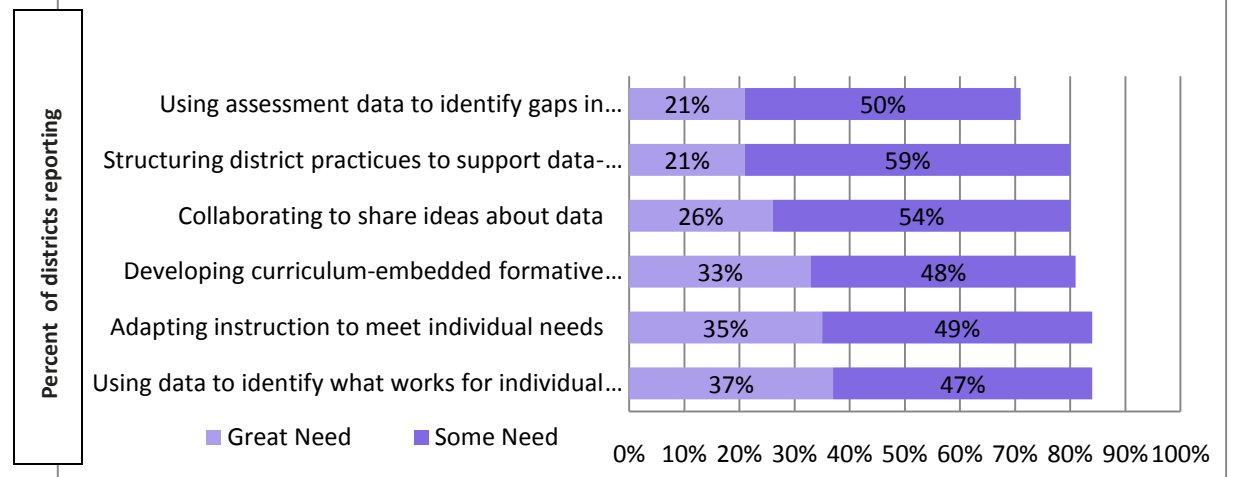


Accomplishments of our Team:

- Delivered over 1,000 professional development seminars to teachers, administrators, and other school staff on topics ranging from curriculum alignment and lesson planning to assessment and behavior/classroom management, Response to Intervention, differentiating instruction, co-teaching, and the future of education – In person and web-based.
- Provided technical assistance to 30 states, the District of Columbia, and 23 countries to support policy development, implement national and state legislation, establish equitable education practices, and scale-up research-based practices. Studied and implemented international accreditation systems.
- Founded three charter schools, guided school turnarounds, and provided technical assistance to over 55 charter schools in Ohio and Washington, DC.
- Assisted charter schools, private schools and public schools in raising academic achievement by implementing practices such as co-teaching, student-driven instruction, standards-based instruction, and universal design for learning.
- Developed and conducted over \$40 million in federal projects, resulting in identification of exemplary high schools, creation of standards for teacher mentoring, guidelines for test accommodations, improvement of teacher quality, research on the efficacy of student-driven instruction, strategic plans for preparing teachers for low-incidence special needs populations, and plans for youth to reenter urban high schools.
- Conducted systematic record reviews to arrive at diagnostic plans for schools and prepare and guide school leadership teams.
- Served on over 40 national and state level educational task forces in areas ranging from transition to employment to digital access, IDEA implementation, self-determination and individualized student plans, and international comparative learning.
- Designed authentic assessments, rubrics, and templates for reviewing standardized test data.
- Developed manuals for school administrators on effective supervisory practices.
- Co-authored over 100 articles, chapters, and books on improving student math skills, formative assessment, student self-determination, bridging the digital divide, urban reform, arts integration, and other innovative practices. Developed over 40 reports for other countries and NGOS (non-government organizations).

Level of Reported Need for Examples of Good Assessments¹



¹(SRI International, 2010). <http://www2.ed.gov/rschstat/eval/use-of-education/use-of-education-data.pdf>

“Data should be part of a feedback loop used to drive improvement at every level of the education system.”

Carmel Martin, assistant secretary for the Office of Planning, Evaluation and Policy Development, U.S. Department of Education

Accomplishments, cont.

- Collaborated with NGOs (non-government organizations) to improve education in developing countries and with educational associations (NEA, AFT, NASP, NASSP and others) to improve education in the U.S.
- Collaborated with over 50 colleges and universities (in the US and internationally) in implementation of federally-funded and NGO projects, resulting in development of teaching standards and the integration of evidenced-based practices into educational coursework.
- Designed and conducted qualitative research on arts integration, communities of practice, girls' education, school feasibility, and student self-determination.
- Served as project and program evaluators on Small Business Innovation Research and projects for the National Institutes of Health, the U.S. Department of Education, the U.S. State Department, and NGOs.

Findings from the national Study of Education Data Systems and Decision Making (SRI International, released Jan. 27, 2010):

- Data systems must provide teachers with information that is both timely and relevant to their instructional decisions.
- Teachers need more training on how to use the data system to analyze student achievement and change their instructional practices.
- Districts should provide time for teachers to meet with colleagues to discuss and use data.

“Our passion is teaching and learning”

We are **RESULTS-ORIENTED** and will provide documentation to help you meet state and district reporting requirements.

Our workshops are hands-on and practical.