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EMPLOYMENT EXPERIENCE

Associate Professor in the
Educational Leadership Department

Southern Connecticut State University
New Haven, CT
January, 2002 to present

Teach courses (Doctoral Level and 6th Year Program) in Curriculum, Supervision, Organizational Theory, School Reform, The Learning Organization, Organizational Culture and Leadership, and Administrative Practicum. Participate on department and school committees (Curriculum: department and school), NCATE accreditation, Standards and Appeals, Professional Development Schools). Supervise dissertations. Confer with students. Write articles and books. Conduct research. Apply for grants. Serve the community. Research interests: curriculum and student achievement, school reform.

CEO, ABC Education Consultants, LLC

Branford, CT
May, 2002 to present

A Balanced Curriculum Process: Develop and implement the Balanced Curriculum process in districts and schools across the country. Train consultants to deliver the Balanced Curriculum process to school districts. Improve the web site (www.balancedcurriculum.com) to further meet the needs of school districts. Design and provide training options that meet the needs of school districts. Assess markets such as nursing, higher education and law for the process. Work with agencies to incorporate the Balanced Curriculum into grants in innovative settings. Design other interventions to help districts assess their capacity for curriculum and assessment design work. A book about the Balanced Curriculum Process was published by Corwin Press in Fall, 2004.

Clients: Comer School Development Program, Yale University, New Haven, CT.; Passaic Public School, Passaic, NJ.; Englewood Cliffs Public Schools, Englewood Cliffs, NJ.; Tyler Independent School District, Tyler, TX.; City Schools of Pontiac, Pontiac, MI., Hertford County Schools, NC., Vance County Schools, Henderson, NC, Meriden Public Schools, Meriden, CT, Northampton County Schools, NC, East Liverpool Schools, OH, Appalachian Educational Labs, Inc.

PREVIOUS EMPLOYMENT

Associate Research Scientist/
Director of Teaching and Learning

Yale Child Study Center/Medical School
Comer Project For Change in Education
New Haven, CT
July 1994 to May 2002

Job Goal: To continue to improve the Comer School Development Program, a network of 600 schools across the country in the areas of teaching and learning focusing on child development.

A Balanced Curriculum Process: Develops staff development materials and training designs so school districts can implement a process to balance the curriculum in local schools. The balanced curriculum process asks schools to examine their expectations, state and national standards, curriculum, texts, tests and data gathering processes so that informed decisions are made collaboratively about what to teach students, how to assess their accomplishments, and how to manage the improvement process through school- or district-based teams. Implemented the program in the following schools: New York City; Washington, DC.; Chicago; Oakland, CA; San Francisco, CA; East Palo Alto, CA; Guilford County Schools, NC; New Haven, CT., District 13 – Brooklyn, NY.

Furthering the Development of Teachers Helping Teachers and the Essentials of Literacy Process

Teachers Helping Teachers works with teachers to review 6 teaching strategies in a collaborative atmosphere. Essentials of Literacy helps schools structure classrooms so students who do not have reading skills attain reading skills within a year. These two programs were in the try-out and evaluation stages and I managed their development.

Developmental Pathways Study Process: Designs staff development approaches to assisting schools to understand children's development through the examination of a child's life during a year, by keeping non-judgmental records, sharing those records in a group, and learning about Comer's six developmental pathways.

Alliances: Forges alliances with high quality, research-proven instructional programs which promote children's development and teachers' understanding across Comer's six developmental pathways. The "Literature for Development Program" with the Developmental Studies Center Oakland, CA is one example. Headed alliance-building activities and fund raising resulting in a three year \$1.5 million grant from the DeWitt-Wallace/Reader's Digest Foundation and the Mott Foundation to disseminate the program in Comer schools across the country..

Atlas Seminar: Participated in the ATLAS Seminar, a two year effort between Yale, Brown, Harvard and the Educational Development Center in Newton, MA, to inform the development of ATLAS, a "break-the-mold" school design.

Implementation Coordinator for New Jersey/New York City and Designer of National Staff Development Modules: Provides support and technical assistance to New Jersey Comer Schools, the New Jersey Department of Education, and the New Jersey Comer Schools Network. Works with State Education Department of New York to implement the Comer process in schools with declining indicators (Schools Under Registration and Review - SURR). Negotiates contracts with school districts implementing the Comer program. Designs, prepares and delivers modules for national staff development events.

Supervisor of Curriculum and Staff Development
August 1981 to September 1994

Red Bank Schools, Red Bank, NJ

Curriculum Development: Developed, coordinated and evaluated district's curricula, and curriculum development programs from the central office; student achievement increased at all grade levels. Led curriculum development in Reading/Language Arts, Math, Science, Social studies, Family Life, Health, Physical Education, Art, Industrial Arts, Home Arts, Algebra, Spanish, English as a Second Language, Computer Literacy, Library, Adult GED, Character Education, All Day Kindergarten, Pre-First and Pre-school for 3 and 4 year olds.

Organized curriculum committees in each content area to set yearly priorities. Developed format for instructional units containing a rationale, teaching guides and assessment instruments. Developed a "curriculum index" to help articulate curriculum through all grade levels. Worked extensively with the curriculum committee of the Board.

Provided extensive curriculum development opportunities during the summer supported through a line item in the budget of \$20,000.

Staff Development: In conjunction with administrators and teachers, produced a yearly staff development plan. Major topics district-wide included: Comer School Development Program, Teacher Expectations Student Achievement, Mastery Learning, Family Life, Drug and Alcohol Education, Assertive Discipline, Character Education, School-Based Management, and Handwriting. Other smaller initiatives included: Effective Schools, Mentor Teachers, Hands-on Science, Student Team Learning, Instructional Theory into Practice, Thinking Skills, Alternative Assessment, Reading Recovery and administrative in-service on teacher observation and conferencing techniques.

Provided all teachers with two hours a week for staff development activities.

Funded Projects: Directed Chapter I, Chapter II, State Compensatory Education, Vocational Education, English as a Second Language, Adult School, Education for Economic Security Act Funds, and Refugee Aid. Budgets for the combined total \$600,000; controlled these budgets.

Changed the Remedial Program from a pull-out program employing 6 full-time teachers to an in-class program where every classroom teacher from grades one through seven had a part-time certified teacher to assist in the classroom for three hours per day. Student achievement for students served dramatically improved.

Developed software to streamline reporting and budgeting.

Received National Recognition for the Early Childhood Program (1986) and for Math 1-8 in 1991 from Secretary of Education in Washington, DC.

Won an Even Start Grant (1 million \$) to encourage family literacy for parents without a high school diploma and their young children. The program includes home visits and parenting skills. Directed a summer school for 200 students for 4 weeks each year.

Competitive Grants

Even Start from USOE, 1991-96, \$1,000,000 over 4 years.

Urban School Service Corps, 1993-96, \$800,000 over 3 years.

Adult Education from NJDE, \$15,000/yr. on-going.

Substance Awareness Coordinator from NJDE, 1991 \$110,000 over 3 years.

City Schools of Excellence from NJDE, April 1989, \$30,000 over 3 years.

Partners in Learning from NJDE, April 1989, \$20,000 over 2 years.

Effective Schools Grant from NJDE, May 1986, \$120,000 over 3 years.

Governor's Teachers Grant from NJDE, March 1987, \$15,000 over 2 years. "Islamic Art Taught through LOGO programming" K. Doherty.

Governor's Teachers Grant from NJDE, March 1986, \$15,000 over 2 years. "Critical Television Viewing" with E. Stanley.

Exemplary and Demonstration Projects from NJDE, September 1985, "Unit Development for Elementary School Science" \$15,000.

School/Public Library Cooperation Grant, LSCA Title III, 1987, \$2,500.

Testing

Coordinated District-wide Testing. Coordinated purchase of hardware and software to score standardized tests within the district. Responsible for yearly pre/post assessments of student composition grades 2-8, and assessment of student self esteem, grades 3-8. Developed software for a longitudinal data base. Developed alternative assessments in Reading/Language Arts and Math and Kindergarten.

Affirmative Action

As District Affirmative Action Officer, coordinated development and implementation of Affirmative Action and Desegregation Plans. Handled grievances.

Community Relations

Member of Library Trustee Board. Active member of Remedial Basic Skills Parent Advisory Council and Parent/Teacher Organization. Active on curriculum committee of the Board of Education. Developed and implemented process for coming to consensus on District-wide goals which involved extensive community and staff input.

Developed state recognized exemplary Partners in Learning program at our Primary School which involved a parent resource center and programs for parents on a variety of topics. Parent

participation in the school increased.

Used computerized phone "bulletin board" to keep community informed and parents up to date on homework assignments.

Developed a summer program in conjunction with the YMCA to serve 120 students.

Policy Development

Suggested revision of numerous policies to the superintendent.

Financial

Developed and implemented with the principals a school based budget process.

Developed processes and procedures to control competitive grant money.

Controlled \$900,000 of funded projects such as competitive grants and Chapter I funds.

Led efforts to computerize student and personnel records, report cards and tests. Developed district-wide computer hardware purchasing plan and software training for secretarial staff.

Adjunct Professor/Urban Practitioner
June 1991 - June 1994

Monmouth College
West Long Branch, NJ

Designed and taught a graduate course in Curriculum and Instruction. As an Urban Practitioner, designed a school improvement process as part of a team.

Dissemination Specialist
September 1979 - August 1981

Research for Better Schools
Philadelphia, PA

Designed, with the State Director of Instruction for Delaware and his staff, a process for revising the State Standards for Delaware Schools to include participative planning and variables from research that principals and teachers can change to improve instructional outcomes. Assisted in redesigning the monitoring and school improvement plan for the State Standards. Coordinated a state-wide conference for management level State Department of Education staff on research about effective schools.

Field Coordinator for Delaware
August 1978 - August 1979

Research for Better Schools
Philadelphia, PA

Developed and implemented a program for state education agencies and school districts (Appoquinimink, for example) to collaborate in improving basic skills instruction in elementary schools through the use of educational research. Designed, developed, and presented materials for use in orienting, planning, implementing, coordinating and documenting activities with state education department personnel, central office administrators, principals, and teachers in the participating school districts. Worked with project participants to assist them in analyzing classroom instruction in reading, language arts and mathematics and making changes based on

the analysis. Served as a content area expert in reading/language arts and delivered technical assistance to state and local education agencies.

Graduate Research Assistant
Scientific Inquiry and
Problem Solving Project

Learning Research and
Development Center, University of Pittsburgh
August 1976 - August 1978

Designed and wrote instructional materials for the Individualized Science Program. Supervised elementary student teachers. Trained full-time elementary teachers in the use of individualized instruction in science at an elementary school. Designed and scheduled research activities. Evaluated research data. Wrote research papers. Presented research results to wide variety of teachers. Conducted literature reviews of text analysis methods in psychology, linguistics and reading.

High School English Teacher
and Coordinator

Churchill Area Schools, Pittsburgh, PA
September 1972 - August 1976

Coordinated three year curriculum development project in Language Arts. Sponsored American Field Service Club 1974 - 76, to support foreign exchange student activities. Chaired Grievance committee and negotiated for the Churchill Area Education Association 1975-76. Assisted in coaching the swim team 1973 - 76.

Adjunct Instructor
September 1971 - 1972

Allegheny College Instructional Center
Cleveland, OH

Taught an English Methods course for student teachers.

High School English Teacher
and Coordinator
September 1969 - June 1972

East Technical High School
Cleveland Board of Education
Cleveland, OH

Taught Grades 10 - 11 - 12. Proposed and designed the Writing Clinic, a remedial program which improved students' language skills. Coordinated efforts of three other teachers in this area (See Curriculum Projects).

Other Employment

The Beach Club, Conneaut Lake, PA, Bartender, summers of 1969 - 70.
Fanwood Swim Club, Fanwood, NJ, Life Guard and Swim Coach, 1967.
Mine Safety Co., Wilksburg, PA, Carpenter's Helper, summer, 1966.

ACADEMIC RECORD

- Ph.D. 1978 University of Pittsburgh, Pittsburgh, PA
Major: Curriculum and Supervision
Minors: Educational Administration, Language Communication
- M.A. of Ed. 1970 Allegheny College, Meadville, PA, Major: Education
- B.A. 1969 Allegheny College, Meadville, PA, Major: English
- 1/68 - 6/68 Fisk University, Nashville, TN, Exchange Program

HONORS

Nominated for the Grawemeyer Award at the School of Education, University of Louisville, by Faye Zucker, Executive Editor, Corwin Press for the book *Aligning and Balancing the Standards-Based Curriculum*.

National Commission on Teaching and America's Future co-chaired by Linda Darling-Hammond of Columbia Teacher's College and Governor Hunt of North Carolina and funded by the Rockefeller Foundation. The Commission produced recommendations for reforming teacher education in the United States. I was Dr. James P. Comer's representative on the Commission 1994-1996.

National Faculty - Comer School Development Program, Yale Child Study Center, New Haven, CT 1993 - 2003.

Fellow - Center for the Study of Public Policy, Monmouth College, West Long Branch, New Jersey, 1992.

Nominated by the New Jersey Department of Education, Division of Compensatory Education, a Certificate of Nomination for an Exemplary Chapter I Remedial Math Program, 1991.

Awarded recognition for an Exemplary Character Education Program by the New Jersey State Education Department in 1990.

Awarded recognition for an Exemplary Chapter I program in early childhood education from the United States Department of Education in 1987.

Received from United States Department of Education a "Certificate of Nomination" for exemplary Chapter I programs in 1986.

Nominated to "Executive Educator's 100" by a national panel sponsored by Executive Educator Magazine, February, 1985.

Cited for "Best in ERIC" for "The Curriculum Matrix: A Management System for Mastery Learning" EA 017 329, 1985.

American Educational Research Association, Division H Award for Outstanding Paper Presentation, "Improving Policy Through Research, A Case Study of the Revision of Delaware's Program Standards for School Improvement," 1981.

Research Grant from the Student Research Fund to carry out dissertation research, University of Pittsburgh, 1977.

Scholarship from the Allegheny Student Government to spend the summer in Japan through The Experiment in International Living, 1968.

PROFESSIONAL ASSOCIATIONS

Association of Supervision and Curriculum Development
American Educational Research Association
North East Educational Research Association

CERTIFICATION

Myers-Briggs Type Indicator Qualifying Workshop
Auditor for the Phi Delta Kappa Curriculum Audit Process originated by Dr. Fenwick English
School District Administrator and School Supervisor in NY and NJ
Supervisor of Curriculum and Instruction in PA and NJ
Principal's Certification in PA, NY and NJ
Reading Specialist's Certification in PA
Reading Consultant's Certification, K-12, in CT
Comprehensive Social Studies Certificate in NY
Comprehensive English in PA and OH

CURRICULUM PROJECTS

A Balanced Curriculum for Meriden, CT Public Schools

A Balanced Curriculum for East Liverpool Public Schools, (OH)

State Department of Education with Appalachian Education Labs, Inc. Louisiana State-wide English/Language Arts Curriculum.

A Balanced Curriculum for Vance County Schools, Henderson, (NC).

A Balanced Curriculum for Englewood Cliffs (NJ).

A Balanced Curriculum for Hertford County Schools, Winton, NC.

A Balanced Curriculum for PS#20 in Jersey City, NJ.

A Balanced Curriculum for Passaic Public Schools, Passaic, NJ

A Balanced Curriculum for District 17 (Brooklyn, NY). Directed implementation of the Balanced Curriculum process for Mathematics for 15 schools in District 15 in New York City, PK-8 for 20,000 students. 2001 to 2002.

A Balanced Curriculum for Tyler Independent School District (TX) Directed implementation of the Balanced Curriculum process for Reading/Language Arts Grades 5 – 8 for 10 schools. 2000 - 2003.

A Balanced Curriculum for Newburgh (NY) Enlarged School in English/Language Arts, Math, Science and Social Studies. 1999 to 2002.

A Balanced Curriculum for Cumberland County Schools, VA in Conjunction with Appalachian Education Laboratory, West VA. 1997-2000.

A Balanced Curriculum for District 13, NYC in English/Language Arts and Math. Developed a process which resulted in curriculum in English/Language Arts and Math to national, state and New York City Standards and assessments. Schools implementing the process outscored city and district averages on state and city tests. External evaluation is underway. 1996 to 1998.

A Balanced Curriculum for the Chicago Comer School Development Program Youth Guidance, Chicago, IL. Developed a training manual which will assist Comer schools in Chicago align their curriculum to national standards, and standardized tests while developing alternative assessments. 1993 - 94.

Unit Development - A Cooperative Project with the Far West Laboratory for Educational Research and Development and the Arizona Department of Education.

Developed a model for unit teaching with both agencies. Wrote a Unit Development Training Manual for the Arizona Department of Education which is used to train school or district teams to develop units. Conceptualized and wrote a pamphlet, "Unit Specifications" used to judge an acceptable unit. 1987.

Unit Development for Elementary School Science

From a \$15,000 project funded from New Jersey Department of Education, seven teachers, an editor and a graphic artist developed four science units using a mastery learning approach. 1986.

Individualized Science

Learning Research and Development Center, Pittsburgh,

PA

Wrote experimental Science curriculum materials for elementary school children, and participated in assessment activities for the materials. 1976 - 78

Composition Assessment Churchill Area High School, Pittsburgh, PA
Developed a writing assessment instrument designed to measure the composition ability of 1,500 Churchill High School students, helped with designing computer programs to analyze the data and provided training for faculty in the instrument's use. 1975 - 76.

Tenth Grade English Churchill Area High School, Pittsburgh, PA
Designed and implemented an integrated language arts course including: Literature study based on archetypes in myths, a developmental reading program, individualized grammar and usage modules, a vocabulary program integrated with the literature study, a test development program based on item analysis from computerized testing, and a writing component. 1973 - 76.

Creative Writing East Technical High School, Cleveland, OH
Developed a curriculum guide and taught the first creative writing course to be offered at East Technical High School. 1971 - 72.

The Writing Clinic East Technical High School. Cleveland, OH
Designing, implemented and coordinated a curriculum aimed at improving communication skills through a multi-media approach for students who failed English. 1971 - 72.

SERVICE TO OTHERS

Appalachian Educational Laboratory, Inc. (AEL), February to April, 2005.
Evaluated curriculum for six school districts in Louisiana and compiled reports for the results.

Meriden Public Schools, Meriden, CT. October 2004 to present.
Worked with the Associate Superintendent and the District Math Team consisting of Principals and teachers, to implement the Balanced Curriculum process in Mathematics K-8.

East Liverpool Schools, OH, June 2004 to present.
Worked with the Superintendent, principals and teachers to develop and implement the Balanced Curriculum process in Reading/Language Arts for grades K to 4.

Appalachian Educational Laboratory, Inc. (AEL), September 2003 – January 2004. Wrote a PK-12 curriculum for Louisiana State Department of Education with curriculum authors from around the country. This is the first effort at developing a state-wide curriculum in the US.

Appalachian Educational Laboratory, Inc. (AEL), November 2002 to 2004.
Helped to Develop an RFP, that was subsequently funded, to do an analysis of all the district curriculum in Louisiana. Wrote a paper for the project on structuring curriculum.

Englewood Cliffs Public Schools, NJ March 2001 to present
Worked with the Superintendent, principals and teachers to develop and implement the Balanced Curriculum process in Reading/Language Arts, Social Studies and Mathematics.

Hertford County Schools, NC January 2001 to 2004

Worked with school district administrators, principals and teachers to develop a Balanced Curriculum in Reading Language Arts K-12.

PS 20, Jersey City, NJ September 2002 to 2005

Worked with the principal and staff to continue refining the Balanced Curriculum for Reading/Language Arts and Math.

Virginia Beach, VA. March 2002

Worked as part of a team which conducted a Curriculum Management Audit sponsored in part by Phi Delta Kappa.

PS 155, Brooklyn, NY 1999 – 2001

Worked with principal and school team to developed a balanced and aligned curriculum in Reading/Language Arts.

Newburgh Enlarged City School District. March, 1999 – 2002

Worked with Central Office staff, principals and teachers to develop a balanced and aligned curriculum in Reading/Language Arts for the 14 schools in the district sponsored by Magnet School Funds.

Appalachian Educational Laboratory, Inc. (AEL), 1997- 2000

Worked with AEL and Cumberland County Schools, Virginia, to align and balance their curriculum and assessment in Reading and Mathematics to the Stanford 9 test and the Virginia Standards of Learning.

Minor and Merritt Elementary Schools, Washington, DC. 1998 to 1999

Worked with the faculty to align and balance the Reading/Language Arts Curriculum and Math Curriculums respectively.

Kingsville Independent School District, Grandbury, Texas , March,1999

Worked as part of a team which conducted a Curriculum Management Audit sponsored in part by the Texas Association of School Administrators and Phi Delta Kappa.

Modern Red School House. 1997 - 1998

Developed process to align Modern Red School House curriculum standards to state standards. Completed alignments for New Jersey, Pennsylvania, and Massachusetts. The process involved designing a data base and reports, importing data from state web sites, and matching standards.

Management Systems & Training Technology, Co. 1997 – 1998.

Aligned Department of Defense high school course standards with courses taught over a distance learning network to make recommendations for improving courses in Calculus and Economics. This work was part of a larger study of distance learning capability and capacity in Department of Defense Schools.

Elyria Public Schools, Elyria, Ohio. July, 1998 & July, 1999

With Patrick Howley, conducted a strategic planning process for all central office and school administrators in Elyria, a 10,000 student school district.

Granbury Independent School District, Granbury, Texas February, 1998

Worked as part of a team which conducted a Curriculum Management Audit sponsored in part by the Texas Association of School Administrators and Phi Delta Kappa. Granbury has 6,000 students.

Turner Elementary School, Wilkinsburg, PA. October and March, 1997-98.

Worked with the faculty to align and balance the Reading/Language Arts Curriculum in a for profit school. Classrooms implementing the program improved on standardized tests.

Guilford County Schools, North Carolina 1995 – 1998.

Worked with Central Office Staff to provide in-service to eight schools (K-12) in curriculum alignment in Reading/Language Arts, Mathematics, Science and Social Studies through four, two-day workshops for school leadership teams. These teams then conducted the curriculum alignment process at their schools with technical assistance and oversight provided by the central office. Guilford County has 100,000 students.

New York State Department of Education, New York City Schools. 1994 - 1997

Worked collaboratively with NYSDE, NYC Schools, teachers' and administrators' union, and the United Way to develop a school improvement process for Schools Under Registration and Review (SURR) who had declining student outcome indicators for three years in a row. Designed staff development activities, including the Balanced Curriculum development effort, for school teams, principals, parents, school monitors from the City and State, superintendents and school board members under the umbrella of the Comer School Development Program.

Bay Area Comer School Development Project, San Francisco, CA 1993 - 97

Consulted with San Francisco State University and ten schools from three large school districts to plan and implement a curriculum alignment process within the Comer School Development Process.

Richardson School, Washington, DC. 1993 - 95

John Marshall Elementary School, Elizabeth, NJ 1993-94

Worked with principals and their faculties to align curriculum in Math and Reading/Language Arts and to design aligned assessments within the Comer School Development Process.

Youth Guidance and Chicago Public Schools. 1993 - 94

Designed and taught two weeks of workshops in curriculum alignment for Reading/Language Arts and Math for teachers and administrators of six Comer schools. Wrote a presenter's manual.

Monmouth Educational Services Commission. Freehold, NJ 1992

Wrote a grant to provide alternative education for disruptive students and students emerging from the juvenile justice system.

Grand Valley Local School District. Ashtabula, Ohio 1992

Designed and delivered five days of in-service on curriculum alignment and articulation in Math.

Arizona Rural Schools Project. Show Low, AZ 1987

Delivered three days of in-service on unit development in conjunction with the Arizona State Department of Education to selected staff members of four rural school districts.

Chandler School District. Chandler, AZ 1987

Designed and delivered four days of in-service to 50 staff members on curriculum alignment and unit development using the philosophy of Outcomes-Based Education.

Santa Barbara High School District. Santa Barbara, CA 1986

Worked with central office staff, principals, and teachers to develop models for using assessment data as a way of improving instruction and curriculum alignment.

Perth Amboy Schools. NJ 1986 - 1988

Designed and conducted in-service programs on effective schools, emphasizing unit development, coordination with funded programs (ESL & CH.I), and a management system for instruction. Implemented with administrators and teachers, a mastery learning system of instruction.

Napa Valley Unified School District. Napa, CA 1985

Designed and conducted a four day workshop for teachers, principals, central office staff and a school board member on Outcomes-Based Education. Each school team produced a unit of instruction using research on improving reading comprehension. School teams planned for implementing the units in their schools.

East Orange School District, East Orange, NJ 1984 - 1985

Designed and conducted workshops for Bilingual staff on unit development.

Keystone Area School District. Knox, PA 1984 - 1985

Designed with the superintendent, a management team structure for the District. Designed and coordinated a two-day retreat for the management team.

Freedom Area School District, Freedom, PA 1977

Designed and implemented a four month (15 sessions) staff development program to teach administrators and teachers supervision and curriculum development skills with the Superintendent and Dr. D.W. Champagne.

National Learning Resource Center of Pennsylvania, 1977

Designed materials and teaching strategies for a two-day workshop on conferencing skills for special education teachers learning to implement PL 94-142. Taught in the workshop. The materials were then published in book form entitled, Trainers' Guide: Conferencing Communication Skills for the I.E.P. Conference.

WORKSHOP AND CONFERENCE PRESENTATIONS

Squires, D.A. & Labas, G. (April 9, 2005). "Teaching curriculum using the Balanced Curriculum web-based curriculum development tool." 19th Annual CSU Academic Computing Conference, Western Connecticut State University.

Squires, D.A., Ms. Bonnie Pachesa: Principal, Edgewood Magnet School, Ms. Karen Butler: Principal, Jepson Magnet School, Ms. Cheryl Brown: Principal, Conte/West hills Magnet School, Ms. Robin Brown: Principal, Jerome Harrison School, Mr. Frank Carrano: PDS Project Coordinator. (March 17-21, 2005) "A Partnership Between Educational Leadership and Professional Development Schools." Professional Development Schools Conference; Orlando, FL.

Squires, D.A. & Pezanno, P.(June 5, 2004) "The Balanced Curriculum Model: Implementation Results", 2nd Annual International Conference on Educational Practices, Policy and Law; Southern Connecticut State University, New Haven, CT.

"Developing Courses to Meet NCATE and State Requirements," Academic Computing Conference, Central Connecticut State University, April 3, 2004. With Gladys Labas

Keynote Address: "The Balanced Curriculum Development Process," Conference of New Jersey Charter Schools; Tinton Falls, NJ; May 14, 2003.

"Policy Implications of Standards and High Stakes Testing on Local Curriculum Design." Southern Connecticut State University, International Conference on Education Law, Policy and Practice. New Haven, CT. April 19-20, 2003.

"The Balanced Curriculum – In-depth Training for School District Administrators" Yale Child Study Center, Comer School Development Program, November, 2002

"Creating a Balanced and Aligned Curriculum." Speech given to the Association of Curriculum and Supervision Convention, New Orleans, March 2000.

"Creating a Balanced and Aligned Curriculum." Speeches given at the School Development Program Training Academies, New Haven, CT., in July, October, January, February, March, and April. 2000-2003.

"Designing Standards-Based Instruction" National Staff Development Council Annual Convention, Dallas, TX December, 1999 with Sandra S. Bullock.

"Getting Results: Standards-Based Curricula-Focused School Improvement" Virginia Association of Curriculum and Supervision Conference, Williamsburg, VA, December, 1999 with P.E. Ceperley and D. Cosby.

"Building Capacity for Instructional Leadership" Phi Delta Kappan International Conference on Effective Schools, Houston, TX. October, 1999 with P.E. Ceperley and D. Cosby.

New York State Department of Education, School Development Program Overview for New York State, New York City, with other School Development Program Staff, May, 1998.

“Creating a Balanced Curriculum by Aligning Standards, Tests, Texts and Assessments” American Association of School Administrators, San Diego, CA, with District 13 Administrative Staff and Teachers from Brooklyn, New York. March 1998.

“Creating a Balanced Curriculum by Aligning Standards, Tests, Texts and Assessments” Association of Supervision and Curriculum Development, San Antonio, TX, with M. Stepney of San Francisco State University and J. Gann and S. Burnham of Guilford County Schools, Greensboro, NC. March 1998.

“Creating a Curriculum for High Performance: Incorporating Standards and Standardized Tests” New Jersey School Boards Association, Atlantic City, NJ, October, 1997.

“Achieving a Balanced Curriculum” Presentation to Dayton, OH District, July, 1997.

“Curriculum Alignment for a Balance Curriculum” School Development Program National Principal’s Academy, Hartford, CT. July, 1997.

“Literacy for Development” Three presentations given to the faculty and administration of Hotchkiss School, Dallas, TX. 1996-97.

"Comer School Development Program Overview" Long Island University, July, 1996; also given to 10 New York City schools, October, 1996.

“Curriculum Alignment for a Balanced Curriculum in Reading” A series of four workshops delivered to schools in New York City cosponsored by the NY State Department of Education. 1995-97; also presented to six schools of the Comer Collaborative in the Bay Area including schools from San Francisco, Oakland, and Ravenswood, CA. 1995-97.

“A Balanced Curriculum in Reading, Math and Science through Alignment” A series of four workshops delivered to 8 schools in Greensboro, NC for the Guilford County Schools.

"Developmental Pathways" Camden, NJ Schools. May, 1995

"Curriculum Alignment" Yale University Child Study Center, Comer School Development Program, Principals' Academy. July 1993 & '94.

"Improving Schools from Within." Central NJ Urban Educators Spring Conference. May, 1993.

"Solving the Pull-Out Problem: Part-time Supplemental Teachers Increase Student Achievement." Annual Conference of NJASFPA, Cherry Hill, NJ. May 1989; NJDE, 1991

"Data Management for Student Achievement" American Association of School Administrators, Orlando, FL, 1989.

"An Exemplary Charter I Early Childhood Program." Association of Supervision and Curriculum

Development, Boston, 1988. International Reading Association Toronto 1988. Urban Schools Coalition, Asbury Park, NJ 1988.

"Bridges to Success: Transitional Classes in the Primary Grades" Educational Exchange Center, Brookdale Community College, Lincroft, NJ. April, 1988.

"Small District Management: Limited Resources - Large Results." NJ School Board Convention, 1986.

"All Day Kindergarten - Some Perspectives" NJ School Boards Convention, October 1985.

"Outcomes - Based Education: It's Working in Red Bank." Presented at the annual convention of association of Supervision and Curriculum Development. Chicago, IL. March, 1985.

"Early Childhood Education in a Public School Setting: The Results from Red Bank, New Jersey." (with P. Torchia) NJ Association of School Administrators Workshop October, 1986. Assembly presentation (with R. Frushon) at the Association for Supervision and Curriculum Development, New York, NY, March 1984. NJ School Boards Convention, October, 1984.

"The Curriculum Index" Presented at the Association for Supervision and Curriculum Development convention, Dallas, TX. March, 1983.

"Is Your System Effective? The Traits of a Good School." New Jersey School Board Conference, Atlantic City, NJ. November, 1982.

"Developmental Supervision." (with C. Glickman and D.W. Champagne) National Curriculum Study Institute, Association for Supervision and Curriculum Development, New York, NY. August 1982.

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