

## Part I: Cover Page – Organization Information

Organization Information		
<b>Organization Name:</b>	WestEd	<input type="checkbox"/> New or <input checked="" type="checkbox"/> Continuation Submission
<b>Primary Contact:</b>	Sofia Aburto	
<b>Email Address:</b>	saburto@wested.org	
<b>Phone Number:</b>	(209) 839-7255	
<b>Mailing Address:</b>	1000 G Street, Suite 500, Sacramento, CA 95814	
Organization Category (select all that apply)		
<input type="checkbox"/> Charter Network, Charter Management Organization or Charter School <input checked="" type="checkbox"/> Turnaround Leader Development Provider <input type="checkbox"/> Management Partner <input checked="" type="checkbox"/> Stakeholder Engagement Specialist		
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver <input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins) <input checked="" type="checkbox"/> Rural / Mountain / Western Slope		

Indicate the school district(s) or BOCES your organization is willing and able to engage with

District name	City	County name
<b>ANY SCHOOL DISTRICT or BOCES</b>	<b>ALL</b>	<b>ALL</b>
Academy 20 School District	Colorado Springs	El Paso
Adams 12 Five Star Schools School District	Thornton	Adams
Adams County 14 School District	Commerce City	Adams
Adams-Arapahoe 28j School District	Aurora	Arapahoe
Agate 300 School District	Agate	Elbert
Aguilar Reorganized 6 School District	Aguilar	Las Animas
Akron R-1 School District	Akron	Washington
Alamosa Re-11j School District	Alamosa	Alamosa
Archuleta County 50 Jt School District	Pagosa Springs	Archuleta
Arickaree R-2 School District	Anton	Washington
Arriba-Flagler C-20 School District	Flagler	Kit Carson
Aspen 1 School District	Aspen	Pitkin
Ault-Highland Re-9 School District	Eaton	Weld
Bayfield 10 Jt-R School District	Bayfield	La Plata
Bennett 29j School District	Bennett	Adams
Bethune R-5 School District	Bethune	Kit Carson
Big Sandy 100j School District	Simla	El Paso
Boulder Valley Re 2 School District	Boulder	Boulder
Branson Reorganized 82 School District	Branson	Las Animas

Briggsdale Re-10 School District	Briggsdale	Weld
Brush Re-2(J) School District	Brush	Morgan
Buena Vista R-31 School District	Buena Vista	Chaffee
Buffalo Re-4j School District	Merino	Logan
Burlington Re-6j School District	Burlington	Kit Carson
Byers 32j School District	Byers	Arapahoe
Calhan Rj-1 School District	Calhan	El Paso
Campo Re-6 School District	Campo	Baca
Canon City Re-1 School District	Cañon City	Fremont
Centennial Board of Cooperative Educational Services	Greeley	Weld
Centennial R-1 School District	San Luis	Costilla
Center 26 Jt School District	Center	Saguache
Charter School Institute School District	Denver	Denver
Cheraw 31 School District	La Junta	Otero
Cherry Creek 5 School District	Greenwood Village	Arapahoe
Cheyenne County Re-5 School District	Cheyenne Wells	Cheyenne
Cheyenne Mountain 12 School District	Colorado Springs	El Paso
Clear Creek Re-1 School District	Idaho Springs	Clear Creek
Colorado Digital BOCES	Colorado Springs	El Paso
Colorado School For The Deaf And Blind School District	Colorado Springs	El Paso
Colorado Springs 11 School District	Colorado Springs	El Paso
Cotopaxi Re-3 School District	Cotopaxi	Fremont
Creede School District School District	Creede	Mineral
Cripple Creek-Victor Re-1 School District	Cripple Creek	Teller
Crowley County Re-1-J School District	Ordway	Crowley
Custer County School District C-1 School District	Westcliffe	Custer
De Beque 49jt School District	De Beque	Mesa
Deer Trail 26j School District	Deer Trail	Arapahoe
Del Norte C-7 School District	Del Norte	Rio Grande
Delta County 50(J) School District	Delta	Delta
Denver County 1 School District	Denver	Denver
Dolores County Re No.2 School District	Dove Creek	Dolores
Dolores Re-4a School District	Dolores	Montezuma
Douglas County Re 1 School District	Castle Rock	Douglas
Durango 9-R School District	Durango	La Plata
Eads Re-1 School District	Eads	Kiowa
Eagle County Re 50 School District	Eagle	Eagle
East Grand 2 School District	Granby	Grand
East Otero R-1 School District	La Junta	Otero
Eaton Re-2 School District	Eaton	Weld
Edison 54 Jt School District	Yoder	El Paso
Elbert 200 School District	Elbert	Elbert

Elizabeth C-1 School District	Elizabeth	Elbert
Ellicott 22 School District	Calhan	El Paso
Englewood 1 School District	Englewood	Arapahoe
Estes Park R-3 School District	Estes Park	Larimer
Falcon 49 School District	Peyton	El Paso
Fort Morgan Re-3 School District	Fort Morgan	Morgan
Fountain 8 School District	Fountain	El Paso
Fowler R-4j School District	Fowler	Otero
Fremont Re-2 School District	Florence	Fremont
Frenchman Re-3 School District	Fleming	Logan
Garfield 16 School District	Parachute	Garfield
Garfield Re-2 School District	Rifle	Garfield
Genoa-Hugo C113 School District	Limon	Lincoln
Gilpin County Re-1 School District	Black Hawk	Gilpin
Granada Re-1 School District	Granada	Prowers
Greeley 6 School District	Greeley	Weld
Gunnison Watershed Re1j School District	Gunnison	Gunnison
Hanover 28 School District	Colorado Springs	El Paso
Harrison 2 School District	Colorado Springs	El Paso
Haxtun Re-2j School District	Haxtun	Phillips
Hayden Re-1 School District	Hayden	Routt
Hi-Plains R-23 School District	Seibert	Kit Carson
Hinsdale County Re 1 School District	Lake City	Hinsdale
Hoehne Reorganized 3 School District	Trinidad	Las Animas
Holly Re-3 School District	Holly	Prowers
Holyoke Re-1j School District	Holyoke	Phillips
Huerfano Re-1 School District	Walsenburg	Huerfano
Idalia Rj-3 School District	Idalia	Yuma
Ignacio 11 Jt School District	Ignacio	La Plata
Jefferson County R-1 School District	Golden	Jefferson
Johnstown-Milliken Re-5j School District	Milliken	Weld
Julesburg Re-1 School District	Julesburg	Sedgwick
Karval Re-23 School District	Karval	Lincoln
Kim Reorganized 88 School District	Kim	Las Animas
Kiowa C-2 School District	Kiowa	Elbert
Kit Carson R-1 School District	Kit Carson	Cheyenne
La Veta Re-2 School District	La Veta	Huerfano
Lake County R-1 School District	Leadville	Lake
Lamar Re-2 School District	Lamar	Prowers
Las Animas Re-1 School District	Las Animas	Bent
Lewis-Palmer 38 School District	Monument	El Paso
Liberty J-4 School District	Joes	Yuma
Limon Re-4j School District	Limon	Lincoln

Littleton 6 School District	Littleton	Arapahoe
Lone Star 101 School District	Otis	Washington
Mancos Re-6 School District	Mancos	Montezuma
Manitou Springs 14 School District	Manitou Springs	El Paso
Manzanola 3j School District	Manzanola	Otero
Mapleton Public Schools, Adams County School District 1	Denver	Adams
Mc Clave Re-2 School District	McClave	Bent
Meeker Re1 School District	Meeker	Rio Blanco
Mesa County Valley 51 School District	Grand Junction	Mesa
Miami Yoder 60 Jt School District	Rush	El Paso
Moffat 2 School District	Moffat	Saguache
Moffat County Re:No 1 School District	Craig	Moffat
Monte Vista C-8 School District	Monte Vista	Rio Grande
Montezuma-Cortez Re-1 School District	Cortez	Montezuma
Montrose County Re-1j School District	Montrose	Montrose
Mountain Valley Re 1 School District	Saguache	Saguache
North Conejos Re-1j School District	La Jara	Conejos
North Park R-1 School District	Walden	Jackson
Norwood R-2j School District	Norwood	San Miguel
Otis R-3 School District	Otis	Washington
Ouray R-1 School District	Ouray	Ouray
Park County Re-2 School District	Fairplay	Park
Pawnee Re-12 School District	Grover	Weld
Peyton 23 Jt School District	Peyton	El Paso
Plainview Re-2 School District	Sheridan Lake	Kiowa
Plateau Re-5 School District	Peetz	Logan
Plateau Valley 50 School District	Collbran	Mesa
Platte Canyon 1 School District	Bailey	Park
Platte Valley Re-7 School District	Kersey	Weld
Poudre R-1 School District	Fort Collins	Larimer
Prairie Re-11 School District	Raymer	Weld
Primero Reorganized 2 School District	Weston	Las Animas
Pritchett Re-3 School District	Springfield	Baca
Pueblo City 60 School District	Pueblo	Pueblo
Pueblo County 70 School District	Pueblo	Pueblo
Rangely Re-4 School District	Rangely	Rio Blanco
Revere School District School District	Ovid	Sedgwick
Ridgway R-2 School District	Ridgway	Ouray
Roaring Fork School District No. Re-1	Glenwood Springs	Garfield
Rocky Ford R-2 School District	Rocky Ford	Otero
Salida R-32 School District	Salida	Chaffee
San Juan Board of Cooperative Educational Services	Durango	La Plata

Sanford 6j School District	Sanford	Conejos
Sangre De Cristo Re-22j School District	Mosca	Alamosa
Sargent Re-33j School District	Monte Vista	Rio Grande
School District 27j School District	Brighton	Adams
Sheridan 2 School District	Sheridan	Arapahoe
Sierra Grande R-30 School District	Blanca	Costilla
Silverton 1 School District	Silverton	San Juan
South Conejos Re-10 School District	Antonito	Conejos
South Routt Re 3 School District	Oak Creek	Routt
Springfield Re-4 School District	Springfield	Baca
St Vrain Valley Re 1j School District	Longmont	Boulder
Steamboat Springs Re-2 School District	Steamboat Springs	Routt
Strasburg 31j School District	Strasburg	Adams
Stratton R-4 School District	Stratton	Kit Carson
Summit Re-1 School District	Frisco	Summit
Swink 33 School District	Swink	Otero
Telluride R-1 School District	Telluride	San Miguel
Thompson R2-J School District	Loveland	Larimer
Trinidad 1 School District	Trinidad	Las Animas
Valley Re-1 School District	Sterling	Logan
Vilas Re-5 School District	Vilas	Baca
Walsh Re-1 School District	Walsh	Baca
Weld County Re-1 School District	La Salle	Weld
Weld County School District Re-3j School District	Keenesburg	Weld
Weld County School District Re-8 School District	Fort Lupton	Weld
Weldon Valley Re-20(J) School District	Weldona	Morgan
West End Re-2 School District	Nucla	Montrose
West Grand 1-Jt School District	Kremmling	Grand
Westminster 50 School District	Westminster	Adams
Widefield 3 School District	Colorado Springs	El Paso
Wiggins Re-50(J) School District	Wiggins	Morgan
Wiley Re-13 Jt School District	Wiley	Prowers
Windsor Re-4 School District	Windsor	Weld
Woodland Park Re-2 School District	Woodland Park	Teller
Woodlin R-104 School District	Woodrow	Washington
Wray Rd-2 School District	Wray	Yuma
Yuma 1 School District	Yuma	Yuma
Centennial BOCES	Greeley	
East Central BOCES	Limon	
Mountain BOCES	Leadville	
Mount Evans BOCES	Bailey	
Northeast Colorado BOCES	Haxtun	
Northwest Colorado BOCES	Steamboat Springs	

Pikes Peak BOCES  
Rio Blanco BOCES  
San Juan BOCES  
San Luis Valley BOCES  
Santa Fe Trail BOCES  
South Central BOCES  
Southeastern BOCES  
Uncompahgre BOCES  
Ute Pass BOCES

Colorado Springs  
Rangely  
Dolores  
Alamosa  
La Junta  
Pueblo West  
Lamar  
Ridgway  
Woodland Park

# Colorado Department of Education

## Request for Information

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### 2019-20 School Redesign

#### Submitted to:

#### Colorado Department of Education

Unit of School & District Transformation

Attn: Kate Bartlett

201 E. Colfax Avenue

Denver, CO 80203

#### Submitted by:

#### WestEd

Corporate: 730 Harrison Street, San Francisco, CA 94107-1242

Local: 1000 G Street, Suite 500, Sacramento, CA 95814-0892

Contact: Sofia Aburto

Senior Engagement Manager

209.839.7255

[saburto@wested.org](mailto:saburto@wested.org)

#### Due date:

September 3, 2019







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## II. NARRATIVE RESPONSES

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### **a. Provide an update on your organization's work and progress since the original RFI submission in 2018.**

WestEd is pleased to offer continuation submissions in the areas of Turnaround Leader Development Provider and Stakeholder Engagement Specialist. WestEd is not seeking a continuation submission as a Management Partner.

#### **Turnaround Leader Development Provider**

Effective leadership is central to sustainable school and district improvement. Leadership establishes the structures and opportunities for faculty and staff to work together around common goals, engendering a culture of mutual respect, shared responsibility, and focused attention on student learning. WestEd's Transformational Leadership professional development services build capacity of site leadership to direct, influence, and support site teachers and leaders in implementing effective district and site initiatives leading to student and school success (e.g., data-driven decision making, Professional Learning Communities (PLCs), evidence-based instructional practices, and family and community engagement).

#### **Program Overview**

WestEd supports leadership development through districtwide and/or network leadership academies, one-on-one principal coaching with interim virtual support, and district/school diagnostic leadership surveys. All leadership work is grounded in the Professional Standards for Educational Leaders (2017), the [\*Four Domains for Rapid School Improvement\*](#), published by the [Center on School Turnaround](#) at WestEd (2015), state and district initiatives, and local district and school improvement problems of practice. See Appendix A for a detailed description of the Four Domains for Rapid School Improvement.

#### **Leadership Academy**

WestEd offers two types of leadership academies.

##### *1. Transformational Leadership Academy*

WestEd's Transformational Leadership Academy offers seven days of professional development for school leaders, with teams of district/site administrators, coaches, and/or teacher leaders encouraged to participate for purposes of capacity building and leader development. Network efforts at the academy level focus on identifying and prioritizing school improvement leadership needs across the participants and customizing coaching topics aligned to the network's highest leadership needs.

Participants begin by engaging with the Professional Standards for Educational Leaders and corresponding descriptors of leadership practice, allowing for the development of both network-wide and individual-principal profiles of leadership strengths and areas of growth. Professional development topics are collaboratively set with participating districts and/or schools based on identified priority leadership needs and reinforced through interim practicum assignments within a cycle of continuous improvement.

Possible leadership development topics may include, for example, engaging stakeholders (leaders, teachers, parents, media, and community) in collaborative strategic and systemic school improvement planning, engaging in a data-driven cycle of continuous improvement for monitoring short and long-term goals, establishing policies and procedures for identifying, selecting, retaining, and sustaining competent and committed personnel, and/or strengthening systems (e.g., PLCs) for collaborative work.

#### Schedule

Seven one-day principal leadership trainings with two presenters for up to 60 participants. Dates of service are collaboratively set with district/site administration.

#### Cost

Seven one-day trainings with two WestEd coaches (14 people days): \$76,670 Cost includes consulting services, materials, and travel. This cost assumes Denver Metro Area or Front Range. Rural/Mountain/Western Slope sites are subject to increased price due to increase travel costs.

#### 2. *School Leadership Team Network (SLTN)*

WestEd's School Leadership Team Network (SLTN) brings together networks of six to eight schools in a six-day academy focused on building leadership capacity across participating school teams. Leaders enhance their capacity to build and sustain a culture of learning for teachers and students, build systems that guarantee student access to high quality teaching and learning, and facilitate adult learning focused on continuous improvement. Services begin with a half-day orientation for principals with the purpose of preparing participants to engage in a network, plan for team composition, and develop a communication strategy for the team. Module topics over the course of the six-day academy include:

- 1) **Defining our Why** - understanding our why, what, and how of leadership change
- 2) **Finding our Focus** - understanding the purpose/roles of leadership teams; grounding ourselves in the key leadership levers of instructional leadership, challenging standards, quality curriculum, and effective assessment, and identifying a focus
- 3) **Using Multiple Measures** - sharpening our purpose through multiple data sources and use of key leadership levers
- 4) **Building an Instructional Vision** - addressing our instructional core through a teaching and learning focus and communicating the vision

- 5) **Putting our Vision to Work** - creating a theory of change and planning implementation of the instructional vision
- 6) **Developing Short Cycles of Improvement** - setting goals and measuring impact.

Each day of module training includes built-in facilitation practice and role-play with network participants and presenters.

#### Schedule

Half-day orientation for principals followed by six one-day leadership trainings for school teams with two presenters in networks of six to eight schools; maximum of four participants per school team at the elementary and middle school level and up to six participants per school team at the high school level. Dates of service are collaboratively set with district/site administration.

#### Cost

Half-day orientation plus six one-day trainings with two WestEd coaches:

- Elementary or middle school: \$15,000 **per** school
- High school: \$20,000 **per** school
- Cost includes consulting services, materials, and travel

### **Principal Leadership Coaching**

WestEd supports administrative leader(s) with on-site coaching focused on developing leadership as the critical driver in continuous school improvement. WestEd works collaboratively with the principal and site leadership to identify and prioritize school improvement needs, customizing areas of coaching focus, and time, based on site leadership school improvement needs and local problems of practice. Coaching reflects a capacity building model grounded in modeling, guided practice, and gradual release. Support involves a combination of strategies, including shadowing, observing, and debriefing with feedback. Progressively more effective levels of competence are identified for the purpose of aiding leader development, providing leaders specific next steps for improving student outcomes, and creating a cycle of continuous improvement.

Possible service areas for leadership development and support may include, for example, staff communication and relationship/team building, school climate including discipline policies, curriculum alignment, instructional practice including classroom walkthroughs and teacher feedback, and family and community engagement and collaboration.

#### Schedule

Twelve days of onsite job-embedded leadership coaching for principal/leadership team delivered through six two-day visits plus eight hours total of interim virtual support (one day of virtual support). All services are delivered by one WestEd coach assigned per site/principal. The budget

assumes no single day visits will be made to the school. Dates of service are collaboratively set with administration.

#### Cost

One consultant at \$3,900 per day for 13 days for a total of \$50,700; plus \$3,900 per day of additional support, as needed. The daily rate includes all services, materials, and travel expenses. This cost assumes Denver Metro Area or Front Range. Rural/Mountain/Western Slope sites are subject to increased price due to increase travel costs.

### **Comprehensive Assessment of Leadership for Learning (CALL) – District and School Level Diagnostic Surveys**

WestEd strengthens leadership's role in district and school improvement through the use of the Comprehensive Assessment of Leadership for Learning (CALL) system, an evidence-based K-12 leadership survey and feedback system that measures specific district and school practices within the *Four Domains for Rapid School Improvement Framework*. Created and validated at the University of Wisconsin, CALL is a needs-assessment that measures key practices within each of the Four Domains across the entire district and/or school staff, including administrators, teachers, and support staff. Upon completion of the survey, district and site leaders receive immediate targeted data and feedback designed to support district-wide school improvement planning and professional growth. If multiple schools in a district participate in the survey, district leaders can view schools' CALL data through an aggregate view in the feedback system to assess districtwide leadership priorities or needs.

CALL provides:

- Specific feedback to help leaders guide teams to identify areas for improvement, develop action plans, and measure progress overtime
- A shared understanding of excellence and areas for improvement
- The ability to compare school results to national norms and to previous CALL administrations
- Detailed data reports on the Four Domains for Rapid School Improvement: Turnaround Leadership, Talent Development, Instructional Transformation, and Culture Shift

WestEd helps school and district leaders prepare for administration of the survey and collaboratively interpret the resulting information through the lens of school improvement, identifying targeted areas of leadership need.

#### Schedule

Service consists of a virtual meeting with one trainer prior to administration of the survey and a one-day virtual meeting after the survey has been administered with the principal and/or site leadership team to share findings and discuss the results.

### Cost

Survey license cost is \$3,000 per school for access to the survey for one calendar year plus one consultant at \$3,500 per day for one virtual day for a total of \$6,500. The daily rate includes all services, materials, and travel expenses.

## Stakeholder Engagement Specialist

District and school improvement depend on a community working together toward achieving common high stakes goals within a culture of shared responsibility. A strong school community attends to the culture both inside and outside of the school, gathering input from stakeholders and gauging perceptions about needed school and district improvement efforts.

### Program Overview

WestEd supports stakeholder engagement through its Comprehensive Needs Assessment (CNA) process by soliciting and acting upon stakeholder input. Our methodology is driven by the [\*Four Domains for Rapid School Improvement\*](#), published by the [Center on School Turnaround](#) at WestEd (2015). The purpose of the CNA process is to present districts and schools with an objective analysis and set of recommendations that may be used to identify priority areas of need as well as areas of strength to leverage in school improvement planning. Most importantly, the processes are designed to engage school personnel (administrators, teachers, non-instructional staff), students, families, and the broader community in open conversations about the current state of the school and engage them in making decisions and setting priorities for school improvement planning and implementation. WestEd brings deep experience engaging with traditionally underserved and under-represented populations of stakeholders, including staff, students, and families, from rural migrant communities, Native American tribal lands, urban inner-city neighborhoods, and schools serving a significant percentage of English Language Learners.

A recent example of stakeholder engagement is the California Comprehensive Center at WestEd's support of the Madera Unified School District effort to conduct a series of focus groups across the district. The focus groups were conducted with students, parents, teachers and staff at several elementary, middle and high schools. The district leadership made the decision to engage stakeholders as part of their effort to improve student outcomes reflected in quantitative achievement, attendance, discipline and climate data. The responses from the focus groups will inform the district's strategic planning process during the 2019-20 school year.

### Comprehensive Needs Assessment

WestEd's CNA lays a foundation for school improvement planning by identifying a school's strengths and weaknesses, an essential step toward identifying and then addressing root causes of poor performance. CNA stakeholder input is based on surveys, interviews, focus groups, classroom observations, and document reviews.

WestEd implements a mixed-methods approach (both quantitative and qualitative) to better understand the quality of activities that contribute to higher and more meaningful outcomes at each school. The steps in WestEd's needs assessment process include:

1. Collecting online diagnostic data using the WestEd Four Domains CALL System Survey
2. Conducting quantitative data analysis (e.g., demographics, student outcomes)
3. Gathering and reviewing qualitative data (e.g., interviews, focus groups, classroom observations)
4. Identifying strengths and challenges

Onsite data collection activities are conducted by a two-person WestEd team and typically last two days per school. A written report of findings highlighting key strengths and challenges organized by Domain is provided following data collection.

### ***Comprehensive Assessment of Leadership for Learning (CALL) Survey and Assessment***

A unique feature of WestEd's CNA includes the use of the CALL system, an evidence-based K-12 leadership survey and feedback system that measures specific school practices within the *Four Domains for Rapid School Improvement Framework*. Created and validated at the University of Wisconsin, CALL is a needs-assessment that measures key practices within each of the Four Domains across the entire school staff, including administrators, teachers, and support staff. Once the survey is complete, school and district leaders have immediate access to the resulting action-based data. If multiple schools in a district participate in the survey, district leaders can view schools' CALL data through an aggregate view in the feedback system to assess districtwide leadership priorities or needs.

### ***Individual Interviews and Focus Groups***

Additional data is collected through interviews and focus groups: Interviews (e.g., with site administrators, a representative sample of lead department and grade level teachers including special education, English learners, and classified staff) capture depth of knowledge not highlighted in the survey; focus groups (e.g., with teachers, students, and parents) collect a variety of perspectives and voices.

### ***Classroom Observations***

Our comprehensive needs assessment process includes conducting randomly selected classroom observations based on specified strata (grade, subject matter, etc.). We ensure a cross section of teachers (new and experienced), special and general education, classes at each grade level, and a variety of subject areas. Classroom observations focus on the use of evidenced-based classroom practices using a WestEd-developed observation protocol.



### ***Quantitative Data***

Data collection is further bolstered through the collection and analysis of state and local student achievement data and documents such as school plans, policies, and procedures. Data gathered includes, for example, demographics (e.g., student, community, personnel); school policies and practices (e.g., recruitment, hiring, placement, development, evaluation, and termination); student outcomes/performance (e.g., assessments, graduation rates, postsecondary success, accountability metrics); student engagement (e.g., attendance, behavior); student opportunities (e.g., enrollment/participation in various programs, curricular areas, equity of access); and, stakeholder support (family/community engagement; student support services).

### ***Identification of Strengths and Challenges***

Each component of the process provides important data about the school's strengths and challenges. When combined, the data are triangulated to provide a strong foundation on which to build an actionable and data-based school improvement plan. Classroom observations and survey data are analyzed using descriptive statistics (frequencies, percentages, and means) to determine similarities and differences among respondents and across assessment areas. Focus group and interview data is independently compiled and analyzed according to qualitative content analysis procedures including coding of responses, categorization of emerging themes, and synthesis of findings and lessons learned (Auerbach & Silverstein, 2003; Creswell, 1998; and Roberts, 1997). WestEd prepares a school needs assessment report of findings that is virtually shared with leadership. The needs assessment report may serve as the foundation for root cause analysis and school improvement planning.

#### **Cost**

Comprehensive Needs Assessment cost is \$40,000 per school. Price includes the cost for all preparation, materials and travel.

## **b. Describe any new work you have done or are doing in Colorado schools and districts since the original RFI submission in 2018.**

WestEd is currently serving two schools in Aurora Public Schools (Vista PEAK Exploratory School and Aurora Quest K-8) and one school in Adams County 14 School District (Adams City High School). Below is a description of the professional development services that WestEd is providing to our Colorado partners in the 2019-2020 school year. The work at Vista PEAK Exploratory School began during the 2018-2019 school year.

WestEd provides professional development that brings research-based teaching practices together into a useable framework, so administrators, instructional coaches, and teachers have a common language to objectively discuss, plan, and examine intentional classroom instruction. Teachers engage in professional development and coaching on implementing effective

instructional strategies and administrators in job-embedded coaching on supporting teachers in the implementation of Common Core State Standards-aligned instructional strategies.

Knowledge and instructional expertise are developed through highly engaging, student-centered modules, which include specific research-based teaching principles that lead to increased student achievement for regular and special education students and students learning English as a second language. Professional development offerings are collaboratively selected based on identified needs and alignment to existing or to-be-developed local protocols and/or frameworks; instructional topics may include, for example, Common Core instructional shifts in ELA and Math, Engaging All Learners in the Academic Learning, Cognitive Levels of Questions and Activities (Depth of Knowledge), Developing Academic Conversations, and Formative Assessment.

Follow-up job-embedded coaching for teachers in targeted areas of professional development simultaneously builds coaching capacity in site administrators and teacher leaders/instructional coaches to observe and debrief classroom instruction (e.g., through an array of coaching techniques, including, among others, in-and-out coaching, side-by-side coaching, and on-the-spot coaching). Coaching may also include lesson planning through grade level and/or subject area Plan-Observe-Debrief (POD) Cycles which include the design of a standards-based lesson, observing the teachers implement the designed lesson, and providing coaching and feedback on the lesson delivery.

### III. CAPACITY

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**Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.**

WestEd has the capacity to serve up to six new schools in Colorado for the 2019-2020 school year. An additional number of schools may be served if organized into networks with each network serving a small number of schools.

# IV. EVIDENCE OF TRACK RECORD OF IMPROVED STUDENT AND SCHOOL OUTCOMES

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**a. Provide concrete evidence from your three most recent engagements with schools and districts (Colorado schools and districts are preferred, if available). Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.**

Below is a brief list that represents the improvement that districts and schools typically experience when receiving services from WestEd as a vehicle in support of school improvement. None of the examples are Colorado-based, as services in the state have just recently begun.

## **Buffalo School District, Buffalo, New York**

Over the past three years, WestEd has been working with struggling schools in Buffalo, NY. In 2015-16, four out of eight of the Buffalo schools that WestEd was working with were in receivership. Professional Learning Communities were an integral part of the services WestEd provided to support school improvement in these priority schools. Over the course of the past year, 100% of the schools that WestEd worked with met their receivership targets; compared to 55% of receivership schools across the district that WestEd was not working with at the time.

## **Jordan L. Mott Junior High School (6-8) Bronx, New York City**

From 2016 to 2018, WestEd partnered with Jordan L. Mott Junior High School to provide comprehensive school needs assessments and turnaround services centered on transformational leadership and English Language Learner instructional practice. Mott was identified by the New York State Education Department (NYSED) as a school subject to Receivership under the New York City Schools Chancellor. The designation as a Receivership school means that the school must make progress on certain benchmarks in order to avoid Independent Receivership. The WestEd team focused on strengthening English as a New Language teaching and learning through six research-based principles of effective ELL instruction organized into three domains: Opportunities to Learn, Asset Orientation, and Developing Autonomy. All Receivership schools in New York State were required to select at least 10 Receivership Benchmarks, which are divided into “Level One” and “Level Two” benchmarks. In December 2017, NYSED released Mott from Receivership status. The school serves approximately 450 students with 40% EL, and almost 100% of students receiving free or reduced-price lunch.

## Atwater Elementary School District (K-8), Atwater, California

Over the last three years, WestEd facilitated a districtwide approach to instructional transformation in Atwater Elementary School District (AESD) through the establishment of a common observation protocol, monitoring, and providing feedback across three core practices (daily objectives, student engagement for all, and a depth of knowledge equal or greater than level two in all daily lessons). The district was recognized as a California Golden Bell recipient in 2018 under the category title, “Closing the Opportunity Gap”, for their gains in serving English Language Learners and economically disadvantaged students. One of the AESD schools, Elmer Wood, a 2018 CA Distinguished School Award winner, demonstrated over 24 points growth in English Language Arts and over 22 points growth in mathematics from 2015 through 2018 on the California Assessment of Student Performance and Progress.

### **b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers. Which EBI tier best describes your work, and why?**

Evidence offered is self-assessed as Tier 4, with a well-defined theory of action, practices that are supported by research, and evidence that is seen by districts and schools as contributing to improvement in academic achievement as measured according to the local accountability system.

### **Theory of Action**

The Theory of Action for WestEd’s Transformational Leadership program is stated below and followed up by short-term and mid-term outcomes that lead to sustainable long-term outcomes.

- **If** we strengthen the competencies of leaders to transform districts and schools, **then** they will have the capacity to take bold a purposeful action.
- **If** leaders take bold and purposeful action, **then** they establish the conditions for effective teaching and learning.
- **If** the conditions for effective teaching and learning are established, **then** teachers will have the opportunity to improve instructional practice.
- **If** teachers improve instructional practice, **then** student learning will increase.

### **Proposed Outcomes**

#### **Short-term:**

- School leaders will demonstrate evidence of competencies through the actions they take as measured by 30- and 60-day reviews and completion of 90-day leader action plans (e.g., scheduling of ongoing teacher collaboration time, establishment of PLCs)

**Mid-term:**

- Leaders will work to create conditions for effective teaching that will be evident (e.g., data usage, supportive school culture and climate) and gathered through observations of teaching and leadership, as well as feedback from surveys.

**Sustainable Long-term:**

- **Leaders** improve competencies as measured by evidence of practice, baseline data, and principal evaluations as evidenced by mentor feedback.
- **Teachers** improve practice as measured by observations and evaluations.
- **Students** increase learning as measured by proficiency and growth.
- **Schools** improve performance as measured by the state's accountability system.

# APPENDIX A: FOUR DOMAINS FOR RAPID SCHOOL IMPROVEMENT

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<b>Domain 1: Turnaround Leadership</b>	
<b>Subdomains</b>	<b>Indicators</b>
1.1. Prioritize improvement and communicate its urgency.	1. School leadership sets a clear direction for the school with a stated vision, theory of action, goals, and strategies for rapid and sustained improvement.
	2. School Leadership Team itemizes and appropriately distributes leadership functions among faculty.
	3. Communication strategies, as outlined in a plan developed by school leadership, are used to routinely share improvement priorities across faculty and staff, with students, and with the school’s broader community.
1.2. Monitor short- and long-term goals.	1. School leadership sets student-outcome goals with baseline and annual target measures informed by various forms of assessment.
	2. School Leadership Team establishes and monitors implementation of an improvement or turnaround plan that is aligned with the school’s direction and includes implementation milestones and annual target measures.
	3. The improvement or turnaround plan includes necessary changes in personnel, programs, and professional practice as determined by needs assessments.
	4. School Leadership Team monitors and adjusts implementation of the improvement or turnaround plan through regular (typically monthly) review of progress toward goal-aligned milestones and target measures.
	5. School Leadership Team provides and responds to regular (typically quarterly) feedback on progress toward goal - aligned implementation milestones and annual target measures.
1.3. Customize and target support to meet needs.	1. School leadership assesses needs at the school, grade, and individual level and identifies three to five key priorities as part of a school improvement or turnaround plan.
	2. School leadership requests and receives flexibility from the district around identified areas (e.g., flexibility in hiring staff or use of funds) and offers data as rationale for the requests
	3. School plans and implements improvement strategies that are focused on student learning needs and tailored to address the professional learning needs of individual teachers.

<b>Domain 2: Talent Development</b>	
<b>Subdomains</b>	<b>Indicators</b>
2.1. Recruit, develop, retain, and sustain talent.	1. School leadership engages school personnel to identify the unique turnaround context of their school and uses this information to determine the priority competencies for teachers and leaders.
	2. School leadership hires teachers and leaders from an identified talent pool for turnaround contexts developed by the district and conducts its own recruitment to ensure a staff of teachers and leaders well matched to school needs.
	3. Teachers and leaders are engaged in professional development opportunities that include strategies to succeed in the turnaround environment.
2.2. Target professional learning opportunities.	1. School Leadership Team meets at least quarterly to review data to inform professional learning opportunities for teachers and makes recommendations in rapid response to identified needs, as aligned with the school's turnaround priorities.
	2. School Leadership Team engages in learning opportunities with teachers to learn together and reflects with them on professional practice (e.g., coaching, mentoring, and observation.)
	3. School Leadership Team seeks out, and provides access to, professional learning opportunities that are differentiated, purposeful, effective, and high quality to benefit faculty both individually and collectively.
2.3. Set clear performance expectations.	1. School Leadership Team provides clear written expectation for teachers and leaders in terms of roles, effort, and expected outcomes.
	2. School Leadership Team develops and implements schedules to reflect effective use of teacher time, including time for teacher collaboration, professional learning, and review of student data.
	3. School Leadership Team examines, at least once a semester, teacher and leader role descriptions and commitments so that responsibilities can be equitably distributed.

<b>Domain 3: Instructional Transformation</b>	
<b>Subdomains</b>	<b>Indicators</b>
3.1. Diagnose and respond to student learning needs.	1. School teams meet regularly (at least monthly) to review implementation date (e.g., documentation from walkthroughs, practice fidelity, training, coaching) and student data (academic and socio-behavioral) for all students and individual students.
	2. The principal and district liaison are active members of the School Leadership Team and provide support and advice to secure needed resources for instructional improvement.
	3. School teams use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need.
3.2. Provide rigorous evidence-based instruction.	1. School Leadership Team constructs a credible menu of evidence-based instructional practices that adequately represent the state standards to recommend to teachers for meeting student needs.
	2. To meet student needs, teachers use, with a high degree of fidelity evidence-based instructional practices that adequately represent the state standards.
	3. School personnel receive initial and ongoing training in using evidence-based instructional practices, with opportunity to practice the skills in the training.
	4. School leadership ensures that all students are taught with evidence-based instructional practices that adequately represent the state standards and are differentiated to meet their individual needs.
3.3. Remove barriers and provide opportunities.	1. School team meets monthly to use a protocol to identify specific students in need of support, remove barriers, and fulfil unmet needs of identified students.
	2. School team meets periodically with representatives of the community organizations and uses district developed tools to match students with appropriate services to fulfill their unmet needs.
	3. School team uses data (including stakeholder survey results) three times per year to measure effectiveness of integrating the early warning data system (EWDS) provided by the state and the Menu of Community and Social Services (MCSS) developed with broad stakeholder participation and satisfaction with their use.



<b>Domain 4: Culture Shift</b>	
<b>Subdomains</b>	<b>Indicators</b>
4.1. Build a strong community intensely focused on student learning.	1. All school personnel are organized into teams with clearly defined purposes (related to improving practice in order to enhance student learning), regular meeting times, and work products.
	2. A team including teacher and parent representatives oversees school-home relationship that enhance student learning and operates with clearly defined purpose <sup>3</sup> (related to improving practice in order to enhance student learning), regular meeting times, and work products.
	3. School Leadership Team clearly defines, documents, and annually reviews roles, responsibilities, and expectations relative to students' learning for administrators, teachers, parents/caretakers, staff, volunteers, and students.
	4. School promotes, recognizes, and celebrates academic achievement in school rituals and routines such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.
	5. School facilitates two-way communication and face-to-face association among school personnel, students, and students' families to work together to advance student learning.
4.2. Solicit and act upon stakeholder input.	1. School Leadership Team annually conducts a survey of school personnel, families, and students to gauge perceptions about the school, its effectiveness, and their place in it.
	2. School Leadership Team annually releases to the school community a report of its analysis of the climate survey, including concrete actions it plans in response to the analysis.
	3. School Leadership Team annually convenes meetings of school personnel and families to discuss the results of the annual climate survey.
4.3. Engage students and families in pursuing education goals.	1. All teachers build students' skills in setting learning goals, applying learning strategies, and tracking their mastery.
	2. All teachers help student explore possibilities, articulate their personal aspirations, and connect their learning to the pursuit of these aspirations.
	3. School helps students and their families formulate education goals and understand the use of a variety of data sources about student progress and interests.

# APPENDIX B: STAFF RESUMES

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## SOFIA ABURTO

730 Harrison Street, San Francisco, CA 94107



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### SUMMARY OF RELATED EXPERIENCE

Sofia Aburto is a Senior Engagement Manager for the Comprehensive School Assistance Program at WestEd. Aburto has worked with WestEd since 2001 as a K-12 school/district improvement facilitator and instructional coach in numerous schools serving significant numbers of English Learners across a number of states. As an instructional coach, Aburto integrates district appraisal systems with instructional coaching, offering customized professional development in research-based instructional strategies and job-embedded coaching services for administrators, academic coaches, and teachers, including conducting classroom observations and providing teacher feedback using a variety of coaching models and techniques.

As a school/district improvement facilitator lead, Aburto develops, supports, and monitors the implementation of state sanctioned K-12 school and district improvement plans, with specific expertise in services for English Language Learners. She has helped numerous districts and schools raise overall achievement, narrow the achievement gap between subgroups of students, and exit state-sanction status. She has participated in numerous national and state research and evaluation studies examining the impact of federal funding on services and the academic achievement of low-income and language minority students.

As Senior Engagement Manager, she oversees instructional services across integrated projects and is responsible for supervising numerous staff delivering instructional services. She has taught in the areas of test theory, research methodology, and statistics in Schools of Education and Departments of Psychology.

### EDUCATION

- ABD     PhD, Educational Psychology, Stanford University
- 1982    Pupil Personnel Services Credential Program, California State University, Fresno
- 1981    BA, Psychology, California State University, Fresno

### PROFESSIONAL EXPERIENCE

- 2001–   *Senior Engagement Manager, Field Services* (since January 2013)
- Present *Assistant Director of Field Services* (since October 2006)
- Senior Research Associate, Comprehensive School Assistance Program*  
          WestEd, Oakland/San Francisco, CA

Aburto has worked with WestEd since 2001 as a school/district improvement facilitator and instructional coach serving numerous elementary, middle, and high schools across a number of states. As instructional coach, Aburto integrates district appraisal systems with instructional coaching, offering customized professional development in research-based instructional strategies and job-embedded coaching services for administrators, academic coaches, and teachers, including conducting classroom observations and providing teacher feedback using a variety of coaching models and techniques. As a school/district improvement facilitator lead, she develops, supports, and monitors the implementation of state sanctioned K-12 school and district improvement plans, with specific expertise in services for English Language Learners. She has helped numerous districts and schools raise overall achievement, narrow the achievement gap between subgroups of students, and exit state-sanction status. Aburto has participated in numerous national and state research and evaluation studies examining the impact of federal funding on services and the academic achievement of low-income and language minority students. As Senior Manager, she oversees instructional services across integrated projects and is responsible for supervising numerous staff delivering instructional services. She has taught in the areas of test theory, research methodology, and statistics in Schools of Education and Departments of Psychology. She currently primarily serves districts and schools in Arizona, California, and Hawaii.

1996– *Senior Researcher*

2001 RPP International and the Institute for Policy Analysis and Research, Emeryville, CA

Deputy Director of the Benchmark Study, a national research study examining the effect of Title VII Comprehensive School grants on schoolwide reform and the learning of English Learners. Responsible for instrument development, administration, collection, analysis, and reporting of survey and fieldwork Study data. Technical assistance provider to multiple low-income under-performing schools engaged in school reform through the federally funded High Performance Learning Communities Study in California and Oregon. Data collection research support to the federally funded National Charter Schools Study. Leader of External Evaluator teams in schools developing corrective action plans under California’s Immediate Intervention/Under-performing Schools Program. Annual professional development sessions on comprehensive school reform, assessment and evaluation, and services for English learners at the National Association for Bilingual Education (NABE).

1989– *Research Associate*

1995 ARC Associates, Oakland, CA

Evaluation Assistance Center-West liaison to Oregon and Washington Departments of Education and technical assistance provider to northern California districts and schools in the evaluation of Title VII projects serving large numbers of English Learners. Provided staff development workshops and on-site support in the areas of study design, program implementation, standards, instrument development, data collection and analysis, and report writing. Developed instruments and collected and analyzed data for a number of studies examining the capacity building efforts of schools receiving Title VII funds. Presenter and consultant at numerous State Department Title VII Directors Meetings and conferences.

- 1989–1994 *Instructor*, Research Methodology and Measurement Theory, Psychology Department and Graduate School of Education, California State University, Hayward, CA
- Taught undergraduate and graduate Methodology and Testing/Measurement courses. Provided masters thesis support to students in the Graduate School of Education.
- 1990 *Teaching Fellow*, School of Education and Chicano Studies Department  
Stanford University, Palo Alto, CA
- Instructor for courses on Psychological Issues and Minority Students and Teaching Assistant for courses on Test Theory and Mexican Society and Culture in the USA.
- 1987–1990 *Research Assistant*, School of Education  
Stanford University, Palo Alto, CA
- Developed performance assessment exercises for use in the Teacher Assessment Project, a precursor to the work of the Professional Board for National Teaching Standards.

## SELECTED PUBLICATIONS AND PRESENTATIONS

- Aburto, S. (July, 2013). Successful Reform at a Colorado Turnaround Elementary School. 44<sup>th</sup> Annual CASE Education Leadership Convention, Breckenridge, CO.
- Aburto, S. (December, 2006). School Improvement 101: Understanding the Academic Program Survey. California School Board Association Conference, San Francisco, CA.
- Aburto, S. (June, 2003). *Culturally Responsive Evaluation: Issues and Their Implications for Evaluators Working in Diverse Communities*. National Science Foundation – Teacher Professional Continuum Project Evaluation Workshop, Washington, DC.
- Aburto, S. (May 2002). *Using data for school improvement*. Council of Chief State School Officers, State and District Support to Low Performing Schools Conference. Albuquerque, NM.
- Aburto, S., Serna, M. & Fitterer, H. (April 2002). *Schoolwide improvement planning and implementation*. Nevada Mega Conference, Incline Village, NV.
- Aburto, S. (April 2002). *Designing a standards-based accountability system inclusive of English learners*. National Clearinghouse for Comprehensive School Reform (NCCSR) Bookmark Newsletter, 3 (4), 2-5.
- Aburto, S. (April 2002). *Comprehensive school reform inclusive of English learners*. Paper presented at the American Educational Research Association Meeting, New Orleans, LA.
- Aburto, S. & Linquanti, R. (February 2002). *Principles and Practices for Evaluating English Learner Services*. California Association for Bilingual Education Conference, San Jose, CA.

- Berman, P., Aburto, S., Nelson, B., Minicucci, C., & Burkart, G. (2001). *Implementing schoolwide reform inclusive of limited English proficient students: A resource guide*. National Clearinghouse for Bilingual Education, Center for the Study of Language and Education, George Washington University, Washington, DC.
- Nelson-Barber, S., LaFrance, J., Trumbell, E., & Aburto, S. (2005). *Promoting Culturally Reliable and Valid Evaluation Practice*. In S. Hood, R. Hopson, and H. Frierson (Eds.), *The role of culture and cultural context: A mandate for inclusion, the discovery of truth and understanding in evaluative theory and practice*.
- Valencia, R. & Aburto, S. (1991). *Latino student access to the teaching profession: An overview of issues and research directions and practical strategies in teacher testing and assessment: Implications for improving Latino access to teaching*. In J. Deneen, G. Keller, and R. Magallan (Eds.), *Advances in assessment and their application to Latino college student access*.
- Valencia, R. & Aburto, S. (1991). *The uses and abuses of educational testing: Chicanos as a case in point*. In R. Valencia (Ed.), *Chicano failure and success: Research and policy agendas for the 1990s*. Falmer Press, Bristol, PA.

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## **SUMMARY OF RELATED EXPERIENCE**

Faith Burtamekh is a Senior Program Associate within the Comprehensive School Assistance Program (CSAP) at WestEd. She is also a Family Engagement Facilitator with the Academic Parent-Teacher Teams (APTT) project. Burtamekh supports a range of district initiatives aimed at increasing student achievement via the structured engagement of parents and extended families. These efforts include supporting schools in implementing the APTT model of parental involvement, along with ensuring that implementation and coaching are done with fidelity.

Burtamekh is currently working in Philadelphia, Pennsylvania with the William Penn Foundation. She is the project lead and oversees a team of three APTT facilitators in supporting nine schools with APTT implementation in the School District of Philadelphia. Burtamekh also leads and manages APTT projects in New York City Public Schools, Ossining Union Free School District, and Cleveland Metropolitan School District.

Burtamekh is an accomplished and highly-qualified educational professional with demonstrated success in the area of project management, communication, and professional development, project acquisition, contract renewal, and organization of student educational activities.

## **EDUCATION**

- 2008      Structured English Immersion, PreK-12
- 2004      Principal Certificate, Northern Arizona State University
- 2003      MA, Educational Leadership, Northern Arizona University, Flagstaff, AZ
- 2001      Standard Elementary Education, 1–8, University of Phoenix
- 1998      BA, Liberal Studies, San Francisco State University, San Francisco, CA

## **PROFESSIONAL EXPERIENCE**

- 2014 –    *Family Engagement Facilitator*, Comprehensive School Assistance Program
- Present    WestEd, Sacramento, CA

Serves as a Family Engagement Facilitator for Academic Parent Teacher Teams (APTT). She supports a range of district initiatives aimed at increasing student achievement via the structured engagement of parents and extended families. Provides ongoing assistance to school and district leaders and teachers facilitating workshops on developing aligned systems of curriculum, instruction, and assessment with follow-up coaching sessions.

Provides overall leadership to the development and implementation of the Comprehensive School Assistance Program to ensure effective implementation to help meet the professional development needs of early learning.

- 2010 – *Elementary School Principal*  
 2014 Biltmore Preparatory Academy, Creighton Elementary School District, Phoenix, AZ
- Served as an administrator for K–8 elementary school overseeing more than sixty employees and five hundred students. Researched, developed, and implemented schoolwide systems that support student growth and achievement that resulted in an “A” school label. Collaborated with staff to develop and implement schoolwide model of systematic implementation of common core curriculum units and assessments in math, ensuring data driven instruction and extension for every student K-7. Researched, developed and implemented comprehensive and school wide Balanced Math Program that resulted in increased student achievement in mathematics in district and state assessments.
- 2004 – *Assistant Principal*, Excelencia Elementary School  
 2010 Creighton Elementary School District, Phoenix, AZ
- Served as an administrator for K–8 elementary school overseeing more than a hundred employees and nearly one thousand students. Researched, developed, and implemented a school wide discipline system that resulted in a decrease in suspensions over the last school year. Collaborated with staff to develop and implement schoolwide model of systematic interventions in math, ensuring data driven remediation/extension for every student K–8. Collaborated with principal to transition staff to Professional Learning Communities model of data analysis and achievement focus, leading to a successful submission of an “A+” application in Winter 2009.
- 2003 – *Fourth Grade Teacher*, Herrera Elementary School  
 2004 Phoenix Elementary School District, Phoenix, AZ
- Developed and taught a rigorous curriculum to diverse classroom of English language learners. Evaluated standardized test results, identified areas for improvement, established goals, and implemented research-based instructional strategies to increase student achievement. Completed administrative internship with building principal and served as the building administrator for Summer Academy.
- 2001 – *Third Grade Teacher*, Herrera Elementary School  
 2003 Phoenix Elementary School District, Phoenix, AZ
- Developed and taught a rigorous curriculum to diverse classroom of English language learners. Evaluated standardized test results, identified areas for improvement, established goals, and implemented research based instructional strategies to increase student achievement.
- 1999 – *Preschool Teacher*  
 2001 Weekday School, Phoenix, AZ
- Facilitated and implemented a developmentally appropriate multicultural curriculum that included math, reading, language arts, science, social studies, and character education to a diverse group of young learners. Coordinated and supervised afterschool enrichment program.

## **SELECTED PUBLICATIONS AND PRESENTATIONS**

- Building Capacity for Effective Family Engagement Focused on Student Learning, Leadership for Educational Achievement Foundation, Inc. (LEAF) (February 2015)
- Keynote Speaker, Innovation and Implementation II Conference, Lake Geneva, Wisconsin (2014)
- Creighton Elementary School District Governing Board Award: Innovation (Spring 2007)

## **SELECTED PROFESSIONAL ACTIVITIES**

- Association of Supervision and Curriculum
- Arizona School Administrators Association
- National Council for Teachers of English



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## **SUMMARY OF RELATED EXPERIENCE**

Patricia Dienz is a District and School Improvement Facilitator with WestEd's Comprehensive School Assistance Program (CSAP). Dienz provides engaging training and professional development, coaching, and technical assistance to support improvement efforts of districts and schools throughout the western United States. She has worked with educators in diverse populations from Hawaii to remote districts of the Navajo Nation. Her most recent work has been in Hawaii, California, and Arizona. She has served districts with significant populations of English Learners and students in poverty, as well as several charter schools. Her work focuses on equity through research and evidence-based instructional strategies and job-embedded coaching models, and she also facilitates training to build standards-based curriculum and supports its implementation through building the capacity of districts and schools to meet accountability goals, improve student performance through common formative assessments, conduct analyses of data to inform instruction (PLCs), and implement and monitor effective teaching strategies and programs. She has developed and facilitated training in effective math lesson design that incorporates the needs of all learners, but particularly English Learners. She also facilitates highly interactive professional development in other areas such as effective instructional strategies, English Learner strategies and academic conversations, curriculum design, and distributed leadership.

Prior to joining WestEd, Dienz spent 34 years in teaching and administration positions in both urban and rural high schools and in private Montessori education. She taught high school mathematics for 11 years and all levels of Montessori education for 11 years. She served as Principal of a large, diverse, urban, comprehensive high school with a high ELL population and a diverse population of Hispanic and native American students, where she and her administrative team significantly improved reading scores. Dienz has implemented Smaller Learning Communities Grants and two GearUp grants, and later became Director of High Schools for a large urban district of 10 comprehensive high schools and several alternative high schools where she supported several SIG schools. Dienz was involved in high school improvement efforts such as the Arizona High School Renewal and Improvement Initiative and the Arizona Summit on 21<sup>st</sup> Century Skills.

## **EDUCATION**

- |      |   |
|------|---|
| 2008 | Superintendent Certificate, University of Phoenix, Tucson, AZ                       |
| 2000 | MEd, Educational Leadership, Northern Arizona University, Tucson, AZ                |
| 1984 | Primary Montessori Certification, Houston Montessori Center, Houston, TX            |
| 1978 | BS, Physical Education/ Mathematics, University of Texas-Pan American, Edinburg, TX |

## PROFESSIONAL EXPERIENCE

2010 – *District/School Improvement Facilitator*, Comprehensive Assistance Program  
Present WestEd, Phoenix, AZ

Duties include providing professional development and coaching on effective instructional strategies for all learners and effective lesson design, especially in math; development of instructional and math coaches; instructional coaching of administrators, coaches, and teacher leaders; development of professional learning systems; and development of, training and coaching on observation protocols and systems and curriculum development and revisions.

2009– *Director of High Schools*  
2010 Tucson Unified School District, Tucson, AZ

Duties included supporting principals of ten comprehensive high schools and several alternative programs; organizing and leading meetings of high school administrators; supporting SIG schools and writing grants in support of those schools; designing and implementing a free summer school program for secondary schools, and leading development of online course registration process based on student choice.

2004– *Principal*, Pueblo Magnet High School  
2009 Tucson Unified School District, Tucson, AZ

Duties included leading a team of four assistant principals, and a staff and student body of 2000; hiring and supervision of certified, classified staff and contract labor; evaluation of certified and classified staff; leading revisions of the mission, vision and values of the organization; developing and providing professional development based on school goals; analysis of data; implementation of Smaller Learning Communities and GearUp grants; instructional support of a significant English Learner population and several Exceptional Education programs; leading monthly meetings of all secondary high school principals.

2002– *Assistant Principal for Curriculum and Instruction and Operations*  
2004 Pueblo Magnet High School, Tucson Unified School District, Tucson, AZ

Duties included supervision and evaluation of faculty and staff; supervision of school counseling program; leading collaborative building of master schedule and classroom utilization; planning and support of Parent Nights, and Parent Conferences; supervision of engineering and custodial staff; planning and supervision of school renovations; planning and organization of all testing; planning and scheduling of all hiring interviews; student discipline.

1996– *Secondary Math Teacher/Student Council Advisor*  
2002 Cholla High Magnet School, Tucson, AZ

Duties included teaching of all levels of mathematics; advisor to and support of all Student Council activities which including the planning of pep assemblies and other school events.

- 1995– *Math Teacher*  
 1996 Milliken Middle School, Lewisville, TX  
 Duties included teaching middle school mathematics, and the development of a Montessori Math class for Special Education students.
- 1994– *Secondary Math Teacher*  
 1995 Palo Verde Magnet and Rincon High Schools, Tucson, AZ  
 Duties included teaching math on two campuses.
- 1983– *Montessori Guide/Development Coordinator/Director*  
 1994 Discovery School, McAllen, TX  
 Duties included leading the 3-6 yr. old program, the 6-12 year old program and the 12-15 year old programs; leading a staff of 12 Montessori guides and their assistants; developing and organizing the fundraising efforts of the school.
- 1978– *Secondary Math Teacher/Diving Coach*  
 1983 McAllen High School, McAllen, TX  
 Duties included teaching secondary math classes and coaching the swimming and diving program for two high schools and three middle schools.

## **SELECTED PUBLICATIONS AND PRESENTATIONS**

- Dienz, P. and Julien, A. (2017). *Teachers Coaching Teachers through Plan, Observe, Debrief (POD) Cycles*. Presentation for 2017 Association of California School Administrators Leadership Summit, San José, CA.
- Dienz, P. and Hall, T. and others (2017). *Building Limitless Instructional Capacity*. Presentation for 2017 Association of California School Administrators, San José, CA.
- Dienz, P. and M. Cody (2017). *Beyond the Pair-Share: Developing Academic Conversations for All Learners*. Presentation for 2017 National Forum on Dropout Prevention for Native and Tribal Communities, Scottsdale, AZ.
- Dienz, P. and Julien, A. and others (2016). *Transforming Schools Through Distributed Leadership: A Path to Equity*. Los Alamitos, CA.
- Dienz, P (2007). *Developing Job skills in Science*. Presentation for the City of Tucson City Council, Tucson, AZ
- Dienz, P (2007). *Middle School/High School Transitions*. Presentation for Middle School/High School Administrators, Tucson Unified School District, Tucson, AZ
- Dienz, P and Julien, A. (2007). *Focus on collaboration: Corporate Partnerships*. Presentation for Arizona Department of Education, Arizona High School Renewal Conference, Tucson, AZ
- Dienz, P and others (2000). *Cryptography*. Presentation for Regional Institute for the Mathematical Sciences, University of New Mexico, Albuquerque, NM
- Dienz, P (1998). *Using Lab Gear to Teach Algebra*. Presentation for Tucson Unified School District Mathematics Teachers, Tucson, AZ

Dienz, P (1987 & 1988). *Montessori Math Materials*. Presentations for Region One Service Center, Edinburg, TX

### **SELECTED PROFESSIONAL ACTIVITIES**

- Research for Better Teaching Training, Tucson Unified School District
- Certified Breaking Ranks Trainer, NASSP
- Balanced Leadership, McREL; Tucson Unified School District
- Cognitive Coaching Training; Tucson Unified School District
- Smaller Learning Communities Grant Facilitator
- GearUp Grant Facilitator
- SIG Grant Facilitator

### **PROFESSIONAL AFFILIATIONS**

- National Association of Secondary School Principals
- Association for Supervision and Curriculum Development
- Arizona School Administrators
- Phi Kappa Phi

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**SUMMARY OF RELATED EXPERIENCE**

Tamara Hall works as a School and District Improvement Facilitator for the Comprehensive School Assistance Program (CSAP). Hall provides assistance to administrators, academic coaches and teachers in supporting implementation of standards-based instruction, teacher evaluation, observation instructional protocols and coaching. Hall also works with school principals and teacher leaders building their instructional leadership capacities through professional development and coaching. Dr. Hall works with supporting English Language Learners through the Plan, Observe, Debrief (POD) process. Hall's expertise includes Webb's Depth of Knowledge, Lesson Design, Planned Academic Writing and Speaking, Student Engagement, Formative Assessment, Reading Strategies and Common Core Writing and Language Progressions.

Hall provides professional development on WestEd's Coach for Success program, providing school leaders with skills in data collection, instructional analysis, and interpretation, as well as various coaching techniques. In addition, Hall also provides training in professional learning communities including the facilitation of grade-level or department meetings supporting administrators in building leadership capacity along with teachers' skill in using data to determine students' instructional needs, including English Language Learners. Currently she collaborates with K-12 schools and districts throughout Arizona and California, improving instructional practices for all learners.

Prior to joining WestEd, Hall was a secondary school administrator, as well an adjunct professor for Northern Arizona University in the Educational Leadership Program. Hall's experiences in school and district improvement include work with schools and districts throughout the states of Arizona and California. She has served as a team leader with Advanced Ed, facilitating the accreditation process for schools and districts. Hall has also presented on school improvement, professional learning communities, school culture, and professional development at local, state, and national conferences.

**EDUCATION**

- 2004 EdD, Educational Administration and Supervision, Arizona State University, Tempe, Arizona
- 1996 MS, Education Leadership, Arizona State University West Campus, Phoenix, Arizona
- 1993 Graduate Hours Toward MS, California State University, Fullerton, California
- 1986 BFA, Dance Education, Arizona State University, Tempe, Arizona

**PROFESSIONAL EXPERIENCE**

- 2011- *School and District Improvement Facilitator*
- present WestEd

Duties include providing professional development and coaching on effective instructional strategies to implement standards-based lesson design for all learners, including Writing and Language Progressions, Depth of Knowledge, Formative Assessment, Text Complexity, Planned Academic Writing and Speaking; Instructional coaching for teacher leaders, instructional coaches and administrators; Training and coaching on implementation of customized instructional observation protocols and systems.

2006 – *Principal*  
2011 Valley Vista High School, Surprise, Arizona

Duties included creating vision, mission and core values; creation and implementation of an English Language Learner program; hiring of classified and certified staff; supervision of staff; analysis of data; setting school goals; development and implementation of continuous improvement plan; professional development of staff; parent and community outreach; master schedule; North Central Accreditation process; liaison to district office.

2005 – *Planning Principal*  
2011 Valley Vista High School, Surprise, Arizona

Duties included planning for the opening of a new Title I high school for 1100 students in grades nine and ten. Responsibilities ranged from purchasing textbooks, furniture, athletic uniforms, etc. to involvement in construction meetings, hiring of staff, master schedule, community meetings, development of core values, vision, application for accreditation, school improvement plan, English Language Learners, data analysis, course offerings, technology plan, etc.

2004 – *Assistant Principal*  
2005 Sunrise Mountain High School, Peoria, Arizona

Duties include: clinical supervision and evaluation of faculty and staff; analysis of standardized testing data; organization and development of Smaller Learning Communities, Sophomore Transition activities and academic teaming; Supervision of Guidance Department including master schedule; room utilization; curricular decisions; Staff development; school goals; curricular leadership team; student discipline; “Meet the Teacher” night; Supervision of Jobs for Arizona Graduates and Career and Technical Education programs.

2002 – *Assistant Principal*  
2004 Centennial High School, Peoria, Arizona

Duties include: clinical supervision and evaluation; analysis of standardized testing data; organization and development of tutorial preparations; English Language Learner Program, Advanced Placement testing coordinator; master schedule; staff development; school goals; curricular leadership team; implementation and development of the smaller learning communities programs; supervision of smaller learning communities planning grant.

1999 – *Assistant Principal*  
2002 Peoria High School, Peoria, Arizona

Duties included: clinical supervision of faculty and staff members; organization and supervision of staff development programs; English Language Learner Program; master schedule, master calendar; student discipline; attendance; supervision of all student activities and club sponsors, budgets; liaison between faculty, staff, students, sponsors and community members; public relations; public events; parental communication; student discipline; special education; design and implementation of peer-to-peer mentoring program.

1999 *Summer School Principal*  
Centennial High School, Peoria Arizona  
Duties included: ordering supplies, discipline and attendance issues, parental communication, supervision of staff and students, assistance of placement of students, and organization of graduation.

## **SELECTED PUBLICATIONS AND PRESENTATIONS**

Hall, T., (2005). *Smaller Learning Communities and Their Impact on Student Achievement in Math*. ASCD National Conference Presenter, Orlando, Florida.

Hall, T. (2009). *Building Professional Learning Communities From the Ground Up*. AZ Department of Education, Conference Presenter, Tucson, AZ

Hall, T. (2008). *Making PLC's Work in a Large Comprehensive High School*. AZ Department of Education, Conference Presenter, Phoenix, AZ.

Hall, T. (2010). *Aligned Professional Development: Improving Instruction for ALL Learners*. Advanced ED Conference Presenter, Phoenix, AZ.

Hall, T. (2011). *Using Data to Differentiate Instruction for ALL Learners: A High School Success Story*. AZ Department of Education, Conference Presenter, Tucson, AZ.

Hall, T. (2017). *Transformative Leadership for Equity: A Leadership Implementation Guide*. AZ Department of Education, Conference Presenter, Tucson, AZ.

Hall, T. (2017). *Transformative Leadership for Equity: A Leadership Implementation Guide*. National Principals Association, Conference Presenter, Philadelphia, PA.

## **SELECTED PROFESSIONAL ACTIVITIES**

- Making Standards Work Certified Trainer, Dysart Unified School District
- Balanced Leadership Training, McREL, Dysart Unified School District
- Solutions Team Leader, Arizona Department of Education, 2004-2008
- ASIP Support Coach, Arizona Department of Education, 2009.
- North Central Advanced ED Accreditation Chair, 2006-2011
- Adjunct Professor: Northern Arizona University, Educational Leadership Graduate Instructor, 2004-2012
- Certified Breaking Ranks II Trainer through NASSP

## **PROFESSIONAL AFFILIATIONS**

- AZ School Administrators Association
- National Secondary School Principal's Association
- Association of Supervision of Curriculum Development
- Learning Forward



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**SUMMARY OF RELATED EXPERIENCE**

Angela Julien serves as a School and District Improvement Facilitator for WestEd's Comprehensive School Assistance Program. Julien provides training, professional development, and technical assistance to support distributed leadership as a path to equity, differentiated instruction, and student achievement improvement efforts for schools K-12 in Hawaii, Arizona, California, and Colorado. Her work in Hawaii focuses on improving writing instruction for second language learners and other underperforming student groups. All of her work is grounded in research-based and scientific teaching and coaching models. Combined with job-embedded professional development, these models afford educators strategies to improve achievement for all students.

Julien spent more than 30 years in teaching and administration positions in urban and rural high schools. She served as Principal of a diverse, urban, comprehensive high school. Concurrently, she was Project Manager for four Small Learning Community Grantee schools, High School Transformation Facilitator for the district's 10 high schools and was selected as a Practitioner Advisor for Small Learning Communities. Previously, Julien served as Assistant Principal for Curriculum and Instruction in another large urban high school in an area of high poverty. In both schools, Julien worked to resolve practices causing inequities including ability tracking and underrepresentation of minority students in honors and Advanced Placement classes. As a school administrator, Julien participated in training for English language learner instruction and supervised successful EL programs in two high schools. Julien supports teachers in their lesson planning for English language learners through the planning, observing, debriefing (POD) process. Throughout her career, she has created and implemented innovative plans to help schools improve student achievement for all students and close achievement gaps.

**EDUCATION**

- 2006 Post Masters, Superintendent Certificate, University of Phoenix, Tucson, Arizona
- 1991 Post-Masters, Educational Administration Certificate, Northern Arizona University
- 1983 MA, English, Northern Arizona University
- 1974 BS, English and Speech/Theater, Northern Arizona University

**PROFESSIONAL EXPERIENCE**

- 2008– *School and District Improvement Facilitator*, Comprehensive School Assistance
- Present Program, WestEd, Tucson, AZ

Provides professional development and job-embedded coaching for administrators, instructional coaches and teachers K-12. Topics based on distributed leadership as a path to equity and pedagogical expertise include: support for implementation of the Common Core instructional shifts, functional writing with an emphasis on English language learners, evidence-based instructional practices including differentiation for specific learner needs, instructional coaching and instructional planning to increase equity in achievement. Additional topics based on expertise in teaching English/Language Arts include: academic literacy, writing for the Common Core, building academic conversations, and text-based learning.

2006–  
2008 *Facilitator of High School Transformation*, Department of Academic Excellence, Tucson Unified School District, Tucson, AZ

Coordinated a diverse set of stakeholders to create a Platform for Change and Implementation Calendar for all Tucson Unified School District High Schools with the purpose of better serving all students. Served as Project Director for multiple Small Learning Communities Grantee schools. Expanded the work to middle schools by facilitating Middle School Principal Strategic Planning. Facilitated both middle and high school principals in articulating transitional efforts during professional development sessions.

2001–  
2008 *Principal*, Rincon High School  
Tucson Unified School District, Tucson, AZ

Focused on creating an environment of data-driven decision-making. Developed a student-driven master schedule. Led restructuring the school into Small Learning Communities resulting in A+ award from the Arizona Education Foundation. Served as instructional leader to foster scholarly relationships. Facilitated instructional and site councils in collaborative decision making. Coordinated professional development. Provided summative and formative evaluation for teachers.

1991–  
2001 *Assistant Principal for Curriculum and Instruction*, Amphitheater High School  
Amphitheater Public Schools, Tucson, AZ

Led three major initiatives: 1) Interdisciplinary House Program for 9<sup>th</sup> graders, 2) Honors Academy, an open entry program for students who were looking for academic rigor in their high school routine, and 3) Amphitheater Preparatory Academies, a four-year articulated interest-based pathway system for all students.

1990–  
1991 *Bridge Coordinator*, Amphitheater High School  
Amphitheater Public Schools, Tucson, AZ

Coordinated and taught the at-risk program for students who had not successfully finished 8<sup>th</sup> grade but were age appropriate for high school.

1988–  
1990 *Career Advancement Coordinator*, Career Ladder Program  
Amphitheater Public Schools, Tucson, AZ

Evaluated teaching and learning through observation and student outcome plans for teachers K-12.

- 1987– *Assistant to the Principal*  
 1988 Amphitheater High School, Tucson, AZ  
 Supervised student activities. Worked with student discipline and attendance issues. Coordinated an onsite alternative program and directed a vocational education peer tutoring program.
- 1975– *Classroom Teacher*  
 1987 Coconino High School and Amphitheater High School, Tucson, AZ  
 Taught freshman through senior classes including writing laboratories for students struggling with writing skills; served as Advanced Placement Department chairperson. Co-chaired a Northern Arizona A.P. and Senior English workshop for the College Board. Provided technical assistance for dramatic productions.

## SELECTED PUBLICATIONS AND PRESENTATIONS

- Julien, A. and Hall, T. (July 2016) *Transforming Schools Through Distributed Leadership: A Path to Equity*, Los Alamitos, CA.
- Julien, A. and Dienz, P. (August 2016) *Transforming Schools Through Distributed Leadership: A Path to Equity*, Oakland, CA.
- Julien, A and Hall, T. (July 2014) *Arizona College and Career Ready Standards Writing Workshop*, Phoenix, AZ.
- Julien, A. (Multiple dates 2014-2016) *Functional Writing for English Language Learners*, Farrington and Roosevelt Complexes, Oahu, HI.
- Julien, A. (November 2013) *Intentional Planning for Questioning*, Crane Elementary School District, Yuma, AZ.
- Julien, A. (June 2014) *The Road to Differentiation for Teachers*, Windward Complex, Oahu, HI.
- Julien, A.B. (2013). *Blooms and the bard: painted sonnets*. Tucson, AZ: Wheatmark Publishing.
- Julien, A. (September 2011) *Designing Data-Driven Instruction and Assessment through PLC's*, Windward Complex, Oahu, HI.
- Julien, A. (February 2008) *High School Reform; or a Tale of Dreams, Designs, Disasters and Homecoming Queens*, Presentation at Edualliance National Conference on High School Reform, San Diego.
- Julien, A. (February 2007). *Leading Change—Lessons Learned*, Presentation at Lake Havasu High School Faculty and Staff Conference, Lake Havasu, AZ.
- Julien, A. (January 2007). *CTE Exploratory Rotation*. Presentation at the Small Learning Communities Directors' Conference, Washington D.C.

Julien, A. and Martinez, L. (February 2007). *Leading Instructional Re-Engineering (Building Small Learning Communities)*. Presentation at the Arizona Department of Education Arizona High School Renewal Initiative Summit on Smaller Learning Communities, Phoenix.

Julien, A. (May 2006). *Leading Change for Personalization of a Comprehensive High School*. Presentation at the Arizona Department of Education Arizona High School Renewal Initiative, Prescott, AZ.

### **SELECTED PROFESSIONAL ACTIVITIES**

- Arizona High School Renewal Initiative Team member, Arizona Department of Education, 2004-2006
- Breaking Ranks Trainer of Trainers, 2004-2007
- Practitioner Advisor, Northwest Regional Laboratories, 2007-2008
- Project Director for Small Learning Communities Grantee Schools, Tucson Unified School District 2007-2008
- JTED (Joint Technological Education District) Implementation Team, Tucson Unified School District, 2006-2007
- Leadership Professional Development Planning Committee member, Tucson Unified School District, 2006-2008
- Arizona Department of Education Rules Committee Member for AIMS Augmentation Legislation, 2005
- Chair, Tucson Unified School District High School Principals, 2003-2005
- Arizona State Advisory Committee to the United States Commission on Civil Rights—member, 10+ years. Education Sub-committee chair, 1 year.

### **PROFESSIONAL AFFILIATIONS**

- Association for Supervision, Curriculum, and Development
- Phi Kappa Phi
- State Superintendent's Principals Advisory Board 2004-2006
- Phi Delta Kappa

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## SUMMARY OF RELATED EXPERIENCE

Susan Levenson has designed and implemented a broad spectrum of instructional supports for schools and districts all over the country in her role as School Improvement Facilitator. Her work in curriculum development and instructional coaching is informed by her passion for teacher empowerment, culturally responsive pedagogies, and impactful teaching and learning for students at every point along the continuum of language acquisition. She began her career as an ELA instructor in middle grades, primarily serving language learners. The issues of equity and community engagement in that environment inspired her to experiment with innovative programs for her students, including the creation of a unique writing program for bi-lingual students that produced unprecedented gains in student achievement.

After earning National Board Certification through her work with language learners in the middle grades, Levenson went on to earn College Board certification as an Advanced Placement Language and Composition instructor and trainer, eventually working as a consultant with College Board. During her tenure as a high school instructor, Levenson led the development of curriculum for the nation's first LEED-certified, environmentally-themed STEM magnet high school, which allowed her to delve deeply into explorations around project-based learning. The school's innovative programs and strong performance led to Levenson's recognition as Teacher of the Year.

In her prior role as ELA Coordinator for Georgia's Common Core implementation, Levenson developed the Professional Learning Master Plan for the state, building capacity for robust and ongoing professional learning communities in hundreds of sites. Levenson's key competencies include a facility for building rapport with clients, building long-term accountability for impacts into scopes of work, and effecting change not just in practices, but in systems.

## EDUCATION

- 2004 MEd, Secondary English Education, Georgia State University, Atlanta, GA
- 2002 BS, Psychology, Minor English Literature, Magna Cum Laude, University of Georgia, Atlanta, GA

## PROFESSIONAL EXPERIENCE

2013– Present *School Improvement Facilitator*, Comprehensive School Assistance Program  
WestEd, Sacramento, California

Curriculum and assessment development for English Language Arts and English Language Development; Professional Learning Community facilitation/capacity build; instructional support/system and site level; disciplinary literacy support/system and site level; data analysis and impact assessment.

2011– 2013 *State Coordinator*, English Language Arts Program Development  
Georgia Department of Education, Atlanta, GA

Statewide professional development and PLC facilitation, Common Core implementation, Georgia Regional Educational Service Agency coordination and oversight; item development and review leadership cadre PARCC, SBAC consortia, U.S. Ed. Striving Reader sub-grant and Gates Literacy Design Collaboration grant administration; Georgia CCRPI and Teacher Keys accountability metrics, ELA components.

2009– 2011 *Curriculum Development Specialist, Chair*, Department of English Language Arts  
Arabia Mountain High School of Science and Engineering, Lithonia, GA

Project-based environmental curriculum design, nation's first LEED-certified STEM magnet school; CollegeBoard consultancy/Advanced Placement certified trainer/SpringBoard trainer.

2004– 2009 *Instructor of English Language Arts*  
Sequoyah Middle School, Atlanta, GA

Site Professional Development Coordinator; Bilingual Community Outreach Committee Chair.

## SELECTED PUBLICATIONS AND PRESENTATIONS

### **Establishing Professional Learning Communities: For Project-Based Learning and Beyond, August 2016**

Developed for Clark County School District in Nevada, this two-day training explores DuFour's basic theories along with evolving research in systems health and our own intuitions about how to work together. Participants develop a results-oriented Theory of Action defining impacts and outcomes for PLCs. The protocol includes facilitated planning and multiple follow-up site visits to build capacity for continued evolution.

### **Writing Assessment and the Common Core: A Transition Guide, September 2012**

These training modules and instructional materials served to connect the existing Georgia Writing Assessments for Grades 3, 5, 8, and 11, which had been extemporaneous and persuasive, to the more rigorous text-based argumentative writing standards that are the basis of the next-generation of standardized tests. The documents provided standards-alignment to the existing state assessment rubric as well as extensive instructional material targeted at

scaffolding successful performance on next-generation text-dependent prompts and the synthesis of multiple texts.

**Common Core Teacher Guidance Handbook, May 2011**

These guidance handbooks include over 100 pages of deep learning and exploration of the standards to assist in on-the-ground implementation of the Common Core standards at each grade level, including sample integrated rich tasks for each focus standard and vocabulary for teaching and learning.

**Georgia Public Broadcasting Professional Learning Series, February 2012**

Available for viewing on the Georgia Public Broadcasting educational link, this series includes five 2-hour televised trainings on topics from the foundations and principles of Common Core, the “big shifts” in ELA instruction, constructing unit plans, incorporating informational texts, close reading, and literacy in the content areas.

**Reading Like a Detective, with Douglas Fisher, Georgia Reading Association, September 2013**

A half-day seminar for Georgia’s teachers around setting a purpose for reading and developing schema, extending the workshop for secondary teachers from Fisher’s primary grades focus.

**Common Core Tools Video Webcast Library, K-12, November 2012**

A video series featuring teachers doing stellar work with the Common Core in local districts, the webcasts spotlight five 8-minute clips for specific target skills which are then woven into a Prezi with student work samples, mentor texts, and instructional materials.