \$13,500.0000 for a 2-day (consecutive) implementation support site visit
Materials	Each participant will receive a copy of the text, <i>The New Classroom Instruction That Works</i> , and the <i>Using The New CITW with Multilingual Learners Learning Guide</i> . Additional copies of each can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>The 12 Touchstones of Good Teaching</i>
Audience	PreK-12 teachers and leaders
Description	This workshop identifies valuable insights, tools, and resources that focus on the key imperatives that teachers must deliver in the classroom in order for their students to flourish and achieve their learning goals. Participants will gain a deeper knowledge and capacity for building positive relationships with students, helping students feel safe and supported while building a culture of curious students who want to learn and discover more. Educators will understand the importance of teaching with intention using a checklist of 12 research-based touchstone concepts that support the imperatives of teaching. With each touchstone, educators learn specific tools that can be used immediately in their classrooms to create a more caring and supportive environment focused on learning and high achievement.
Time	2 days (consecutive, face-to-face professional learning sessions)
Pricing	\$13,500.0000 (for up to 40 participants)
Materials	Each participant will need a copy of the text, <i>The 12 Touchstones of Good Teaching</i> , which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.

Title	<i>The New Classroom Instruction That Works (CITW): The Best Research-Based Strategies for Increasing Student Achievement</i>
Audience	K–12 teachers, coaches, and leaders
Description	<p><i>The New CITW: The Best Research-Based Strategies for Increasing Student Achievement</i>⁷ reflects the most recent science about teaching and learning to provide fresh insights about what matters most when it comes to the practices teachers employ in the classroom to support student learning. McREL examined hundreds of studies, narrowing the field to those that meet What Works Clearinghouse criteria to ensure the studies in our research base employed true scientific research designs and were peer-reviewed. While the second edition of <i>CITW</i>⁸ focused on nine categories of instructional strategies, <i>The New CITW</i> identifies 14 strategies and couples those with what we know from learning science about how students learn. We’ve aligned those 14 strategies to the six phases of learning with an emphasis on intentional planning for <i>learning</i>.</p> <p>In the initial two days of learning, participants will:</p> <ul style="list-style-type: none"> • Learn how you can leverage curiosity throughout the three stages of memory in order to engage and sustain student interest and motivation in learning. • Explore a brain-based model of learning so that you can be increasingly intentional about how you plan for learning based on where students are in the learning process. • Learn when, why, and how to use evidence-based practices for teaching and learning so that students learn more. • Learn why and how to use evidence-based practices so that students are supported as they engage in, process, and apply their learning. • Identify the differences between planning for teaching and planning for learning in an effort to engage in planning that is increasingly learner-centered. <p>Experience learning using the same evidence-based practices and learning model that you will learn about so that you have a better understanding of how using these practices at just the right time supports learning.</p>
Time	2 days (face-to-face professional learning sessions, non-consecutive is recommended); and 2 days of implementation support (consecutive) and coaching recommended
Pricing	\$18,500.0000 (for up to 40 participants, including materials) for 2 non-consecutive days; \$13,500.0000 for a 2-day (consecutive) implementation support site visit
Materials	Each participant will receive a copy of the text, <i>The New Classroom Instruction That Works</i> , and <i>The New CITW Learning Guide</i> . Additional copies of each can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>Tools for Classroom Instruction That Works (CITW) – Face-to-Face Option</i>
Audience	PreK–12 teachers and leaders in schools and districts already using this version of CITW
Description	The Tools for CITW workshop presents an overview of the best instructional and implementation practices described in current research with tools designed for teachers to implement in their classrooms the next day. Since its publication, <i>CITW: Research-Based Strategies for Increasing Student Achievement</i> ⁹ has been one of the best-selling and most widely used resources on effective strategies that increase student achievement. In 2012, McREL updated the research behind the nine high-yield instructional strategies in CITW and

⁷ Goodwin, B., Rouleau, K., Abl, C., Baptiste, K., Gibson, T., & Kimball, M. (2022). *The new classroom instruction that works: The best research-based strategies for increasing student achievement*. ASCD and McREL International.

⁸ Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. J. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed.). ASCD.

⁹ Marzano, R. J., Pickering, D. J., & Pollack, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

	produced the second edition, ¹⁰ and in 2018, <i>Tools for CITW: Classroom-Ready Techniques for Increasing Student Achievement</i> ¹¹ was released, offering specific, easy-to-use tools for teachers to put into practice in their classrooms. Thus, this workshop will help participants raise student achievement in the classroom by focusing on crafting dynamic learning activities supported by the best research on effective instruction to meet the diverse needs of all learners. Participants will gain valuable insights and practical tools and strategies for delivering engaging instruction both in person and online that makes a difference in students' learning.
Time	2 days (consecutive, face-to-face professional learning sessions); or 2 days (non-consecutive, face-to-face professional learning sessions)
Pricing	\$13,500.0000 (for up to 40 participants) for a 2-day consecutive session; or \$17,500.0000 (for up to 40 participants) for 2 non-consecutive days
Materials	Each participant will need the <i>Tools for CITW</i> book and <i>Tools Activity Guide</i> , which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session.
Title	<i>Tools for Classroom Instruction That Works (CITW) – Virtual Option</i>
Audience	PreK–12 teachers and leaders in schools and districts already using this version of CITW
Description	The virtual option for <i>Tools for CITW</i> includes a focus on one component of the CITW instructional planning framework (Creating the Environment for Learning; Helping Students Develop Understanding; Helping Students Extend and Apply Knowledge). These sessions are typically designed as interactive, synchronous learning sessions of 90-120 minutes each for a total of 6–8 hours of learning, with an expectation that participants apply their learning between sessions. Specific topics and outcomes will be designed in collaboration between McREL and the client and will inform the number of hours needed for effective learning.
Time	6–8 hours of virtual learning per component
Pricing	\$8,700.0000 (for up to 40 participants) for up to 8 hours of virtual learning
Materials	Each participant will need the <i>Tools for CITW</i> book, which can be purchased directly from McREL at a 20% discount off list price with the purchase of this session. While not required for this offering, participants will benefit from having the <i>Tools Activity Guide</i> that can also be purchased from McREL at a 20% discount off list price with the purchase of this session.

Billing Procedures. McREL's pricing structure is based upon the professional development chosen, with "per service" costs for up to 40 participants (additional charges can be discussed for groups larger than 40). These costs include consultants' time, travel (where applicable), and administrative/indirect costs. Materials are charged at a per-person rate and optional one-on-one virtual coaching services are charged based on hourly rates. Cost savings due to reduced travel expenses can be explored when consecutive days of professional development are scheduled. Similarly, if the Region One ESC, a district, or a school opts for extended services such as coaching or customized work beyond the scope of a workshop, fees may be higher than shown. McREL staff welcome the opportunity to discuss scopes of work for specific projects to best align our services to meet the goals of the Region One ESC and the districts and schools it serves, as well as the other ROPC members.

¹⁰ Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. J. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed.). Alexandria, VA: ASCD.

¹¹ Silver, H. F., Abla, C., Boutz, A. L., & Perini, M. J. (2018). *Tools for classroom instruction that works: Ready-to-use techniques for increasing student achievement*. Denver, CO: McREL International and Silver Strong & Associates/Thoughtful Education Press.

Ultimately, because each project is unique, specific budgets will vary with the cost of services being adjusted up or down as the scopes of work are refined. Depending on the length of time in which services will be rendered, a payment schedule may be collaboratively developed with the Region One ESC and ROPC members during the development of each contract/purchase order. Typically, if the period of work is anticipated to conclude in three months or less, an invoice is rendered upon completion of the services; if the period of work occurs over three months or more, payment installments will be arranged.

Additional Value-Add Services (A4, B3, C1, & C5)

In addition to professional learning, consulting, and coaching services, McREL has a robust library of texts and other print resources available for purchase at a 20% discount when purchased in conjunction with one of our offerings—or they can also be purchased separately at retail price as a supplement (see Table 3 below for our library listing; up-to-date availability and pricing is available at the McREL Bookstore: <https://store.mcrel.org/>). We are also experienced online course developers and have both long-form (12 hour) and short-form (2 hour) online learning experiences offered through our website and online platform. Finally, McREL offers educator evaluation products and professional learning for teachers, principals, and central office staff.

Table 3. McREL Publications Available for Purchase

Titles
<i>A Handbook for Classroom Instruction That Works</i>
<i>A Teacher's Reflective Impact Journal: Pursuing Greatness Every Day</i>
<i>Balanced Leadership for Powerful Learning: Tools for Achieving Success in Your School</i>
<i>Building a Curious School: Restore the Joy That Brought You to School</i>
<i>Classroom Instruction That Works with English Language Learners</i>
<i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i>
<i>Curiosity and Powerful Learning</i>
<i>Curiosity and Powerful Learning Models of Practice 1 & 2: Cooperative Group Work and Synectics Group Work and Synectics</i>
<i>Curiosity and Powerful Learning Models of Practice 3 & 4: Whole Class Teaching and Concept Attainment</i>
<i>Curiosity and Powerful Learning Models of Practice 5 & 6: Inductive Teaching and Mnemonics</i>
<i>Curiosity and Powerful Learning Series: Complete Set (Includes 4 Manuals)</i>
<i>Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation</i>
<i>Curiouser and Curiouser</i>
<i>Instructional Models: How to Choose One and How to Use One</i>
<i>Leadership for Powerful Learning</i>
<i>Learning That Sticks: A Brain-Based Model for K-12 Instructional Design and Delivery</i>
<i>Out of Curiosity: Restoring the Power of Hungry Minds for Better Schools, Workplaces, and Lives</i>
<i>Pursuing Greatness: Empowering Teachers to Take Charge of Their Professional Growth</i>
<i>Quality Questioning: Research-Based Practice to Engage Every Learner</i>
<i>Research-Based Instructional Strategies That Works: Quick Reference Guide</i>
<i>Simply Better: Doing What Matters Most to Change the Odds for Student Success</i>
<i>Student Research Done Right! A Teacher's Guide for High School and College Classes</i>
<i>The 12 Touchstones of Good Teaching: A Checklist for Staying Focused Every Day</i>
<i>The New Classroom Instruction That Works: The Best Research-Based Strategies for Increasing Student Achievement</i>
<i>The System and Powerful Learning</i>
<i>Tilting Your Teaching: Seven Simple Shifts That Can Substantially Improve Student Learning</i>
<i>Tools for Classroom Instruction That Works: Ready-Use Techniques for Increasing Student Achievement</i>

Titles
<i>Tools for Igniting Curiosity: Classroom-Ready Techniques for Increasing Engagement and Inspiring the Love of Learning</i>
<i>Unleashing Curiosity by Helping Students Commit to Mastery: Quick Reference Guide</i>
<i>Unleashing Curiosity for Assessing for Learning: Quick Reference Guide</i>
<i>Unleashing Curiosity with Challenging Learning Tasks: Quick Reference Guide</i>
<i>Unleashing Curiosity with Dynamic Cooperation: Quick Reference Guide</i>
<i>Unleashing Curiosity with Feedback That Motivates: Quick Reference Guide</i>
<i>Unleashing Curiosity with Quality Questioning: Quick Reference Guide</i>
<i>Unleashing Curiosity: Quick Guide Complete Set</i>
<i>Unstuck: How Curiosity Peer Coaching, and Teaming Can Change Your School</i>
<i>Using Brain Science to Make Learning Stick: Quick Reference Guide</i>
<i>Using Multilingual and Multicultural Books for K-3 Language Acquisition: Quick Reference Guide</i>
<i>Activity Guide</i>
<i>Facilitator Manual</i>

Unique Benefits for Region One ESC and ROPC Members (A5 & B4)

McREL has a long history working with districts and ESCs in Texas. At the time of this submission, we are under contract with the Region One ESC’s Office of School Improvement, Accountability, and Compliance to provide professional learning focused on leading and managing change in organizations, with alignment to the Texas Effective Schools Framework. Elsewhere in Texas, we are currently working with the Houston Independent School District to provide professional learning and coaching for teachers and leaders supporting multilingual learners and are in consideration for work to support the Northside Independent School District’s Multi-Tiered System of Support process. Additionally, we have authorized facilitators for our Classroom Instruction That Works (CITW) program in Region 16 and are exploring options for staff there to become authorized facilitators for our Balanced Leadership for Student Learning program. Finally, we have a strong partnership with the Region 13 ESC related to online course offerings and collaboration to design supports for rural leaders in the region.

Proposed Project Staff

Staffing Plan and Qualifications of Proposed Project Staff (A6, B1, B2a, B2c, C1, C2, & C3)

At present, 68 staff members are employed within McREL’s leadership team; Business Services Team; and Programs Team. Of those, 97% are classified as professional staff with 71% holding advanced degrees. For the professional services being proposed for the Region One ESC and its ROPC members, the proposed work will be housed under McREL’s Programs Team, which is shown in the Figure on page 20.

A team of eight experienced staff members have been assembled to accomplish the services described in this proposal that will meet Region One ESC’s needs, as well as those of your ROPC members. The anticipated roles for each staff member have been included in Table 4.

Table 4. Staff Names, Titles, and Anticipated Roles

Name	Title	Anticipated Role(s)
Kristin (Kris) Rouleau	Vice President of Learning Services	Primary point-of-contact for Region One ESC staff and ROPC members; project oversight/quality control; consultant for leadership and school improvement services

Name	Title	Anticipated Role(s)
Tara Isaacs	Executive Director, Learning Services	Consultant for leadership, teaching and learning, and school improvement services
Kent Davis	Consulting Director of Learning Services	Consultant for leadership and school improvement services
Cheryl Abla	Senior Consultant	Consultant for teaching and learning and school improvement services
Karen Baptiste	Senior Consultant	Consultant for leadership and school improvement services
Tonia Gibson	Senior Consultant	Consultant for teaching and learning and school improvement services
Michele Kimball	Consultant	Consultant for teaching and learning and school improvement services, with an emphasis on supporting multilingual learners
Christina Lemon	Consultant	Consultant for teaching and learning and school improvement services

Bios for these staff members are provided as follows while resumes have been provided as a separate upload in accordance with the RFP’s instructions. Other McREL staff members may also be involved as needed to ensure that all work is completed according to planned expectations.

Staff Bios

Kristin (Kris) Rouleau, Ed.D., Vice President of Learning Services at McREL, works with schools, districts, and state departments of education, both domestically and internationally, as they navigate change and implement practices and structures to reduce variability and increase student achievement. Through consulting, coaching, and facilitation of professional learning, Dr. Rouleau provides services, strategies, and technical assistance to support change efforts, with a particular passion for supporting teacher teams, schools, districts, and education agencies in their continuous improvement journey. She is also committed to ensuring equitable achievement for students, strongly believing in the capacity of all students to achieve at high levels and the power of teachers and leaders to positively impact the lives of the students they serve. Dr. Rouleau has led professional learning about literacy practices for teachers of students in grades K–12, drawing from research in the field of reading and her experience as a reading/language arts teacher and curriculum specialist. She also developed and facilitated university courses in middle-grades literacy practices for preservice teachers. Recently, she has been working with school leaders to plan for school improvement, conducting comprehensive needs assessments, and providing guidance for a Culturally Sustaining Pedagogy course. As a co-author of McREL’s *The New CITW* (2022), *Learning that Sticks* (2020), *Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation* (2018), and *Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School* (2018), Dr. Rouleau shares responsibility for new product and service development focused on leveraging curiosity to improve teaching, leading, and learning. Additionally, she is a licensed school administrator and brings forth nearly 30 years of experience in education, working in a variety of racially and culturally diverse communities. She has served as a classroom teacher, curriculum specialist, elementary school principal, and district-level curriculum administrator. Dr. Rouleau earned administrative credentials at the University of Washington and holds an M.A. in Curriculum and Teaching from Michigan State University and a B.A. in Elementary Education from Western Michigan University. She earned her Ed.D. at the University of Colorado in Leadership for Educational Equity, with a concentration in Professional Learning and Technology.

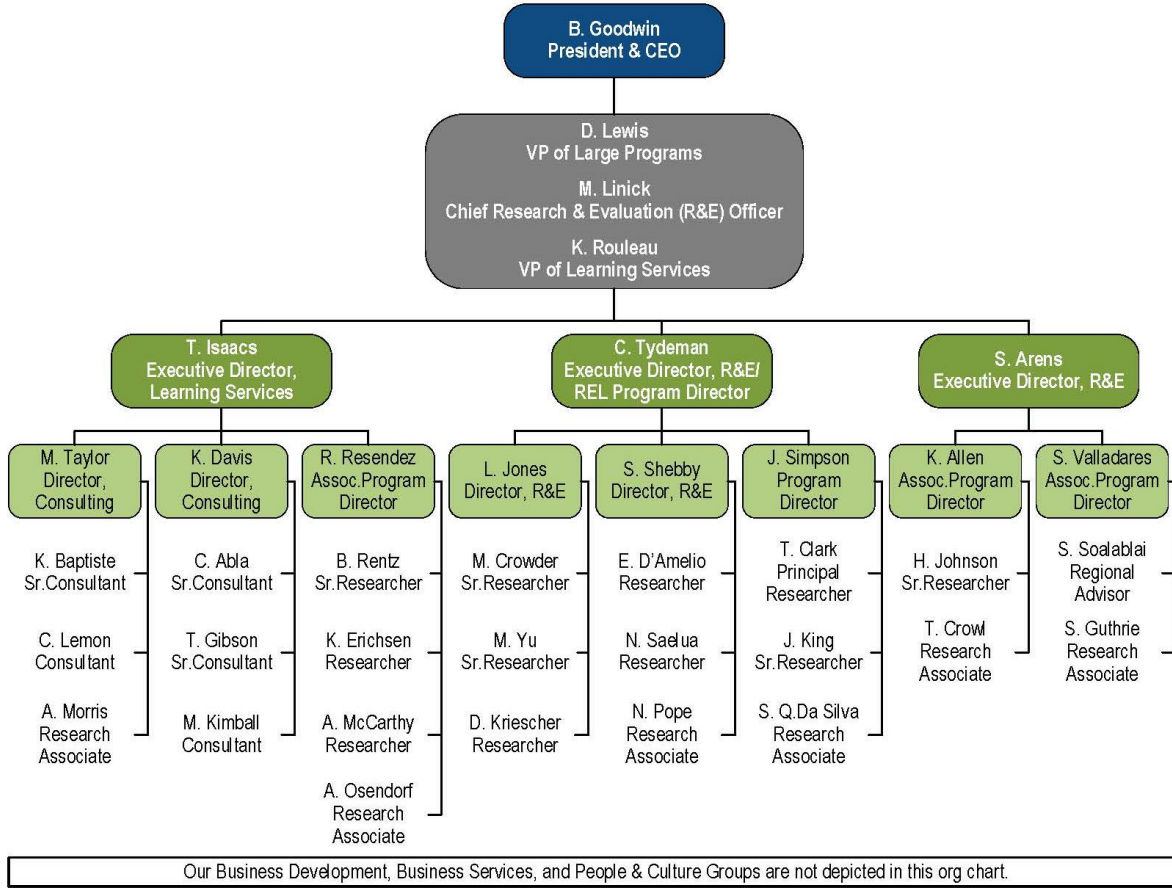


Figure. McREL's Programs Team Organizational Chart

Tara Isaacs, Ed.D., Executive Director of Learning Services at McREL, tailors and customizes services through a data and strengths-based approach to drive impactful change while employing both a practitioner and researcher lens. Dr. Isaacs focuses on enhancing educator practices, student outcomes, fostering collective self-efficacy, strategic planning, and personalizing high-quality professional learning. Her commitment to learning and responsive teaching addresses educational challenges and emphasizes strengths within professionals and programs. Committed to student success, Dr. Isaacs believes in their inherent capabilities and recognizes educators' influence. With extensive experience as a school principal/assistant principal and district administrator, she is well-versed in providing professional learning and support for principals, content leaders, and engagement specialists, while employing diverse strategies to leverage meaningful changes in schools and districts faced with challenging problems of practice. Additionally, Dr. Isaacs has excelled in prior roles, including serving as a classroom teacher, district language arts/literacy specialist, adjunct professor, and consultant. Dr. Isaacs holds a B.A. in Sociology and an M.S. in Curriculum and Instruction from the University of Tennessee, an M.A. in Education Administration and an Ed.D. in Educational Leadership and Policy Studies from Eastern Kentucky University, along with active certificates that would allow her to serve as a K–12 Principal, Instructional Supervisor, or Superintendent.

Kent Davis, Ed.D., Consulting Director of Learning Services at McREL, facilitates workshops and professional learning for K–12 teachers and administrators on research-based leadership and instructional practices, including principal and teacher evaluation. Dr. Davis also

works with school leadership teams on implementing research-based practices to improve student learning. Kent has served as a teacher and administrator in public education for 32 years. Prior to joining McREL, he served in various capacities, including as a principal and associate superintendent in the Deer Valley Unified School District in Phoenix, Arizona. As the associate superintendent of educational services, Kent was responsible for the supervision of principals and several departments including curriculum, instruction, and assessment; student support services (special education); information services and technology; and Title I and II. Prior to this, he was associate superintendent of administrative services where he oversaw transportation, food and nutrition, graphics communications, information services, growth management, construction, maintenance/facilities, and technology. Dr. Davis holds a doctorate in educational leadership and policy studies from Arizona State University, as well as M.Ed. and B.A. degrees in Elementary Education from the University of Arizona.

Cheryl Abl, M.Ed., a senior consultant at McREL, works with schools, districts, and other stakeholders to develop sustainable plans for improving the professional practices of teachers and school leaders. Ms. Abl believes deeply in all students' capacity to achieve at high levels and is passionate about helping educators use their full potential to make a positive impact on the students they educate and inspire every day. She develops workshops and professional learning sessions for K–12 teachers on research-based instructional strategies in the areas of instructional technology, English learners, and culture and climate, as well as provides consultation for technology integration, technology leadership, and McREL's classroom observation software, *Power Walkthrough*®. Prior to joining McREL, Cheryl began her career as a classroom practitioner, teaching all grades from 1–12 for over 25 years and held a variety of leadership roles. As a consultant, Cheryl has worked with educators throughout the mainland U.S. and in the Pacific. Her current and recent work includes supporting teachers and leaders in several schools to learn and implement strategies from *Tools for CITW* (2018) and *CITW with ELLs* (2013). She has also presented at educational conferences around the U.S., specifically in the areas of innovative classroom instruction and digital learning, including at the 2021 Tennessee Literacy Association Conference. Her enthusiasm for learning, coupled with her extensive and diverse classroom experiences, ensure that participants walk away with practical ideas that can be immediately used in their schools. For example, she has conducted workshops for teachers of grades K–8 on differentiated instruction and strategies to improve student reading skills, supported teachers in their use of differentiated support interventions for diverse cultural and linguistic needs, and has taught teachers to use student data to identify differentiated instruction and intervention needs to support teaching and learning in Tier 1 and Tier 2 classrooms. Ms. Abl co-authored *The New CITW* (2022), *Tools for CITW: Ready-to-Use Techniques for Increasing Student Achievement* (2018), and has authored several articles in McREL's *Changing Schools* quarterly publication, in Edutopia's weekly publications, along with a whitepaper, *Student Engagement: Evidence-Based Strategies to Boost Academic and Social-Emotional Results* (2019). She holds a bachelor's degree in elementary education from Oklahoma Panhandle State University, an English as a Second Language (ESL) certificate from Kansas State University, and a master's degree in instructional technology from Grand Canyon University.

Karen Baptiste, Ed.D., a senior consultant at McREL, provides professional learning and consulting services to schools, districts, and educational agencies. Dr. Baptiste's career started in the New York City Department of Education where she was a special educator, instructional coach, and director of special education. She has worked with K–12 schools across the U.S. to support improved teaching and learning with an emphasis on quality implementation of evidence-based instructional strategies for diverse learners, including helping teachers create learning environments

that encourage student voice and ownership of learning. Karen's experience also includes being an executive coach to state, district, and school leaders across the nation to transform school culture and educational experiences for students and their families. She is also a co-author of *The New CITW* (2022). Dr. Baptiste obtained her associate degree in Journalism from Morrisville College of Agriculture and Technology, her bachelor's degree in Sociology and Psychology from Purchase College, her master's degree in Urban Education from Mercy College, her advanced master's degree in Administration from Bank Street College, and her doctorate degree in Leadership and Organizational Management from St. Thomas University.

Tonia Gibson, M.S.L., a senior consultant at McREL, works with teachers, schools, districts, and other stakeholders to develop sustainable plans for improving the professional practices of teachers and school leaders. Through consulting and coaching for individuals and groups, she works with partners to develop strategic pathways to improve educator capacities and provides technical assistance to support teachers and leaders in developing effective practices, ensuring student needs are at the heart of all decisions. Ms. Gibson is committed to developing sustainable practices and improving the capacities of school and district staff. She understands that every school and district has its own unique culture, and her work ensures that plans and strategies are tailored to the capacities and needs of the district staff members, school administrators, teachers, and students with whom she works. Recently, Ms. Gibson has worked with SEA staff and coaches to identify bright spots and challenges for effective literacy teaching and learning in K–5 schools and conducted workshops with coaches about effective coaching to support teachers' needs. She also helped write a state's literacy plan, integrating identified essential elements with current research for effective literacy teaching, learning, and assessment. Additionally, Ms. Gibson developed a self-assessment toolkit for school leadership teams to better understand their school's strengths and areas of need for developing, documenting, and implementing a high quality PreK–12 literacy curriculum, as well as led a school system through the selection process for literacy instructional materials, co-created a scope and sequence for writing, and supported teachers and leaders in developing a deep understanding of academic standards in order to plan for student learning. Ms. Gibson directs McREL's team that is currently facilitating a Culturally Sustaining Pedagogy course. She is a co-author of *The New CITW* (2022); *Learning that Sticks* (2020); and *Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School* (2018). Ms. Gibson began her career as a classroom practitioner, teaching all grades from K–6. Her 12 years of leadership experience include developing professional learning and coaching as a lead teacher, focusing on curriculum and assessment development and implementation, as well as developing effective practices and protocols for effective professional learning communities. As an assistant principal, Ms. Gibson's focus was on developing the capacities of teachers and school leaders to improve student achievement in the high-performing state of Victoria, Australia. As a school leader, she was key in implementing theories of action at the school level, which led to continuous growth in data related to student engagement, student achievement, and teacher confidence. Ms. Gibson earned a master's degree in school leadership from the University of Melbourne, Australia, and a Bachelor of Education in primary/adult learning from RMIT, Australia.

Michele Kimball, B.A., a McREL consultant, leverages her experience as a bilingual early childhood educator in Texas and as a national school support consultant (pre-K–12) to develop and support educators in ways that have a lasting impact on their students. Ms. Kimball has helped educators and educational leaders identify and understand evidence-based best practices, skills, and processes that can be used to change their school culture, support school goals, and advance student learning. Her experience includes providing data-driven professional learning and coaching services

that contribute to building campus-wide instructional capacity based on teachers' and students' needs. She enjoys sharing evidence-based practices that support students' social-emotional development, literacy, and language development. She also knows that each person learns differently and has a variety of needs based on their school context, and thus plans sessions to include various learning styles, relevant topics, and current best practices. She has worked extensively with teachers to use data to inform decision-making about instruction and is a skillful coach, offering teachers specific next-step feedback to help them better meet their students' needs. She is a key member of McREL's team currently facilitating a Culturally Sustaining Pedagogy course and was a co-author of a recent quick guide for teachers focused on using texts in students' home language in the classroom. Additionally, Ms. Kimball is a co-author of *The New CITW* (2022). Michele has a B.A. from the State University of New York–Potsdam and a Bilingual/Elementary Education Teaching Certificate from Texas Woman's University. Previously, she was a bilingual teacher and bilingual instructional coach. She has also been certified in language development and early literacy practices for the state of Texas as a bilingual PreK coach and professional development specialist, and was a trainer for the Texas Principal and Teacher Evaluation Support Systems (T-PESS and T-TESS).

Christina Lemon, Ed.D., a consultant at McREL, serves as the Region 12 Comprehensive Center's (R12CC's) co-lead for Colorado, supporting the provision of high-quality technical assistance to SEAs, local education agencies, and other stakeholders to solve high-leverage problems for education professionals and the students they serve. Additionally, Dr. Lemon delivers high-quality professional learning and capacity building for McREL clients in the field. Prior to joining McREL, she spent 15 years working in Colorado K–12 education as a classroom teacher, instructional coach, professional development instructor, and building leader. In these roles, she provided leadership to build education practices that serve all students, especially in the areas of personalized, inquiry-based, and competency-based learning. Dr. Lemon earned a B.A. in Social Sciences; an M.A. in Curriculum, Instruction, and Assessment from Regis University; and an M.Ed. and recent Ed.D. in Educational Leadership from the American College of Education.

Subcontracted Services (B5)

McREL will not utilize third-party vendors/subcontractors for any of the proposed services.

Ability to Provide Ongoing Services

Quality Assurance & Evidence of Effectiveness (D1)

McREL has a communications team that supports quality assurance (QA) of documents, presentations, and other materials, and the Learning Services team also conducts QA through planning and content reviews and collegial presentation feedback. Additionally, for large-group professional learning, end-of-session surveys will ask participants to rate the quality, relevance, and usefulness of the session, and the extent to which they agree that the stated session objectives were met. Open-ended questions will ask participants about how they plan to incorporate the information from the session into their work; how the content fits within the longer-term goals of improving student outcomes and closing achievement gaps; and what they see as their “next steps” in applying their new learning. For a professional learning series, participants are typically asked for formative feedback at the end of each session to inform planning and the end-of-session survey is completed at the end of the series. The service cost includes time for the consultant to discuss the proposed scope of services with the project lead, make adjustments (if needed), prepare all session materials,

travel to and from the location (if appropriate), and conduct the service. Virtual sessions are priced similarly to in-person sessions because they include the same time commitments for staff with the exception of travel. We also offer virtual sessions spread over weeks or months which allows participants to implement their learning, receive feedback from the consultant, and continue to practice using their new knowledge and skills with support.

Service Support Philosophy (D2)

McREL's philosophy is that professional learning and consulting services are designed and delivered with one primary outcome: to improve outcomes for all learners. We believe that professional learning is meant to result in changed practices for teachers and leaders, ultimately influencing what happens in the classroom for students. We work in collaboration with our client partners to design services that meet *their* outcomes; many clients continue services with us because we not only deliver high quality, evidence-based products and services, but willingly and skillfully customize services, not only in advance of the project, but within the project, to ensure we are best meeting our clients' needs. We maintain open communication, ask for feedback, and seek to actively partner with clients, rather than simply serve as a vendor.

Our work is influenced directly and indirectly by our years of experience assisting schools and districts with change and our extensive review of literature on change. McREL staff members aim to support others in understanding the nature of change and what they need to consider as they implement changes in their classrooms, schools, districts, or agencies. Beyond our focus on understanding our clients' needs and desired project outcomes, we also seek to understand our clients' context so our services will appropriately achieve the project goals. We draw on a vast knowledge base to provide the tools, strategies, and information that educators need to improve their policies, practices, and programs in ways that support increased student achievement, and we help clients understand what it takes to sustain their improvement efforts over the long term and build their capacity to do so.

Willingness to Participate in Conferences and Other Presentations (D4)

McREL staff are available to participate in conferences or marketing events as desired by the Region One ESC and ROPC members.

Appendix: Sample Reports/Documents

McREL has included the following school visit report as a sample.

Elementary School, County School District
McREL Site Visit Report and Next Steps
February XX-XX, 2019 - Site Visit 1
February XX, 2019 - Site Visit 2
March XX-XX, 2019 - Site Visit 3

<p>McREL consultants provide support to the Elementary School in an effort to improve student learning. Visit 1 was focused on information gathering for the McREL consultants to be able to make recommendations about where to focus supports for upcoming site visits. Visits 2 and 3 included direct support working with teachers to focus on identified areas of need.</p>		
Visit 1		
Actions Taken by Consultant	Observations and Outcomes	Next Steps and Person(s) Responsible
<ul style="list-style-type: none"> • Met with the Principal and Assistant Principal to discuss current perceptions of teaching and learning at the Elementary School and to discuss the role of McREL’s consultants • Conducted classroom walkthroughs in most classrooms (two classrooms were unavailable for visit) • Met with the building literacy and math coaches to discuss the work they are currently leading to improve teaching and learning at the Elementary School and how McREL consultants can partner to advance this work • Joined a planning meeting between the literacy coach and a 4th grade teacher 	<ul style="list-style-type: none"> • During classroom visits, the consultants observed: <ul style="list-style-type: none"> – A range of instructional approaches being used in the classrooms; – Variation in instructional rigor across the classrooms; – Few common routines and structures in use across the classrooms; – Well-mannered students who were compliant, though not necessarily engaged in learning; and – An orderly school environment. • Established common areas of focus among the literacy and math coaches and the consultants: <ul style="list-style-type: none"> – Develop teacher capacity to increase student engagement and deliver more rigorous instruction. – Provide continued opportunities for teachers to collaborate for planning and learning. 	<ul style="list-style-type: none"> • Communicate classroom demonstration and planning meetings/coverage schedule to teachers Ms. Coach, Mr. Coach <i>Completed</i> • Plan for classroom demonstrations and collaborative team meetings to occur during Visit 2 Consultant 1, Consultant 2 <i>Completed</i> • Determine the viability of “lunch & learn” professional learning sessions on instructional strategies to be offered during future site visits Consultants 1 and 2 with input from Principal, Ms. Coach, Mr. Coach <i>In progress</i>

Actions Taken by Consultant	Observations and Outcomes	Next Steps and Person(s) Responsible
	<ul style="list-style-type: none"> • Established that McREL’s work is to support and extend the school improvement and Tier I instructional initiatives already in progress—that is, increased student engagement and learning through guided reading, close reading, and mathematics instruction aligned with the common core shifts. To that end, McREL’s initial areas of focus will be implementing student engagement strategies (collaboration) and developing clear learning objectives aligned with standards to support rigorous instruction in reading and math. • Received commitment from the 4th grade teacher to conduct a demonstration lesson in her classroom during Visit 2. • Planned for classroom demonstrations to occur during the next visit and conducted team planning with consultants and coaches for Site Visit 2. • Discussed the importance of articulating a theory of action (WHEN-THEN) statement when communicating how any new initiative, service, support, material, or professional learning resource will be implemented in the school. (For example: McREL consultants will provide targeted professional learning supports to teachers. We believe that WHEN we support teachers with focused professional learning in a job-embedded environment with ongoing support THEN teachers will have confidence to implement their learning with students and ultimately students will learn more.) 	

Visits 2 and 3 (Note: Visit 2 was cut short [1 day instead of 3 days] due to local flooding. For that reason, Visits 2 and 3 are combined here.)		
Actions Taken by Consultant	Observations and Outcomes	Next Steps and Person(s) Responsible
<ul style="list-style-type: none"> • Visited classrooms unavailable during Site Visit I • Conducted multiple classroom demonstration lessons including student engagement (collaboration) strategies (in both general and special education classrooms), growth mindset, guided reading • Co-taught with 8th grade social studies teacher to bring in a more engaging method for the students. • Debriefed with the teacher about the demonstrations and planned next steps; provided additional resources to extend teacher learning • Provided Response to Intervention (Rtl) instruction to a student while the assigned teacher observed the demonstration lesson • Met with the Principal and Assistant Principal to reach agreement on McREL’s proposed focus • Met with the Assistant Superintendent to provide an overview of McREL’s observations, a foundation for a school improvement focus using McREL’s <i>What Matters Most Framework</i>, and next steps to support the Elementary School • Met with the literacy and math coaches to discuss aligned professional learning supports • Preschool observation with discussions around free choice play (Highly functioning center play) • Met with the librarian and toured the library • Classroom observations with feedback provided to classroom teachers, instructional coaches, and administrators in grades 5–8 (Conversations with administrators and instructional coaches to reassure that the focus is on target with the school’s goals.) 	<ul style="list-style-type: none"> • Three teachers participated in classroom demonstrations while the consultant shared structures needed for students to collaborate with one another through a comprehensive tool that promotes academic language through collaboration • Teachers learned a new student engagement (collaboration) strategy and had an opportunity to ask questions so they can begin to implement the strategy in their classrooms • Teachers received additional information about the strategies/lessons demonstrated and expressed interest in working collaboratively in the future • Teachers are beginning to understand that McREL consultants are a support for existing initiatives (for example, implementing student engagement strategies and developing clear learning objectives aligned with standards) • Recommended that additional supports may be needed to bolster classroom instruction in some classrooms • Recommended reviewing resource allocation across the school to ensure alignment of resources with intended outcomes. This recommendation was influenced by a question about how students and teachers are assigned to Rtl and the activities and outcomes for Rtl instruction • Agreed on the value of whole staff or team-level professional learning and facilitated planning sessions to be held before the end of the school year (during McREL’s last site visit for the year) <p>Other observations:</p> <ul style="list-style-type: none"> • Seventh grade English language arts (ELA) students were unclear and unsure of themselves to work and talk with one another 	<ul style="list-style-type: none"> • Connect in advance with teacher(s) to establish schedule for support (i.e. co-planning, demonstration lessons, co-teaching) during Site Visit 3 Consultant I Completed • Determine viability of scheduling collaborative planning sessions with teacher teams during a future site visit (May 2019) Consultant I, Consultant 2, with Principal, Assistant Principal Ongoing • Plan for classroom demonstrations and collaborative team meetings to occur during Visit 4 Consultant I Ongoing • Continue to demonstrate engagement strategies with grade 3–8 teachers using the coaching strategy: “I do, we do, you do” format, creating times to debrief the lessons after each visit. Consultant I Ongoing • Provide opportunities for the K–2 teachers to collaborate with one another and create a plan to bring guided reading and phonics into their classrooms on a daily basis. Consultant I Ongoing • Demonstrate guided reading lessons in K–2 classrooms allowing for teachers to observe, debrief, and begin independent guided reading lessons in their classrooms. Consultant I Ongoing • Help teachers to access the assistants during classroom instruction to best serve the students. Consultant I Ongoing • Collaborate as thought partners to create a 2019–2020 academic schedule that promotes uninterrupted literacy and math learning. Consultant I, Coach 1, Coach 2, Assistant Superintendent, Principal

	<ul style="list-style-type: none">• Teachers welcomed classroom visits, demonstration lessons, and co-teaching opportunities and welcomed McREL’s consultant to return anytime• Follow-up is needed to debrief, model more and help with planning of guided reading, phonics, and direct instruction. Meaningful instruction and center work are needed and welcomed• Library specialist demonstrated great rapport with students during the book fair	
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McREL Staff Vitae¹

KRISTIN M. ROULEAU

Vice President of Learning Services

McREL International

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303-632-5547 | krouleau@mcrel.org

EDUCATION

Ed.D. Leadership for Educational Equity, Concentration in Professional Learning and Technology, University of Colorado–Denver, 2019

M.A. Curriculum and Teaching, Michigan State University, East Lansing, MI, 1995

B.A. Elementary Education, Western Michigan University, Kalamazoo, MI, 1992

SPECIFIC AREAS OF EXPERTISE

- ◆ Professional learning
- ◆ Principles of adult learning
- ◆ Learning ecologies
- ◆ Systems change processes
- ◆ Comprehensive school improvement planning and implementation
- ◆ School and district leadership
- ◆ Alignment and implementation of standards, curriculum, and instruction
- ◆ Curriculum development, implementation, and monitoring
- ◆ Data-driven decision making
- ◆ Process and project design and facilitation
- ◆ Literacy

PROFESSIONAL EXPERIENCE

2020–present **Vice President of Learning Services (LS)** (2022–present);

Executive Director, LS (2020–2022)

McREL International, Denver, CO

Provides leadership for the LS team and collaborates with the Chief Executive Officer and Chief Innovation Officer to provide strategic vision, direction, and leadership in developing, planning, and implementing professional learning, service development, and consulting endeavors. Develops, executes, and oversees complex project plans that are matched to client priorities and outcomes.

Develops and provides customized services to facilitate systemic and systematic improvement processes for individuals, schools, districts, and education agencies across the globe, leveraging digital assets as needed. Effectively manages all project budgets, timelines, and staffing schedules for the LS team. Responsible for new product and service development, with a focus on integrating current research about learning, teaching, and leading to maximize school and system

¹ Each vitae mentions applicable certifications and licenses that our staff members hold.

improvement. Leads ongoing development of McREL's customized face-to-face and digital learning services by creating innovative, research-based solutions grounded in adult learning theory and matched to client needs. Develops, supervises, supports, and evaluates assigned staff.

- 2017–2020 **Senior Director, LS; Senior Consulting Director, Client Solutions**
McREL International, Denver, CO
Senior leader of McREL's consulting and professional learning team. Responsible for providing strategic vision and leadership for developing and executing McREL's inside-out consulting strategy. Develops and provides customized services to facilitate systematic improvement processes for individuals, schools, districts, and education agencies. Responsible for new product and service development, with a focus on leveraging curiosity for school and system improvement. Contributes to ongoing development of McREL's customized services by creating innovative, research-based solutions to meet client needs. Develops, supervises, supports, and evaluates assigned staff.
- 2015–2017 **Consulting Director, Client Solutions**
McREL International, Denver, CO
Leader on McREL's Client Solutions team. Engaged in work with diverse audiences including schools, districts, and state departments of education. Developed and delivered responsive, customized professional learning to help schools and districts achieve their goals. Cultivated and maintained relationships to provide individualized coaching to school-, district-, and state-level leaders. Contributed to ongoing development of McREL's customized services by creating innovative, research-based solutions to meet client needs. Supervised, supported, and evaluated assigned staff.
- 2015–2016 **North Central Comprehensive Center Liaison to the South Dakota Department of Education (SDDOE)**
McREL International, Denver, CO
Designed system solutions and managed projects to support the SDDOE in implementing state and federal education initiatives. Increased human, structural, organizational, and material capacity of the SDDOE through collaborative planning and implementation of solutions to build and sustain systemic support for district and school improvement efforts related to closing achievement gaps and improving student outcomes. Co-facilitated the *Commission on Teaching and Learning*, a collaborative effort of the SDDOE and the South Dakota Education Association.
- 2014–2015 **Consultant, Client Solutions**
McREL International, Denver, CO
Worked with schools and districts to facilitate systematic improvement processes. Delivered customized professional development on the continuous improvement process, data-based decision making, shared leadership, guaranteed and viable curriculum, change management, and instructional practices. Contributed to

ongoing development of McREL's products and customized services by creating innovative, research-based solutions to meet client needs.

- 2009–2014 **Coordinator, Curriculum, Instruction, and Educational Standards**
Osseo Area Schools, Maple Grove, MN
Provided district leadership and professional development for large-scale education reform efforts including K–12 standards-based instruction, grading, and reporting, multi-tiered systems of support, and digital learning. Directed all aspects of the district's K–12 curriculum and program improvement processes with an emphasis on racial equity. Designed and led district literacy coach cadre to provide ongoing, job-embedded professional development for 800 teachers.
- 2008–2009 **Reading/Language Arts Curriculum Specialist**
Osseo Area Schools, Maple Grove, MN
Provided leadership and professional development for all elementary teachers in reading and language arts. Collaborated with special education and English learner specialists to align curriculum and instruction for students receiving specialized support. Emphasized data use at the classroom and professional learning community levels from universal screening, benchmark, and progress monitoring assessments. Developed districtwide approach to intervention.
- 2002–2008 **Elementary Principal**
Various schools in Minnesota and Washington
Provided comprehensive leadership for both high economic, high performing, and underperforming economically and racially diverse schools. Emphasized and modeled successful use of data for academic planning for student success. Created a culture of caring and collaboration with a focus on results. Instituted regular collaborative team time and insisted on data use for resource allocation and instructional decision making. Developed collaborative partnerships with community agencies and parent organizations to enhance student learning.
- 2000–2002 **Curriculum Specialist**
Bellevue School District, Bellevue, WA
Directed staff development activities for all elementary teachers. Developed trusting relationships that allowed for constructive coaching and feedback. Scheduled instructional resources for 16 schools.
- 1992–2000 **Classroom Teacher**
Various schools in Michigan, Tennessee, and Washington
Ensured high levels of learning for students in grades 3–8, with focus on differentiated, personalized learning. Taught in straight-grade and multi-age environments, in both departmentalized and self-contained settings.

SELECTED PROJECT EXPERIENCE

School Improvement Professional Learning and Coaching (2018–present)

Campbell County Public Schools, TN

Design and deliver customized, contextualized face-to-face and virtual professional learning for teachers, instructional coaches, and school leaders in this rural school district. Provide personalized coaching for instructional coaches and administrators, focusing on high leverage leadership actions and decisions that promote coherent and focused instructional programming. Lead principals through the development and execution of an instructional walkthrough protocol.

Mathematics Curriculum Audit (2020–2021)

Bahrain Bayan School, Bahrain

Led an interdisciplinary project team to conduct a comprehensive virtual audit of alignment of grades 1–12 mathematics curricula, assessments, and instruction with the American Education Reaches Out (AERO) standards. Engaged in regular communication with school administrators and members of the school’s governing board education committee to report progress and interim findings. Conducted classroom observations using a custom observation template and summarized findings, commendations, and recommendations for teachers’ professional learning

School Improvement Professional Learning in Pohnpei, Federated States of Micronesia (2019–2021)

REL Pacific, funded by Institute of Education Sciences (IES)/U.S. Department of Education (ED)

Built the capacity of leaders in Pohnpei to engage deeply in school improvement processes that included designing and delivering effective professional learning in their own schools. Provided professional learning sessions in person and virtually, including creating asynchronous content modules to support ongoing learning. Designed learning activities and tasks to meet the needs of multilingual adult learners. Contextualized resources and research findings for local application.

Professional Learning and Capacity Building for School and District Leaders (2019–2020)

Muscogee County School District, Columbus, GA

Designed and delivered customized versions of McREL’s Balanced Leadership® for School Improvement and District Leadership that Works® professional learning programs. Partnered with senior district leaders to plan for and support implementation and sustainability of leadership and strategic planning efforts.

Data-Driven Decision-Making (2020)

Riverview Gardens School District, St. Louis, MO

Designed and delivered customized professional learning to support school- and district-level leaders in using a four-step data process to collect, analyze, interpret, and plan to take action to improve student learning. Engaged leaders in reflecting on and extending existing practices for data use as they learned about and applied new knowledge and skills to increase the effectiveness of their data process.

Iowa Leadership Academy (2019–2020)

Iowa Area Education Agencies (AEAs; three locations across state)

Partnered with senior AEA leaders to design and execute a statewide leadership academy for more than 400 school leaders from across Iowa. Created an updated version of McREL’s

Balanced Leadership® for School Improvement and accompanying participant materials for the academy. Served as project director, completing all work within budget, staffing, and scheduling parameters.

Innovation for Digitally Enabled Student-Centered Learning (2016–2020)

Freehold Regional High School District, Freehold, NJ

Served as a thought partner and facilitator in support of a multifaceted district change initiative. Collaborated with district leaders to design interactive professional learning to advance participants' understanding of the technical and adaptive challenges involved in implementing digitally enabled, student-centered learning practices in all classrooms across the district.

School Improvement Professional Learning and Coaching (2016–2020)

Nevada Virtual Academy, Las Vegas, NV

Designed and delivered customized, contextualized face-to-face and virtual professional learning for English teachers, instructional coaches, and school leaders. Provided personalized coaching for instructional coaches and administrators, focusing on high leverage leadership actions and decisions that promote coherent and focused instructional programming.

System Support for Aligned Instructional Systems (2015–2019)

Natomas Unified School District, Natomas, CA

Served as a thought partner, facilitator, and staff developer as the district engaged in a multiyear project to align all aspects of curriculum and instruction. Provided professional learning sessions for district leaders and thought partnering and consultation to district-level administrators as they planned to convene curriculum writing teams. Led principals and assistant superintendents through development and execution of an instructional walkthrough protocol.

Curiosity Works: Learning, Teaching, and Leading for Curiosity (2018)

Weifang (Shanghai) New Epoch School, Weifang, Shandong Province, China

Facilitated a week-long conference for educators in Shandong Province, with a focus on learning, teaching, and leading for curiosity. With translation support, delivered two 4-hour sessions daily for five days to an audience of more than 400 participants. Topics included: *A Learning Model Based on Cognitive (Brain) Science; Leading for Curiosity; Creating Curious Learners; The Focus of Leadership; and Leading Change.*

School Improvement Professional Learning and Coaching (2015–2018)

Grimes Elementary School, Mount Vernon, NY

Served as a lead consultant for school improvement, focused on improving instruction and student learning, with an emphasis on curriculum and standards alignment, high-leverage instructional strategies, use of data, and leadership development. Provided customized support to teachers through professional learning communities and a push-in professional learning model that incorporated demonstration lessons, classroom observations and feedback, and direct teaching of content. After Year 1 (2015–2016), the school realized double-digit gains in achievement in both reading and math on the New York state assessment.

Leading for Curiosity and Powerful Learning (2016–2017)

*Washtenaw Intermediate School District, Ann Arbor, MI and
Livingston Educational Service Agency, Howell, MI*

Served as a thought partner and facilitator for work being done to transform learning, teaching, and leading across a two-county region in Michigan. Partnered with superintendents, assistant superintendents, and curriculum directors to plan for improving outcomes for all students using McREL’s “inside-out” consulting model, which emphasizes bright spots and identifies the systems and supports needed to expand those examples to more classrooms and schools.

Professional Development in Literacy for Teachers of Grades 3–8 (2015–2016)

Albion Central Schools, Albion, NY

Designed and delivered customized professional development workshops with a year-long goal of further developing teachers’ knowledge of research and research-based strategies for increasing student learning in literacy. The focus was on helping teachers understand how to connect strategy selection to the demands of New York’s Common Core Learning Standards, and how to effectively assess student learning at the level of cognitive demand required by the standards. Worked collaboratively with district and school administrators to assess needs and plan for continued support of teachers.

School Improvement and Curriculum Alignment (2015)

A.B. Davis Middle School, Mount Vernon, NY

Served as a consultant to facilitate curriculum mapping and assessment development aligned with the district’s core instructional materials for 7th- and 8th-grade English language arts classes and the expectations of the New York State Education Department assessments. Worked collaboratively with McREL colleagues to customize consulting plans and materials according to the needs of the client.

School Improvement Support (2015)

Cree School Board, Quebec, Canada

Served as a consultant to Cree School Board administrators charged with coaching school principals and monitoring continuous improvement efforts being led by local school leadership teams. Provided guidance, feedback, and tools to administrators to support their focus on increasing school leadership teams’ capacity to lead schools in systematic and systemic improvement to increase student achievement.

Supporting Instructional Excellence with Professional Development and Coaching (2015)

Maury County Schools, Maury County, TN

Delivered professional development for district and school administrators on best practices for implementing curriculum initiatives. Provided follow-up coaching to the district’s administrative team to support decision making and planning for the implementation of districtwide initiatives.

School Improvement and Curriculum Alignment (2015)

Maury County Schools, Maury County, TN

Served as a consultant to facilitate teacher teams in developing year-long, standards-based pacing guides for grades K–4, in the areas of language arts, mathematics, and social studies. Delivered professional development on the role of guaranteed and viable curricula in improving student outcomes, the process of developing pacing guides, and vocabulary development.

Worked collaboratively with McREL colleagues to customize consulting plans and materials according to client needs.

School Improvement (2014–2015)

Cree School Board, Quebec, Canada

Served as a consultant to school leadership teams implementing McREL’s *Success in Sight: A Comprehensive Approach to Continuous Improvement*, focusing on building their capacity to lead schools in systematic and systemic improvement to increase student achievement. Provided coaching for principals on how to lead schools in improvement efforts to increase student achievement. Worked collaboratively with McREL colleagues to customize consulting plans and materials according to the needs of the client.

SELECTED PUBLICATIONS

Goodwin, B., Rouleau, K., Abla, C., Baptiste, K., Gibson, T., & Kimball, M. (2022). *The new classroom instruction that works: The best research-based strategies for increasing student achievement*. ASCD and McREL International.

Rouleau, K., & Corner, T. (2020). *Classroom walkthroughs: Where data-gathering and relationship-building meet for school improvement*. McREL International.
<https://www.mcrel.org/classroom-walkthroughs/>

Goodwin, B., & Rouleau, K. (2020). Research matters: Grading to encourage re-learning. *Educational Leadership*, 78(1), 84–85.
http://www.ascd.org/publications/educational_leadership/sept20/vol78/num01/Grading_to_Encourage_Re-Learning.aspx

Goodwin, B., Gibson, T., & Rouleau, K. (2020). *Learning that sticks: A brain-based model for K–12 instructional design and delivery*. ASCD.

Rouleau, K. (2020). *Changing digital learning from the inside out: System-level considerations for shaping online experiences that engage learners and teachers*. McREL International.
<https://files.eric.ed.gov/fulltext/ED608006.pdf>

Rouleau, K., & Kalir, J. H. (2020). Opening educators’ social learning ecologies: Conceptualizing professional learning across public and private boundaries. In D. Conrad & P. Prinsloo (Eds.), *Open(ing) Education: Theory and Practice* (pp. 169–197). Brill Sense.

Goodwin, B., Rouleau, K., & Lewis, D. (2018). *Curiosity works: A guidebook for moving your school from improvement to innovation*. McREL International.

Goodwin, B., Gibson, T., Lewis, D., & Rouleau, K. (2018). *Unstuck: How curiosity, peer coaching, and teaming can change your school*. ASCD.

Jarvis, R., Dempsey, K., Gutierrez, G., Lewis, D., Rouleau, K., & Stone, B. (2017). *Peer coaching that works: The power of reflection and feedback in teacher triad teams*. McREL International. <https://files.eric.ed.gov/fulltext/ED588635.pdf>

Rouleau, K. (2018). *Curiosity works: Moving your school from improvement to innovation*. McREL International. <https://files.eric.ed.gov/fulltext/ED588753.pdf>

Rouleau, K., & Scott, E. (2016, Spring). Professional learning from the inside out: Putting teacher curiosity first. *Changing Schools*, 75, 6–9. https://www.mcrel.org/wp-content/uploads/2016/04/20160407_CS_final.pdf

SELECTED PRESENTATIONS

Gibson, T., & Rouleau, K. (2020). *Using curiosity to support learning from home* [Presentation]. ASCD Virtual Conferences.

Rouleau, K. (2020). *Learning into mission, vision, and values in a new reality* [Presentation]. ASCD Virtual Conferences.

Rouleau, K. (2019). *School improvement that works: From improvement to innovation* [Conference presentation]. ASCD Empower 19 Conference, Chicago, IL.

Rouleau, K. (2018). *Curiosity works: Leveraging bright spots for curiously good school improvement* [Conference presentation]. National Principals Conference, Chicago, IL.

Goodwin, B., Rouleau, K., & Gibson, T. (2018). *Out of curiosity: Restoring joyful learning with an inside-out approach to school change* [Conference presentation]. ASCD Empower 18 Conference, Boston, MA.

Lewis, D., & Rouleau, K. (2017). *Leveraging bright spots for curiously good school improvement* [Conference presentation]. Colorado Association of School Executives Conference, Denver, CO.

Rouleau, K., & Stone, B. (2017). *Inside-out coaching: Helping teachers flourish* [Conference presentation]. National Principals Conference, Philadelphia, PA.

Lewis, D., & Rouleau, K. (2017). *Curiosity and powerful learning (CPL): An inside-out approach to improvement and innovation* [Poster presentation]. Carnegie Foundation Summit on Improvement in Education, Breckenridge, CO.

Lewis, D., & Rouleau, K. (2016). *How to leverage your bright spots for curiously good school improvement* [Conference presentation]. Colorado Department of Education's Equity and Excellence Conference, Denver, CO.

TARA ISAACS

Executive Director, Learning Services

McREL International

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EDUCATION

Ed.D. Educational Leadership & Policy Studies, Eastern Kentucky University,
Richmond, KY, 2016

M.A. Education Administration, Eastern Kentucky University, Richmond, KY, 2008

M.S. Curriculum and Instruction, University of Tennessee, Knoxville, TN, 1995

B.A. Sociology (Minor in Elementary Education), University of Tennessee,
Knoxville, TN, 1995

Additional Education and Certifications

Superintendent Certification, University of Kentucky, Lexington, KY, 2009

Supervisor of Instruction Certification, Eastern Kentucky University, Richmond, KY, 2008

Principal Level I/II Certification, Eastern Kentucky University, Richmond, KY 2008

SPECIFIC AREAS OF EXPERTISE

- ◆ Assessment
- ◆ Professional learning
- ◆ Language arts/literacy
- ◆ Data-driven decision making
- ◆ District and school leadership
- ◆ Systems design and alignment
- ◆ Principal and teacher evaluation
- ◆ Leadership coaching and adult learning
- ◆ Strategic planning and closing achievement gaps
- ◆ School and district leadership and improvement
- ◆ Curriculum and instructional framework development, implementation, and monitoring

PROFESSIONAL EXPERIENCE

2024–present **Executive Director, Learning Services**

McREL International

Collaborates with leadership to establish long-term strategic plans and creates alignment across the team from development to action in implementing those plans. Builds a positive, high-performing, values-driven team. Provides oversight and guidance to ensure high quality consulting and technical assistance is provided to McREL’s clients. Supports directors in managing departmental project resources. Develops an extensive understanding of challenges and emerging trends in designing and providing customized and contextualized services for our clients that helps to address their needs.

- 2022–2023 Senior Consultant Lead, State Professional Learning (PL) Team**
Northwest Education Association (NWEA; acquired by Houghton Mifflin Harcourt in May 2023), Portland, OR
Led and designed state PL programs of varying complexity including scalable frameworks. Collaborated with internal/external subject-matter experts to develop topics and materials. Built relationships and created materials for state education agency (SEA) partners. Determined measures of success for each aspect of PL including evaluations of impact reporting. Collaborated to personalize PL in alignment with MAP® assessment products using state requirements. Conducted strategic planning, implementation, and progressing monitoring.
- 2016–2022 Director of Professional Development (PD) and Learning; Coordinator of Core Academics and Deeper Learning**
Jefferson County Public Schools, Louisville, KY
Supervised large-scale curriculum design, innovation, pedagogy, and assessment for 155+ schools. Conducted PD for schools based on subject requests and streamlined communication processes for district-wide PD planning. Launched and expanded a learning management system, as well as provided training and tiered support for 450+ districtwide professional learning contacts. Established standards framework and high-quality models for sessions, with ongoing feedback, coaching, and monitoring. Coached building and district leaders on how to leverage learning and drove multiple large-scale programs. Launched a five-year PD planning unit for districtwide programming.
- 2017–2018 Adjunct Professor**
Bellarmino University College of Education, Louisville, KY
Planned and executed an online self-paced course for master’s degree-seeking students and provided support for a broad range of initiatives covering content, instruction, and school improvement planning.
- 2010–2015 Principal, Dixie Magnet Elementary**
Fayette County Public Schools, Lexington, KY
Advanced the school from a “Needs Assistance” to “High-Performing/Distinguished” rating, moving from the 43rd to 93rd percentile in two years. Also, received a National Blue-Ribbon Award for high achievement and closing learning gaps. Became an early adopter of NWEA’s assessment for fluid student learning skill groups; PL communities; student work analyses; multi-tiered systems of support; and use of a learning continuum for targeted interventions with checkpoints, watchlists, and celebrations.
- 2008–2010 Highly Skilled Educator**
Kentucky Department of Education (KDE), Frankfort, KY
Leveraged instructional growth, design, and alignment of curriculum and assessments in high-need districts and schools. Assisted school and district leaders in backward planning, creating common assessments, and increasing rigor. Analyzed statewide AdvancED (Cognia) diagnostic district/school reviews and trained audit teams.

**2006–2007 Assistant Principal, Tates Creek Elementary
Fayette County Public Schools, Lexington, KY**
Facilitated the Student Assistance Team’s academic and behavioral interventions and mentored students who were placed on the Student Success Committee’s truancy watchlist. Overall, the school gained 6.5 percentage points from the previous year’s Academic Index on the Kentucky Core Content Tests (KCCT) and saw gains of 43.0%, 16.4%, 10.3% and 8.6% in students scoring as *proficient* or *distinguished* in writing, math, arts/humanities, and reading, respectively.

**2006–2007 K-8 English/Language Arts Specialist
Fayette County Public Schools, Lexington, KY**
Provided training and best practice strategies for tackling the state’s On-Demand Writing for K–8 cohorts. Facilitated training on curriculum maps, district formative/common assessments, and best practices in reading/writing.

**1994–2006 Classroom Teacher
Fayette County Schools, Lexington, KY and
Madison County Schools, Richmond, KY**
Achieved high levels of student learning in grades 2–5 by prioritizing differentiated and personalized learning. Taught in various settings, including straight-grade and multi-age environments, both departmentalized and self-contained, to enhance educational experiences.

SELECTED PROJECT EXPERIENCE

Large-Scale Assessment, Literacy, and Leadership Coaching (2022–2023)
Georgia School Administrators, Maine Department of Education, Nebraska Department of Education, and Nevada Department of Education

- Developed content and facilitation guides for innovative assessment strategies and student goal setting with Georgia’s administrators.
- Conducted statewide training for Maine partners to prepare for student, teacher, leader, and parent information sessions for the statewide Through Year Assessment launch.
- Provided Nebraska’s certified facilitators and the Formative Assessment Support Network (FASN) cohort with updates and training contributing to strategic planning.
- Supported Nevada’s Read by Grade 3 literacy cohort, which was rooted in best practices from the Science of Reading and included tailored support exercises to meet partners’ unique needs, while also focusing on sustainability and replicability. Additionally, collaborated with the state literacy project management conference team, and presented and facilitated literacy conference sessions.

SELECTED PRESENTATIONS

Isaacs, T. (2022, December 4–7). *Establishing a culture of high-quality professional learning* [Conference presentation]. Learning Forward Annual Conference, Nashville, TN.

Isaacs, T. (2022, April). *Getting to know the standards for professional learning* [Webinar]. Learning Forward Standards Week.

Isaacs, T. (2021). *Innovation learning network travel grant: An analysis of high-performing learning systems, professional learning models/frameworks, and learning management systems used by other states* [Virtual presentation]. KDE Innovation Division, Frankfort, KY.

Isaacs, T. (2021). *Ramping up professional learning systems* [Virtual presentation]. KDE, Frankfort, KY.

Isaacs, T. (2020, July). *Welcoming your team to a new school year: Engaging all educators* [Webinar]. Learning Forward, Oxford, OH.

Isaacs, T. (2017, September 19). *Deeper learning moves* [Session presentation]. KDE Continuous Improvement Summit, Lexington, KY.

PROFESSIONAL AFFILIATIONS

Learning Forward, Member

Learning Forward Academy Graduate

Learning Forward Florida State Affiliate, Executive Director

Learning Forward Florida State Affiliate, Member

Executive Leadership Institute for School Principals Graduate

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EDUCATION

Ed.D. Educational Leadership and Policy Studies, Arizona State University, Tempe, Arizona, 2004
M.Ed. Elementary Education, University of Arizona, Tucson, Arizona, 1984
B.A. Elementary Education, University of Arizona, Tucson, Arizona, 1978

SPECIFIC AREAS OF EXPERTISE

- ◆ District and school leadership
- ◆ Principal and teacher evaluation
- ◆ Data-driven decision making
- ◆ School improvement
- ◆ Leadership coaching

PROFESSIONAL EXPERIENCE

2011–present **Consulting Director, Learning Services (LS)** (2022–present);
Associate Director, LS (2017–2022);
Managing Consultant, Client Solutions (2011–2017)
McREL International, Denver, CO

2007–2011 **Professional Development Cadre Member**
Mid-continent Research for Education and Learning (McREL)
Provided training in McREL school-level and district-level *Balanced Leadership*[®].

2004–2011 **Faculty Associate, Educational Leadership and Policy Studies**
Arizona State University, Tempe, AZ
Served as adjunct professor in M.Ed. program. Taught a variety of classes in including school finance, principalship, community relations and capstone project.

2000–2011 **Associate Superintendent**
Deer Valley Unified School District, Phoenix, AZ
Supervised staff from various departments including schools; curriculum, instruction, and assessment; federal programs; special education; planning, design, and construction; transportation; and information services and technology. Provided leadership, planning, evaluation and professional development for these departments.

- 1994–2000 **K-12 Region Director**
Deer Valley Unified School District, Phoenix, AZ
Provided services for schools in the areas of curriculum, gifted education, professional development, and early childhood. Supervised and provided accountability for nine principals.
- 1985–1994 **Building Administrator**
Deer Valley Unified School District, Phoenix, AZ
Served as elementary principal and assistant principal with responsibility for supervision of staff and assistant principals. Provided leadership for budget, staff evaluation, community relations, student discipline, and professional development.
- 1978–1985 **Teacher, Grades 1, 2, 3, 4, 7 and 8**
Flowing Wells School District, Tucson, AZ
Responsible for delivery of curriculum, instruction, student discipline, and parent communication.

SELECTED PROJECT EXPERIENCE

School Improvement Professional Learning and Coaching (2018–present)

Campbell County Public Schools, TN

Design and deliver customized, contextualized face-to-face and virtual professional learning for teachers, instructional coaches, and school leaders in this rural school district. Provide personalized coaching for instructional coaches and administrators, focusing on high leverage leadership actions and decisions that promote coherent and focused instructional programming. Lead principals through the development and execution of an instructional walkthrough protocol.

Leadership Coaching (2015–present)

Provides principal leadership coaching to support the implementation of data-driven decision-making and school improvement.

Balanced Leadership[®] and Balanced Leadership for Student Learning[™] (2013–present)

Serves as a project manager and facilitator to provide training and technical assistance on implementing McREL's *Balanced Leadership[®]* program for school leadership teams across the continental U.S. and in the Pacific Region.

Superintendent Evaluation System (2019)

Berkeley County School District, Moncks Corner, South Carolina

Facilitated training in the implementation of McREL's Superintendent Evaluation System for the superintendent and governing board.

Teacher Evaluation (2019)

Prescott Unified School District, Prescott, Arizona

Provided technical assistance and facilitated training for implementation of McREL's CUES teacher evaluation system.

School Improvement (2011–2019)

Cree School Board, Mistissini, Québec, Canada

Served as consultant to leadership teams implementing McREL’s *Success in Sight: A Comprehensive Approach to Continuous Improvement*. Provided leadership coaching to principals and supervisors on improving school performance.

Federated States of Micronesia, Pohnpei, Micronesia 2017-2019

Served as facilitator providing essential knowledge, skills, and professional behaviors to principals on leading school improvement.

Hawaii State Public Charter School Commission, Honolulu, Hawaii

Facilitated *Balanced Leadership*® training and coaching to schools needing Comprehensive Support and Intervention (CSI). The training and coaching focused on leading school improvement to assist the schools in ending their CSI status.

School-Level Leadership (2016–2018)

Guam Department of Education, Barrigada, Guam

Provided professional development to school leaders to increase leadership capacity and how to perform classroom walk-through observations with specific instructional feedback. Delivery included whole group sessions, webinars and one-to-one mentoring.

District-Level Leadership (2017)

Texas Education Services Center 20, San Antonio, Texas

Served as project manager and facilitator to provide training and technical assistance on implementing McREL’s *District Leadership That Works*® program for district leadership teams.

Principal Evaluation (2015–2017)

Isaac Elementary School District, Phoenix, Arizona

Provided facilitation and technical assistance for implementation of McREL’s principal evaluation system.

Texas Education Agency, Austin, Texas

Served as facilitator and trainer of trainers for Texas Principal Evaluation System.

Data-Driven Decision-Making (2012–2017)

Federated States of Micronesia, Pohnpei, Micronesia

Served as facilitator providing essential knowledge, skills, and professional behaviors required by teachers and principals to effectively gather, analyze, and use data to inform instructional and programmatic decisions.

Arizona State University, Tempe, Arizona

Served as project director and facilitator for providing data-driven decision-making training for school leadership teams implementing *The System for Teacher and Student Advancement* (TAP).

Next Generation *Balanced Leadership*®: What Matters Most for Improvement and Innovation (2013)

Clarksville-Montgomery County School System (CMCSS), Clarksville, Tennessee

Served as facilitator and coach to provide training for developing highly skilled and innovative

school level leaders, while concurrently building capacity within CMCSS to develop and support a replicable pipeline of highly skilled leaders to address anticipated future needs.

Redevelopment of Professional Development Systems (2013)

Florida Department of Education, Tallahassee, Florida

Served as consultant to Florida school districts to build the capacity of educators at all levels to improve the planning, implementation, and evaluation of professional development.

PROFESSIONAL AFFILIATIONS

- ◆ Association for Supervision and Curriculum Development (ASCD), member
- ◆ Learning Forward, member

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EDUCATION

M.Ed. Instructional Technology, Grand Canyon State University, Phoenix, AZ, 2009
B.A. Elementary Education, Oklahoma Panhandle State University, Goodwell, OK, 1988
Endorsement in English as a Second Language, Kansas State University, Manhattan, KS, 2001

SPECIFIC AREAS OF EXPERTISE

- ◆ Professional development
- ◆ Curriculum development
- ◆ Common Core State Standards for English Language Arts (ELA)
- ◆ Elementary education
- ◆ Social and emotional learning (SEL)
- ◆ Early childhood
- ◆ English language learning
- ◆ Social media for professional networking, teaching, and learning
- ◆ Parent engagement
- ◆ Educational technology

PROFESSIONAL EXPERIENCE

2014–present **Senior Consultant** (2022–present);
Managing Consultant (2014–2022)
McREL International, Denver, CO

Leads and coordinates the planning and delivery of professional learning and consulting services for state-, district-, and school-level initiatives, including customized services for schools and districts with their improvement processes, data-based decision making, shared leadership, guaranteed and viable curricula, and instructional practices. Provides individualized coaching to schools. Contributes to ongoing development of McREL’s products and customized services by forming innovative, research-based solutions to meet client needs. For example, as a co-author of *Tools for Classroom Instruction That Works: Ready-to-Use Techniques for Increasing Student Achievement*, created 60+ classroom tools that educators can easily adapt into their daily instruction.

2008–2014 **Classroom Teacher**
Clear Sky Elementary School, Castle Rock, CO

Provided daily classroom instruction to fourth-, fifth- and sixth-grade students at this suburban project-based elementary school. Assumed leadership for technology integration, project-based learning, and data analysis on a collaborative team. Nominated by students, staff, and parents for the

Apple Award for seven consecutive years. Represented the faculty on Clear Sky's leadership and positive behavior support initiatives. Named as a district curriculum and instructional leader responsible for working with school leaders and teachers to model backwards planning and alignment. Served on the school leadership and professional development committees.

2004–2008

Classroom Teacher

Sedalia Elementary School, Castle Rock, CO

Provided daily classroom instruction to fourth-grade students. Worked in a collaborative team environment with another fourth-grade teacher and four intermediate team members. Trained in Literacy Through the Instructional Framework (LIFT) strategies and was highlighted in the district as an effective LIFT instructor. Trained as an effective instructor in Animated-Literacy™ and guided reading strategies. Served as the school's positive behavior support liaison and as a member of Sedalia's positive behavior support leadership team. Served as faculty representative on the principal's leadership committee and Sedalia parent/teacher organization.

2003–2004

National Facilitator and Regional Coordinator

Foundation for Advanced Character Enrichment in Students (FACES), Colorado Springs, CO

Served as a national facilitator and regional coordinator (Kansas, Colorado, and Texas) for a student, teacher, and parent character education program. Planned, organized, and facilitated character education programs for approximately 3,000 students, teachers, and parents in the region. These programs included group and individual student counseling, interactive motivational activities, and inspirational multimedia productions. Developed, implemented, and monitored technical assistance for an elementary-level character education curriculum, student anti-bullying program, parenting enrichment program, step-together staff team-building program, FACES facilitator training program, and student mentor education program. Coordinated and collaborated with superintendents and principals in program scheduling and organization of facilitator teams. Presented at regional and statewide conferences on student mentoring and staff development.

1996–2003

Director, Parents as Teachers (PAT) Program (1996-2003)

Director, Student Mentor Program, Elkhart Middle School and Co-Teacher, German Culture, Elkhart High School (2002–2003);

Director, Four-Year Old At-Risk Program and

Director, Migrant/Even Start Program (1997–1999); and

Classroom Teacher (1999–2001)

Unified School District #218, Elkhart, Kansas

Led the successful operation of this urban district's PAT program, annually serving approximately 90 children ranging in age from prenatal to three years old. Supervised eight personnel, managed and led PAT state-level grant proposal and grant implementation, coordinated home visits for all program participants, planned and supervised monthly parenting seminars, oversaw participants'

weekly playgroups. Collaborated with the alternative education program to develop effective parenting classes for teenage mothers. Certified as a Denver II Screener. Served on state-level curriculum writing team for early childhood curricular standards. Presented at statewide conference on successful PAT practices. Directed the student mentor program at Elkhart Middle School and co-taught a German Culture class at Elkhart High School. Served as the district's Four-year-old At-Risk Director and Migrant/Even Start Director. Provided daily classroom instruction to first-grade students. Worked in a collaborative team environment with two other first-grade teachers. Served as a faculty representative on the Elkhart principal's leadership committee. Trained as an effective instructor in Animated-Literacy™ and guided reading strategies. Developed, scoped, and sequenced mathematics curriculum based on state and national standards for the first grade. Successfully wrote and received grants for reading training and classroom books. Selected as a mentor for teacher colleagues to observe for effective instructional delivery. Maintained PAT directorship and supervised two full-time parent educators throughout first-grade teaching experience.

SELECTED PROJECT EXPERIENCE

School Improvement Professional Learning and Coaching (2018–present)

Campbell County Public Schools, TN

Design and deliver customized, contextualized face-to-face and virtual professional learning for teachers, instructional coaches, and school leaders in this rural school district. Provide personalized coaching for instructional coaches and administrators, focusing on high leverage leadership actions and decisions that promote coherent and focused instructional programming. Lead principals through the development and execution of an instructional walkthrough protocol.

***The 12 Touchstones of Good Teaching* Projects (2015–present)**

Various Clients

Director and key point person for creating and training educators on *The 12 Touchstones of Good Teaching*. Assist school districts with implementing the 12 Touchstones, which are critical to all teachers, with the focus on climate and culture.

***Power Walkthrough*® Projects (2014–present)**

Various Clients

Conduct *Power Walkthrough*® workshops for school districts on the use of the software and the research behind conducting walkthroughs. Work closely with software developers to address needs of clients.

Professional Development in Instructional Strategies (2014–present)

Various Clients

Contextualizes professional learning sessions based on McREL's publications (*Classroom Instruction That Works* and *Using Technology with Classroom Instruction That Works*) and the research upon which they were developed to assist school districts in implementing evidence-based strategies. Also assists districts and schools in developing effective strategies for English

learners in the K–12 classroom learning environments based on McREL’s *Classroom Instruction That Works with English Language Learners* publication and related research.

Using Technology with Classroom Instruction That Works[®] (2014–present)

Association for Supervision and Curriculum Development (ASCD) and McREL

Key point person for integrating current training materials into iOS training, and serving as an instructional technology coach.

Instructional Learning with Literacy Coaches in the Commonwealth of the Northern Mariana Islands (2020–2021)

REL Pacific, funded by Institute of Education Sciences (IES)/U.S. Department of Education (ED)

Designed and delivered “How to Teach Reading Online” to literacy coaches in Saipan. “How to Teach Reading Online” is a customized approach that incorporates best practices for teaching reading in a virtual environment for students in PreK–third grade.

School Improvement Professional Learning and Coaching in Hawai‘i (2017–2021)

REL Pacific, funded by IES/ED

Designed and delivered customized school improvement services, focused on improving instruction, student learning and engagement, and leadership development at various charter schools. Provided customized support to teachers through professional learning communities (PLCs) and a push-in professional learning model that incorporated demonstration lessons, classroom observations, feedback, and direct teaching of content.

School Improvement Professional Learning and Coaching (2019–2020)

Detroit Community Schools, MI

Designed and delivered customized school improvement services for this urban school district, focusing on improving instruction, student learning and engagement, and leadership development. Provided customized support to teachers through PLCs and a push-in professional learning model that incorporated demonstration lessons, classroom observations, feedback, and direct teaching of content.

School Improvement Professional Learning and Coaching (2017–2020)

Crowley County School District RE-1J, CO

Served as a thought partner, facilitator, and staff developer as the district engaged in a multi-year project to align curriculum and instruction to an instructional planning framework. Provided personalized coaching for teachers and administrators. Led principals through the development and execution of an instructional walkthrough protocol.

Instructional Learning Professional Development and Coaching for the Guam Department of Education (2015–2020)

REL Pacific, funded by IES/ED

Delivered professional development for district and school administrators on best practices for the implementation of curriculum initiatives. Provided follow-up coaching to instructional leaders and educators to support their decision making and planning for implementation of districtwide initiatives. Provided personalized coaching for teachers and administrators. Led principals through the development and execution of an instructional walkthrough protocol.

Instructional Learning Professional Development and Coaching (2015–2019)

Simi Valley Unified School District, CA

Served as a thought partner and facilitator in supporting a multifaceted district change initiative. Collaborated with district leaders to design interactive professional learning to advance participants' understanding of an instructional planning framework to help educators create student-centered classrooms across this suburban district. Helped a school create a project-based learning approach to instruction through coaching and professional learning.

Professional Development in Early Childhood and Engaging Instruction in the Republic of Palau (2018)

REL Pacific, funded by IES/ED

Designed and delivered professional development workshops for district leaders and teachers that focused on helping teachers understand the process of teaching students to read using the five high-yield components of reading. Worked collaboratively with school administrators to assess teachers' needs and plan for continued support.

Professional Development in Early Childhood and Engaging Instruction in Yap, Federated States of Micronesia (2015–2018)

REL Pacific, funded by IES/ED

Designed and delivered professional development workshops for district leaders, teachers, and early childhood educators that focused on helping teachers understand how to connect specific strategies to best meet the needs of their students. Worked collaboratively with district and school administrators to assess teachers' needs and plan for continued support.

Instructional Learning Professional Development and Coaching (2014–2016)

Lincoln Public Schools, NE

Designed and delivered customized school improvement services to this suburban district, focused on improving instruction, student learning and engagement, and leadership development. Provided customized support to teachers through PLCs and a push-in professional learning model that incorporated demonstration lessons, classroom observations, feedback, and direct teaching of content.

SELECTED PUBLICATIONS

Goodwin, B., Rouleau, K., Abl, C., Baptiste, K., Gibson, T., & Kimball, M. (2022). *The new classroom instruction that works: The best research-based strategies for increasing student achievement*. ASCD and McREL International.

Abl, C. A. (2020). *Success story – School improvement/client success Jellico Elementary: An Appalachian school on the rise*. McREL International. https://www.mcrel.org/wp-content/uploads/2020/03/McREL_Jellico_ss_Mar16-2020_web.pdf

Abl, C. A., & Fraumeni, B. R. (2019). *Student engagement: Evidence-based strategies to boost academic and social-emotional results*. McREL International.

Maxfield, L., Abl, C. A., & Schmidt, C. (2018). Dynamic and engaging classrooms—how they look, feel, and sound. *Changing Schools*, 79, 6–7.

- Silver, H. F., Abla, C., Boutz, A., & Perini, M. (2018). *Tools for classroom instruction that works: Ready-to-use techniques for increasing student achievement*. McREL International.
- Abla, C. A. & Maxfield, L. (2017). *Higher-order questioning inspires higher-level thinking*. McREL International. <https://www.mcrel.org/higher-order-questioning-inspires-higher-level-thinking/>
- Abla, C. A. (2016). Creating the right culture for SEL. *Changing Schools*, 76, 7–9.
- Abla, C. A., & Stone, B. (2016). Setting the stage for teacher curiosity. *Changing Schools*, 75, 12–13.
- Abla, C. A. (2015). Keep students “powered up” for learning with social networking. *Changing Schools*, 74, 4–5.
- Abla, C. A. (2015). *How to make excitement for learning contagious*. McREL International. <https://www.mcrel.org/how-to-make-excitement-for-learning-contagious/>
- Abla, C. A. (2015). *Siloed teacher PD: Why it doesn't work*. McREL International. <https://www.mcrel.org/siloed-teacher-pd-why-it-doesnt-work/>

SELECTED PRESENTATIONS

- Abla, C. A. (2016, July). *Formative assessment with the use of tech tools* [Conference presentation]. International Society for Technology in Education Conference, Denver, CO.
- Abla, C. A. (2015, June). *12 touchstones of good teaching* [Keynote presentation]. Association for Supervision and Curriculum Development, Richmond, VA.
- Abla, C. A. (2011, July). *Engaging digital natives* [Conference presentation]. Technology in Education Conference, Copper Mountain, CO.
- Abla, C. A. (2008, March). *The importance of connecting with your students and their parents* [Conference presentation]. International Conference on Positive Behavior Support, Chicago, IL.

PROFESSIONAL AFFILIATIONS

- ◆ Association for Supervision and Curriculum Development, member
- ◆ Colorado Council International Reading Association, member

KAREN BAPTISTE

Senior Consultant

McREL International

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EDUCATION

Ed.D. Leadership and Organizational Management, St. Thomas University, Miami, FL, 2019

M.A.S. Educational Leadership and Administration, Bank Street College, New York, NY, 2012

M.S. Urban Education, Mercy College, Dobbs Ferry, NY, 2009

B.A. Sociology, minor in Psychology, Purchase College, Purchase, NY, 2007

Additional Education and Training

Childhood Education Certificate, New York State Education Department (NYSED)

School District Leader Certificate, NYSED

Students with Disabilities Certificate, NYSED

School Building Leader Certificate (Valid until 8/2022), NYSED

Other Certificates: Charlotte Danielson Framework; Effective Skills Behavioral Training, Marzano Framework for Teaching, Child Abuse Prevention (2005), Dignity for All Students Act (2015), FEMA Emergency Management (2009), Jose P. English as a Second Language (ESL; 2005), School Violence Prevention (2005), and Therapeutic Crisis Intervention (2007)

SPECIFIC AREAS OF EXPERTISE

- ◆ Analytical skills; collecting, organizing, and analyzing data
- ◆ Microsoft Office Suite, DOMO
- ◆ Professional learning, professional development, instructional training, coaching
- ◆ School and district leadership
- ◆ School culture planning

PROFESSIONAL EXPERIENCE

2020–present **Senior Consultant** (2022–present); **Consulting Director of Learning Services** (2020–2022)

McREL International, Denver, CO

Contributes to the development, planning, and implementation of new product and service development and consulting endeavors. Develops and maintains client relationships, while managing a client portfolio consisting of large-scale projects in the areas of consulting, professional learning, and technical assistance. Designs and delivers customized professional learning and technical assistance matched to our clients' needs and outcomes. Contributes to the development of new products to address client problems of practice. Prepares proposals and develops project work plans, staffing schedules, and timelines, as well as identifies resources needed to successfully support proposed projects. Performs quality assurance activities such as reviewing bids and proposals and providing content expertise.

- 2015–2020 **Partnership Manager and Associate**
CT3 Education, San Francisco, CA
Cultivated client relationships to sustain and grow a \$2 million contract to support school leadership development. Supported expansion of the contract from 5 to 41 schools in one district using the Real-Time Teacher Coaching training model. Served as a liaison to sales and contributed to revenue growth. Supported organization and district strategic planning process with clients. Tracked and disseminated news, key events, or incidents germane to regions where contracts were being fulfilled. Captured, synthesized, and communicated client feedback to proactively plan, troubleshoot, and provide remediation as needed. Coached principals, district leaders, coaches, and teachers in turnaround schools throughout the U.S. by providing high-value professional development and coaching that elevated cultural relevancy while simultaneously building capacity through the No-Nonsense Nurturer model.
- 2014–2015 **Supervisor of Teacher Development**
Broward County Public Schools, FL
Wrote and contracted a \$690,000 grant to improve districtwide instructional leadership and coaching. Oversaw instructional training for over 300 coaches and 14,000 teachers for coach credentialing. Managed a team of 18 to design and implement professional learning around current research-based methodologies, equitable practices, and access for diverse learners. Partnered with universities to provide preservice training, mentoring, and courses to novice teachers. Created department policies and strategic initiatives to develop high-quality instruction for coaches and teachers.
- 2011–2014 **Director of Special Education**
Department of Education, Albany, NY
Oversaw policies to maximize effective resource utilization, resource optimization, strategic staffing, and effective operational practices that impact and accelerate student achievement. Created and implemented a strategic professional development plan based on analyses of pertinent field-based data. Overhauled key aspects of New York City’s special education reform for 1.1 million students through revisions of policy in alignment the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, No Child Left Behind (NCLB)/Elementary and Secondary Education Act (ESEA), and New York Chapters 405 and 408 (Addressing school district responsibilities related to the State Performance Plan and educator access to student’s individualized education plans [IEPs]). Obtained a \$3 million grant to implement culturally relevant curriculum and restorative practices that increased graduation rates for Black and Latino males in special education.
- 2010–2012 **Principal Intern**
PS 153 Helen Keller, New York City, NY
Supervised and coached teachers and students through classroom visits, observations, feedback, and support. Participated in weekly meetings with teachers, parents, and administrators to discuss and plan next steps. Assisted the

head principal in acquiring and utilizing instructional supplies, equipment, and textbooks. Developed community partnerships to support the school enrichment model to improve outcomes for students with IEPs. Designed and implemented instructional programs based on current educational theory and research. Developed a schedule that maximized the educational program's resources and placed students in the least restrictive environment conducive to their academic progression. Aided the head principal in conducting ongoing assessments of strengths and areas in need of improvement using the SWOT method. Analyzed assessments, attendance records, discipline reports, feedback from students, staff, administrators, and parents, and other formal and informal data to plan and implement next steps.

2010–2011 **Special Education Instructional Coach**

Department of Education, Albany, NY

Developed, implemented, monitored, and assessed short- and long-term goals, school program goals, and professional development priorities. Supported instructional leaders in developing staff and designing a cohesive strategy around the implementation of curriculum, instruction, and professional development. Advised leadership, providing recommendations on how to increase systemwide capacity to support special education populations. Provided programmatic and policy support to superintendents and district leaders on establishing and maintaining a culture focused on student learning and achievement, leadership, teacher development, collaboration, and comprehensive use of data.

2006–2010 **Special Education and Adult Education Teacher**

PS 153 Helen Keller, New York City, NY

Utilized various assessments from the Teacher's College Reader's and Writer's workshop to build the foundation for lifelong learning. Intrinsically motivated students based on readiness and interest by meeting the needs of diverse learners through differentiated instruction, using a constructive approach blended with exploratory learning through backward design. Organized parent workshops and activities to collaborate on adapting content, methodology, and delivery of instruction so all students can successfully participate and progress in the general education curriculum. Created and implemented goals on all students' IEPs to ensure student learning and growth that successfully met the Common Core State Standards. Taught adults basic reading skills and advanced workforce skills using the Tests of Adult Basic Education (TABE) curriculum. Served as a liaison to assist the Director of Instruction with implementation of department initiatives by facilitating meetings and preparing presentations for professional learning communities. Served as the chairperson for the School Leadership Team and a member of the school's Cabinet.

2005–2006 **Paraprofessional and Substitute Teacher**

PS 153 Helen Keller, New York City, NY

Differentiated small group instruction to meet the needs of diverse learners in special education. Reinforced positive behavior using individualized behavior

intervention plans. Collected data documenting student behavior and responses for instructional purposes.

SELECTED PUBLICATIONS

Goodwin, B., Rouleau, K., Abla, C., Baptiste, K., Gibson, T., & Kimball, M. (2022). *The new classroom instruction that works: The best research-based strategies for increasing student achievement*. ASCD and McREL International.

Baptiste, K. (2020, February 12). *Eradicating the School to Prison Pipeline...It's Time!* <https://medium.com/@kbaptiste22/eradicating-the-school-to-prison-pipeline-its-time-c7e9cb7b0ee7>

Ferlazzo, L. with K. Baptiste (2020, February 12). Being nice is not enough to make racism disappear. *Education Week*. <https://www.edweek.org/teaching-learning/opinion-being-nice-is-not-enough-to-make-racism-disappear/2020/02>

Baptiste, K. (2017, September 18). *How to have 'courageous conversations' about race that can help end inequities in our schools*. The 74. <https://www.the74million.org/article/baptiste-how-to-have-courageous-conversations-about-race-that-can-help-end-inequities-in-our-schools/>

Ferlazzo, L. with P. L. Wong, R. Thompson, G. L. Thompson, Y. Jackson, V. McDermott, K. Baptiste, J. F. Johnson, C. L. Uline, & L. G. Perez (2015, May 9). Response: 'Teachers don't leave high poverty urban districts; they are exiled'. *Education Week*. <https://www.edweek.org/leadership/opinion-response-teachers-dont-leave-high-poverty-urban-districts-they-are-exiled/2015/05>

PROFESSIONAL AFFILIATIONS

- ◆ Network Support Services, Inc., Board member, 2020–present
- ◆ Association for Supervision and Curriculum Development (ASCD) International Board of Director, board member, 2018–2022
- ◆ ASCD Legislative committee, member, 2015–2019; 2020–2021

TONIA GIBSON
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EDUCATION

- M.S.L. School Leadership/Transformational Leadership, The University of Melbourne, Melbourne, Australia, 2010
B.Ed. Primary (Elementary)/Adult Education, RMIT University, Melbourne, Australia, 1999

SPECIFIC AREAS OF EXPERTISE

- ◆ Sustainable school improvement planning, design, and implementation
- ◆ Developing and implementing peer observation and coaching
- ◆ Strategic planning for sustainable improvement
- ◆ Change management
- ◆ Systems thinking for effective growth and development
- ◆ Developing collaborative cultures for teacher improvement
- ◆ Developing positive school cultures
- ◆ Instructional leadership
- ◆ Leadership development and coaching
- ◆ Teacher professional practice improvement and coaching
- ◆ Data-driven decision making
- ◆ Curriculum planning and assessment development

PROFESSIONAL EXPERIENCE

- 2016–present **Senior Consultant** (2022–present); **Managing Consultant** (2019–2022);
Consultant (2016–2019)
McREL International, Denver, CO
Works with teachers, school leaders, and district staff to design professional learning and practices that support powerful learning for students and high-performing school cultures. Works with system, district, and school leaders to develop pathways for improvement that meet the needs of their school communities while building their capacities for sustainable inside-out improvement. Embraces curiosity and cognitive science to develop inquiry-based curricula and purposeful assessment practices for effective student learning. Develops sustainable frameworks for peer observation, feedback, and coaching. Works to develop data-literate professional learning communities (PLCs) and practices that support improved student achievement.
- 2011–2014 **Assistant Principal**
*Department of Education and Early Childhood Development (DEECD),
Greenhills Primary School, Melbourne, Australia*
Improved professional practices of staff through coaching and mentoring, leading

the Greenhills school community in researching and implementing best practices across the school (including *Curiosity and Powerful Learning* and Theories of Action). Developed whole-school curriculum and assessment plans, working with teachers to move the school towards student-centered, differentiated learning. Facilitated and managed whole-school continuous improvement, reflecting upon practices, processes, and procedures to ensure goal congruency and a positive culture of improvement. Developed effective PLCs, implementing collaborative strategies across the school to inform teaching and learning. Used student achievement data and observations of professional practice of staff to form strategic improvement plans with and for teachers, teams, and the whole school. Drove strategic curriculum planning and improvement utilizing best-practice research, student assessment data, and student and teacher feedback. Mentored and helped develop staff and their professional practice and personal goals, resulting in whole-school improvement and a commitment to continuous improvement. Responsible for the everyday operation and organization of the school, including managing a range of budgets as well as whole-school timetabling. Conducted staff reviews and supported staff in achieving professional goals, and while reviewing their achievement, set new goals. Reviewed and analyzed data to ensure clarity and goal congruency of all stakeholders. Worked with the leadership team and all staff to develop a school culture where student growth and high-quality professional practice were the drivers for our everyday work.

2004–2010 **Acting Assistant Principal** (2006–2010); **Leading Teacher** (2004–2006)
DEECD, Whittlesea Primary School, Melbourne, Australia

Led teams through planning for teaching and learning and analyzed student achievement data. Worked collaboratively with teams of professionals to create a common vision for student learning and whole-school improvement. Directed, worked with, supported, and mentored literacy and numeracy leaders in relation to all curriculum and assessment plans, programs, goals, and data. Moderated discussions with learning teams, school staff, and individuals. Set up databases for whole-school assessment, monitored the collection of whole-school literacy and numeracy achievement data, and worked with teachers to plan for improvement in student learning and achievement. Managed a range of budgets and whole-school timetabling. As a team leader and teacher for Grades 5 and 6, responsible for a team of six teachers and the development of 180 students, as well as all duties related to planning for teaching and learning, assessment, and student growth.

1998–2003 **Classroom Teacher/PLC Leader**
DEECD, Mill Park Primary School, Melbourne, Australia

Held responsibility for all activities relating to planning for teaching and learning, monitoring and assessing student progress, and holding parent support meetings where students required individual learning plans to improve. Also served as a senior school team leader (2004–2006), a member of the school improvement team for quality improvement, and a member of the school council (2000–2006).

SELECTED PROJECT EXPERIENCE

Using Cognitive Science to Develop Highly Effective Teacher Planning and Student Learning (2020–present)

School District 11 (D11), Colorado Springs, CO

Working with the district’s curriculum director to design a universal “Learning Blueprint” with a focus on planning for K–12 learning. The blueprint merges high-leverage strategies and practices identified by the district prior to our partnership with principles of memory and learning from cognitive science, becoming a content-agnostic blueprint for effective teaching and learning district-wide. Professional learning and coaching provided for district instructional coaches have included whole group (12 people) virtual learning sessions and one-on-one virtual coaching sessions including opportunities for learning through peer observations of coaching sessions culminating in questions and answers for further reflection and learning. Future planned work to occur on-site (post-Covid19) includes assisting district leaders and staff with monitoring implementation of the blueprint and providing additional real-time coaching for instructional coaches and leaders to support them in developing their instructional leadership practices.

District-Wide Strategic Implementation of Student-Centered Practices: Adopting Consistent Teacher Practices and School-Wide Protocols (2019–present)

Liberty Union High School District (LUHSD), Brentwood, CA

Partnering with and coaching principals and lead teachers at the school level to develop contextually relevant strategic implementation plans to implement the work of the LUHSD Teacher and Instructional Coaches group. Focusing on scaffolding teacher knowledge and practices related to LUHSD’s research-supported best practices over time to ensure high-yield practices are embedded and consistently used by all teachers. Using cycles of peer observation and coaching to improve teacher practices and aligning administrator observations with student-centered learning practices to ensure staff understand leadership expectations for implementation of such practices.

Deepening the Capacities of Palau Ministry of Education (MOE) Leaders and Teachers to Improve Student Learning Outcomes (2017–2021)

Regional Educational Laboratory for the Pacific Region (REL Pacific), funded by the Institute of Education Sciences with the U.S. Department of Education

Partnered with Palau MOE system leaders, school leaders, instructional coaches, and teachers in designing and delivering a series of regular on-island and virtual professional learning and coaching activities. The professional learning activities included assisting partnership leaders in identifying and aligning republic-wide professional learning and coaching plans with effective research-based practices, and research and learning about what research-informed best practices are for effective teacher professional development and learning. This work resulted in the partnership developing and passing into law the Palau Professional Learning Framework outlining the various opportunities that teachers, school leaders, and MOE staff have to improve their practices that will, in turn, improve the way the system provides quality instruction and increased learning outcomes for students. Coaching activities linked to the framework included coaching school leaders to assist in building individual and collective capacities and practices related to instructional leadership; and facilitating coaching sessions with instructional coaches to clarify and focus the purpose, practices, and implementation of teacher mentoring and coaching across the system.

Aligning Teaching and Learning Practices to Build a Culture of Shared Knowledge and Practices (2019–2020)

Albion Central School District (NY), Ronald L. Sodoma Elementary and Middle Schools

Worked with district staff members, the Elementary Leadership Team, and K–5 teachers to develop and align the school’s English language arts (ELA) curricula and practices. Identifying knowledge gaps and understanding and improving planning for learning and teaching to ensure students move through the school with the knowledge and skills necessary to advance grade levels. Worked with a team of K–5 teachers to develop an ELA Scope and Sequence that highlights the essential skills and knowledge to be covered at each grade level as a planning companion for teachers. Using cycles of peer observations and feedback, led coaching conversations in relation to ELA instructional practices aligned to the curricula and ELA Scope and Sequence.

Developing and Embedding Teaching and Learning Practices Aligned to State Student Learning Standards (2019–2020)

Campbell County Schools (TN), La Follette Elementary School

Supported school leaders and teachers in reflecting upon current classroom practices to identify classroom practice “bright spots” and areas for improvement. Worked concurrently with a range of Grade 3–5 teachers, planning sequences of learning that integrated Tennessee’s ELA standards with current social studies and history standards. Co-taught and modeled select research-informed best practices that supported students’ self-reflection and awareness of growth towards clear and purposeful outcomes. Worked with leaders to clarify strategic direction for teaching and learning while discovering opportunities for school improvement. Specifically focused on teacher clarity in understanding how Tennessee standards clearly guide teachers in what to teach and upon what student outcomes they should focus.

Moving to Student-Owned, Teacher-Guided Instruction: Supporting Teachers, Leaders, and Instructional Coaches (2017–2019)

Liberty Union High School District (LUHSD), Brentwood, CA

Worked with a select group of teachers and instructional coaches learning about high-yield classroom teaching and learning strategies and structures, as well as peer coaching. Worked with the team to develop, implement, and refine a series of instructional rounds to observe the quality of instructional practices in the classroom and measure implementation success. Also worked with the team to develop and implement a set of district-wide expectations for teacher planning focused on learning and developing, implementing, and measuring teacher effectiveness through student surveys.

Technical Assistance for Implementation of Professional Learning – Year 3: Developing Effective District-Wide Coaching Practices (2017–2019)

Natomas Unified School District, Sacramento, CA

Supported the district in developing a highly effective systems approach to peer coaching to improve teacher practice.

Peer Observation and Coaching to Improve Teacher Practice (2016–2019)

Albion Central School District (NY), Ronald L. Sodoma Elementary and Middle Schools
Worked with the Superintendent, principals, and teachers to develop a program of sustainable peer observations and coaching focused on giving and receiving peer feedback in relation to literacy and math teaching and learning (2016–2018 and 2018–2019, respectively).

Building the Capacities of “Champion” Teachers and Leaders to Improve Student Learning District-Wide (2018)

Newton County Public Schools, Covington, GA

Worked with 200 “Champion” teachers and school leaders, delivering professional learning in relation to McREL’s learning model to support effective classroom practices and develop collaborative practices to effectively plan for student learning and growth.

Leading for Curiosity and Powerful Learning (2016–2017)

Washtenaw Intermediate School District and Livingston Educational Service Agency, Ann Arbor and Howell, MI

Served as a thought partner and facilitator for work being done to transform learning, teaching, and leading across a two-county region in Michigan. Partnered with superintendents, assistant superintendents, and curriculum directors to plan for improving outcomes for all students using McREL’s “inside-out” consulting model, which emphasizes bright spots and identifies the systems and supports needed to expand those examples to more classrooms and schools.

PUBLICATIONS

Goodwin, B., Rouleau, K., Abla, C., Baptiste, K., Gibson, T., & Kimball, M. (2022). *The new classroom instruction that works: The best research-based strategies for increasing student achievement*. ASCD and McREL International.

Goodwin, B., Gibson, T., & Rouleau, K. (2020). *Learning that sticks: A brain-based model for K–12 instructional design and delivery*. McREL International/ASCD.

Goodwin, B., Gibson, T., Lewis, D., & Rouleau, K. (2018). *Unstuck: How curiosity, peer coaching, and teaming can change your school*. McREL International/ASCD.

SELECTED PRESENTATIONS

Goodwin, B., & Gibson, T. (2020, July). *Making learning stick (no matter where it happens)* [Online conference presentation]. ASCD Professional Learning Conference Series.

Goodwin, B., Gibson, T., & Rouleau, K. (2018, March). *Out of curiosity: Restoring joyful learning with an inside-out approach to school change* [Conference presentation]. ASCD Empower 18 Education Conference, Boston, MA.

MICHELE KIMBALL

Consultant

McREL International

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EDUCATION

B.A. Spanish, Potsdam State University, Potsdam, NY, 1990

Certified Teacher, Elementary with Bilingual Endorsement, Texas Woman’s University,
Denton, TX, 1998

SPECIFIC AREAS OF EXPERTISE

- ◆ Professional learning and coaching
- ◆ Principals of adult learning
- ◆ Principal and teacher evaluation
- ◆ School leadership
- ◆ Data driven decision making
- ◆ Early literacy
- ◆ Support for multilingual learners

PROFESSIONAL EXPERIENCE

2021–present **Consultant** (2022–present); **Managing Consultant** (2021–2022)
McREL International, Denver, CO

Collaborates with a team of McREL’s managing consultants and consultants to provide consulting, professional learning, and technical assistance services to clients, with an emphasis on contextualizing McREL’s evidence-based products and services to meet each client’s specific needs. Designs and delivers high-quality professional learning and capacity-building services through face-to-face interactions and remote, technology-enhanced means. Effectively listens to and understands client needs to help scope proposals that offer appropriate solutions. Understands the challenges and emerging trends in education and how to leverage them in customizing McREL’s services. Contributes to developing McREL products and publications.

2017–2021 **Bilingual Professional Development Specialist**
Istation, Dallas, TX

Provided engaging, effective, and efficient presentations and interaction workshops, technical assistance, and professional development to PreK–12 educators on the development, implementation, facilitation, and best use of Istation’s assessment, curriculum, and instructional programs within the classroom. Designed and developed solutions that adhere to the principles of adult learning. Facilitated, implemented, and evaluated instructional technology professional development and understanding for district-level personnel, teachers, and administrators within public and private organizations. Developed high

quality instructional materials. Employed a variety of interaction and methods to drive learning objectives and utilized system development tools to support the instruction of educational technology standards in classrooms.

- 2016–2017 **Trainer/Coach**
El Saber, Dallas, TX
Provided training and assisted with product development with a focus on grades PreK–1. Provided school supports to kindergarten and first-grade classrooms in the Tyler Independent School District.
- 2016–2017 **Texas Teacher and Principal Evaluation and Support Systems (T-TESS/ T-PESS) and Student Learning Objectives (SLO) Trainer**
Region 10 Education Service Center, Dallas, TX
Provided training on the SLO Process, which represents a continuous cycle of improvement within teaching practices, and SLO Tool, a student growth measurement tool. Also trained administrators and evaluators on the T-TESS and T-PESS, and provided school support and calibration for T-TESS.
- 2014–2016 **Executive Master Teacher**
National Institute for Excellence in Teaching (NIET), Nashville, TN
Oversaw implementation of the Teacher Advancement Program (TAP) at K–12 schools to ensure systemic reforms leading to increasing administrator excellence, teacher quality, and student achievement. Provided on-site and virtual technical assistance to schools by supporting program facilitation and implementation to increase rigor and direct application of classroom practice. Provided guidance and training for principals and mentor teachers regarding their leadership teams and job-embedded professional development.
- 2012–2014 **Master TAP Teacher**
Richardson Independent School District, Richardson, TX
Analyzed school-wide student data and developed plans. Oversaw planning, facilitation, and follow-up of professional development meetings. Evaluated, coached, and modeled lessons to support teachers' individual professional development goals. Developed and supported curriculum implementation. Evaluated teacher performance and conducted follow-up teacher conferences.
- 2011–2012 **Bilingual Instructional Specialist**
Richardson Independent School District, Richardson, TX
Provided high quality teacher training through mentoring and professional development. Provided progress monitoring to increase children's school readiness. Planned, developed, and conducted trainings and profession development for the school and district. Communicated and updated administrators regarding teacher implementation and growth based on data. Created and managed a school's Title 1 budget.

- 2010–2011 **Texas School Ready (TSR)/Prekindergarten Early Start (PKES) Mentor**
Dallas Independent School District, Dallas, TX
Provided high quality teacher training through mentoring, online professional development, and progress monitoring to increase children’s school readiness. Planned, developed, and conducted trainings and regular professional development. Created presentations and teacher tools based on developmental research.
- 2006–2010 **TSR/PKES Mentor**
Child Care Group/TSR! Project, Dallas, TX
Provided high quality teacher training through mentoring, online professional development, and progress monitoring to increase children’s school readiness. Planned, developed, and conducted trainings and regular professional development. Created presentations and teacher tools based on developmental research.
- 1995–2006 **Bilingual Kindergarten Teacher**
Dallas Independent School District, Dallas, TX
Implemented successful teaching strategies that resulted in above-average scores on national standardized tests in a bilingual classroom. Served as a kindergarten teacher mentor and special education mentor.

SELECTED PROJECT EXPERIENCE

Districtwide School Support (2021–present)

Campbell County Public Schools (TN)

Working with McREL’s project team to plan for coaching and professional learning for teachers and leaders in the district’s 12 schools. Support is focused on deepening teachers’ knowledge and skills to use formative assessment data to identify student learning needs and plan for teaching and learning by matching evidence-based strategies to student learning outcomes.

Classroom Instruction That Works with English Language Learners (CITW with ELLs; 2021–2022)

Colorado Department of Education (CO)

Supporting teachers from Colorado’s schools in developing the knowledge and skills needed to support multilingual learners. The focus of this work is on helping teachers learn to implement evidence-based teaching strategies using a filter of language acquisition to plan for student needs. This is being accomplished through the facilitation of four 1-hour monthly sessions on each of the CITW for ELLs self-paced modules. Also reviewing and giving feedback to teachers on their responses in the platform in order to tailor each session’s content to their needs.

Districtwide School Support (2018–2020)

Austin ISD (TX)

Support for this project included using formative English and Spanish data to highlight trends at the campus and district level. Built and facilitated 50-minute sessions for reflection on campus data and three-hour sessions to reflect on district data and needs with district leaders.

School Support (2014–2016)

Minneapolis Public Schools and St. Paul Public Schools (MN)/

Frenship, Roosevelt, and Slaton Independent School Districts (TX)

Planned for coaching and professional learning for teachers and leaders in each district's schools. Support focused on deepening instructional capacity using teacher evaluation formative data and school data to identify teacher needs and student learning needs.

SELECTED PRESENTATIONS

Kimball, M. (2021, September). *Developing English literacy using Native language skills* [Virtual session]. Duval County, FL.

Kimball, M./Istation. (2020, September – 2021, October). *Step-by-step formative data review process* [Data consultation sessions with district and campus administrators]. Multiple sessions in occurring in Appoquinimink, DE; Baltimore, MD; Montgomery County, MD; Orange, CA; and Round Rock, TX.

Kimball, M./Istation. (2017, May – 2021, October). *Using formative data to drive instruction*. Multiple national presentations.

Kimball, M./NIET. (2016, May). *Evaluation follow up* [Presentation for district leaders]. Minneapolis, MN.

Kimball, M./NIET. (2016, March). *Intentional leadership: So goes the leader, so goes the culture* [Conference presentation]. National TAP Conference, New Orleans, LA

Kimball, M./NIET. (2016, March). *Capturing evidence of student mastery in the pre-k and kindergarten classroom* [Conference presentation]. National TAP Conference, New Orleans, LA.

Kimball, M./NIET. (2015, February). *Improving academic feedback and questioning to support high quality conversations* [Conference presentation]. National TAP Conference, Los Angeles, CA.

Kimball, M./NIET. (2015, February). *Show me the evidence: Making it as easy as ABC, 123 in the primary grades* [Conference presentation]. National TAP Conference, Los Angeles, CA.

Kimball, M./NIET. (2014, November). *Deconstructing leadership team meetings* [Presentation for principals]. Lubbock, TX.

Kimball, M./Child Care Group. (2006-2011). *Phonological awareness* [Multiple presentations]. Dallas, TX.

Kimball, M./Child Care Group (2006-2011). *Vocabulary development* [Multiple presentations]. Dallas, TX.

Kimball, M./Child Care Group (2006-2011). *Letter knowledge* [Multiple presentations]. Dallas, TX.

Kimball, M./Child Care Group (2006-2011). *Oral language development* [Multiple presentations]. Dallas, TX.

PROFESSIONAL AFFILIATIONS

T-TESS/T-PESS Certified Trainer, 2014–2017

Texas Early Care and Education Career Development System, Certified Trainer, 2011–2014

C.I.R.C.L.E. Certified Early Literacy Trainer 2006–2016

CHRISTINA LEMON

Consultant

McREL International

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EDUCATION

Ed.D. Educational Leadership, American College of Education, 2022

M.Ed. Educational Leadership, American College of Education, 2012

M.A. Curriculum, Instruction, and Assessment, Regis University, 2010

B.A. Social Sciences Education, Regis University, 2008

SPECIFIC AREAS OF EXPERTISE

- ◆ Professional development design and implementation
- ◆ Student-centered, inquiry, personalized, and interdisciplinary learning
- ◆ Research-based best practices and school reform
- ◆ Classroom observations and teacher coaching
- ◆ Competency-based assessment
- ◆ Performance assessment design, implementation, and training
- ◆ Curriculum design
- ◆ High school redesign and pathways design and implementation
- ◆ High school capstone development and implementation

PROFESSIONAL EXPERIENCE

2022–present **Consultant**

McREL International

Serves as the Region 12 Comprehensive Center’s co-lead for Colorado, supporting the provision of high-quality technical assistance to state and local education agencies and other stakeholders to solve high-leverage problems for education professionals and the students they serve. Supporting professional learning and capacity building for clients in the field.

2021–2022 **Instructional Coach**

Spark Online Academy, Colorado Springs, CO

Co-designer of an innovation secondary school and during the first year of operations, serving as a leadership team member tasked with collaboratively establishing and implementing the vision, mission, strategic plan, policy and procedures, and staff culture. Also, served as an elementary literacy coach with responsibility for identifying and providing support for intervention programs; designed and led implementation of a schoolwide multi-tiered systems of support (MTSS) program; and coordinated professional development.

2015–2021 **Capstone Coordinator, Teacher, Instructional Coach**

Doherty High School, Colorado Springs, CO

Building leader of evidence-based redesign efforts and organizational change through the High School Redesign and Colorado Education Initiative. Building

leader of a Great Schools Partnership initiative to build performance assessment criteria and learning showcase events. Teacher coach providing mentoring in student-centered learning, classroom management, lesson planning, the PDSA (plan-do-study-act) short-cycle of innovation, and technology in the classroom.

2012–2015 **Teacher, Lead Innovator**

Castle View High School, Castle Rock, CO

Innovation team member in developing an interdisciplinary, inquiry-based program in collaboration with leading education experts (Yong Zhao, Dr. Gary Stagger, Will Richardson, and Tony Wagner). Conducted research-based site visits to schools in California and Texas.

2008–2012 **Professional Learning Community (PLC) Team Leader, Teacher**

Fountain Middle School, Fountain, CO

Team leader in data collection for targeted instruction, and curriculum adoption. Mentored new teachers.

SELECTED PROJECT EXPERIENCE

Strengthening the Educator Workforce Pipeline and Updating the Dropout Prevention Framework (2022–present)

Region 12 Comprehensive Center, funded by the U.S. Department of Education (ED)

Serving as the co-lead for Colorado, providing technical assistance in revising the Colorado Dropout Prevention Framework and strengthening the state’s workforce pipeline. Participating in the National Comprehensive Center’s Grow Your Own project, which is focused on strengthening the educator workforce pipeline.

Reimagining College Access (2020)

Colorado Department of Education

Workgroup member focused on supporting at-risk student populations in attending college. Project design was the focus of a research study conducted by the University of Colorado–Boulder in 2020.

SELECTED PRESENTATIONS

Lemon, C., & Battan, S. (2020, July 13-16). *Student voice and choice for deeper engagement* [Conference presentation]. Colorado Education Initiative Conference, Denver, CO.