

ELEMENTARY - Curriculum and Instruction Site Directors Sites to Be Determined

POST

NASA 2014-05

NORWALK PUBLIC SCHOOL
Norwalk, CT 06852

ELEMENTARY - Curriculum and Instruction Site Directors

JOB SUMMARY:

To assume a key instructional leadership role, in collaboration with the school Principal, in directing and leading the transformation of our PreK-5 instructional program and the implementation of strategies to improve student engagement and implementation of the Common Core/ Connecticut Core Standards and the related instructional shifts in English Language Arts and Mathematics. The Curriculum and Instruction Site Director will assist the Principal with the supervision and evaluation of staff, and the implementation of Norwalk's PreK-5 literacy strategy. S/he will act as the authoritative leader of the school when the Principal is absent. The Curriculum and Instruction Site Director reports to the Elementary School Principal and is also the school's liaison to the District's PreK-5 Literacy Director.

Implementation of Comprehensive PreK5 Literacy Program

1. In collaboration with the Principal, provide school based leadership to assure quality implementation of:
 - Professional development in student engagement strategies, Connecticut Core Standards-aligned instructional strategies, and classroom culture change;
 - Board approved K-5 literacy program;
 - The school's Student Progress and Intervention Team/s to assure quality implementation of SRBI;
 - Oversight and administration of Benchmark Assessment system; and
 - Professional development and support for all staff.

Recruitment, Selection and Orientation

1. Participates in the recruiting, interviewing and screening of elementary staff members.
2. Provides training to assure that all staff is knowledgeable of the school's expectations for professional educators.

Supervision and Evaluation of Teachers

1. Conducts classroom observations, staff conferences, and prepares written evaluation reports.
2. Seeks to promote the professional growth of staff; fosters staff morale, and models and supports collaboration.
3. Supervises non-certified staff, as assigned by Principal.

Connecticut Core Standards and Instructional Programs:

1. In collaboration with Central Office, provide leadership in curriculum, instruction and professional development:
 - Maintains current knowledge of new developments in CT Core Standards and related District curriculum and instructional practices.
 - Implements all established and new instructional programs.
 - Supports parents, teachers, and students in interpreting and understanding curriculum.
2. Participates in essential school-based teams: School Governance and Improvement Team, Student Progress and Intervention Team/s, and other areas/teams as assigned by the Principal.
3. Provides leadership in curriculum, instruction, assessment, and staff development.

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4. Works collaboratively with appropriate Central Office staff in matters of curriculum, instruction, and assessment.

Communications

1. Serves as a liaison to the District Literacy Team and maintains communications at the school level, regarding any and all district-wide curriculum and instruction developments.
2. Provides regular updates to staff, parents, and other community members regarding the transition to new Connecticut Core Standards.
3. Provides data reports and progress reports, as required to meet Foundation and/or District requirements.

General

1. Performs other duties as may be delegated by the Principal.

REQUIRED QUALIFICATIONS:

1. Certification, or eligible for administrative certification (Intermediate Administrator 092) in the State of Connecticut.
2. At least 5 years of demonstrated superior performance as a classroom teacher. (Some elementary experience preferred.)
3. Knowledge of curriculum and curriculum development.
4. Experience as a leader of professional development preferred.
5. Ability to relate to parents and students of varied socio-economic and culturally-diverse backgrounds.
6. Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

PREFERRED QUALIFICATIONS:

Fluency in Spanish is strongly recommended.

TERMS OF EMPLOYMENT:

This is a ten-month position and is part of the Norwalk Association of School Administrators bargaining group. Benefits and other working conditions are in accordance with the contract between the Board of Education and the Norwalk Association of School Administrators.

COMPENSATION:

PER NASA CONTRACT

EFFECTIVE DATE OF POSITION:

2014 – 2015 SCHOOL YEAR

CLOSING DATE:

June 18, 2014

APPLY AT:

www.norwalkpublicschools.org

Click Employment

All candidates must submit an online application, resume, scan three letters of reference, a copy of CT certification(s) and copies of undergraduate and graduate transcripts. Internal candidates should review their file to determine what materials they would like to include in their candidate packet. (Current NASA members should submit a current resume and may submit the writing sample portion of the application in lieu of the complete application.)

NORWALK IS AN EQUAL OPPORTUNITY EMPLOYER

The Norwalk board of Education is an equal opportunity employer. It hires qualified personnel based upon the individual merits and achievements of applicants and employees. All hiring decisions are made with regard to Race, Religion, Color, National Origin, Gender, Age, Marital Status, Sexual Preference, or Physical or Mental Disability of any applicant.

Curriculum Vitae

Personal Evelyn Russo, Ph.D.

Address: 177 Turtle Bay Dr.
Branford, Ct. 06405
Phone: Cell: (203) 530-9880
Email: Evrusso@aol.com

Employment Status:

Stratford Public Schools K-6 Literacy Coordinator

Reading Consultant Hamden Hall Country Day School

EDUCATION

- PhD in Curriculum and Instruction with a specialization in Bilingual and Bicultural Studies, 2000, University of Connecticut, Storrs, CT.
- 6th Year Educational Leadership Degree (University of Connecticut Administrative Preparation Program-UCAPP) with 092 Certification, 2013
- Masters in Bilingual Education, 1991, University of Connecticut, Storrs, CT.
- Bachelor of Arts in Psychology and Spanish, 1982, Albertus Magnus College, New Haven, CT.

EMPLOYMENT

- Currently K-6 Stratford Literacy Coordinator

I currently report directly to Elaine Watson, Stratford's Assistant Superintendent. My major responsibilities include:

- Identifying and developing the talent of Stratford's Human Resources in order to create highly effective teams. This work has lead to:
 - **CPTV recognition,**
 - **ConnCAN recognition**
 - **First place in DRG ranking, and**
 - **Lone Pine Awards for closing achievement gaps among cohorts and sustaining growth for three years**
- Organizing and facilitating Literacy PD throughout the school year
- Creating opportunities to design and implement district wide, reading and ELA curricula, assessments and professional development initiatives related to increased student achievement in reading and language arts

- Providing on-site, embedded professional literacy opportunities
- Promoting dialogue among all school constituents about effective instructional practices in reading and language arts
- Assisting in promulgating information about instructional materials that support foundational skills in reading and ELA
- Evaluating and recommending appropriate reading and writing assessments and other curriculum materials
- Directing reading consultants and reading teachers to assist in providing effective Tier II and Tier III reading instruction
- Assisting principals in the monitoring of effective reading and language arts instruction
- Supporting teachers to improve the quality of reading and language arts instruction
- Progress monitoring the School Performance Indices, SPIs (Reading and Writing) for each school and making instructional decisions accordingly
- Rewriting curriculum to meet Common Core Standards

From this opportunity I have increased expertise in:

- Training reading consultants, reading teachers, and language arts teachers on how to implement effective literacy instruction
- Understanding Common Core ELA Standards
- Becoming a PROVEN instructional leader who can provide professional development on the foundational skills of reading, oral language development, CORE assessments, close reading technique with text dependent questions, other literacy based assessments or interventions and GUARANTEE the implementation of these
- Demonstrating understanding of effective early literacy instruction (PK-3)
- Collaborating with others
- Promoting literacy instruction throughout the Stratford community (presenting to pre-schools . . .).
- Using technology as a tool for improving staff and student learning
- Improving student achievement in reading and language arts by ameliorating serious achievement gaps
- Facilitating building, department, and Board of Education meetings
- Using Inform to analyze data to improve instructional practice
- Working with Bill Benham (Stratford's Data Analyst) to create systems for reporting critical literacy data, that informs instruction
- Support and assist administrators and teachers with district-wide initiatives
Contact Elaine Watson by phone (203-381-2016 work; or cell 203-449-7663) for a reference by phone or email at: watsone@stratfordk12.org
- Currently Hamden Hall Literacy Consultant
<https://twitter.com/HamdenHall/status/337219941512130560>
- 2011-2013: K-12 Literact Consultant Stratford Public Schools

- 2010 to 2011: External Literacy Consultant for Lyme and Old Lyme Public Schools in Connecticut.
- 2006 to Present: Literacy Consultant for Hamden Hall Country Day School (PreK-12), Hamden Connecticut.
- 2010-2011 External Literacy Consultant responsible for providing context embedded Professional Development to Stratford Public Elementary, Middle and High Schools
- 2009-2010: Project Director, *Intervention Component* of the Stratford Scientifically Based Reading Instruction (SBRI) Kindergarten Accountability Project. Responsible for building district capacity to support and sustain the use of SRBI to prevent literacy failure and close the student achievement gap in model kindergarten and first grade classrooms by:
 - Collaborating on a weekly basis with Haskins Senior Scientist and Project Director of the *Accountability Component* of the SRBI Kindergarten Project, Dr. Susan Brady, for the purposes of:
 - Creating useful, quick, informative assessments and progress monitoring tools that would enable teachers to group children effectively for instruction;
 - Linking progress monitoring tools to explicit, systematic curriculum and instruction;
 - Creating a database that was organized to identify instructional groups, instructional levels, and student progress over time. This database was used to guide instructional decisions, including intensity of intervention.
 - Understanding development in order to create realistic benchmark goals;
 - Delivering on-site training to 6 Stratford Reading Consultants, who were identified as being exemplary according to criteria used in a previous study, Mastering Reading Instruction (MRIn). These reading consultants were selected to become Mentors-in-Training (MITs) so they could positively impact their individual schools and sister schools, then sustain the SRBI Initiative to generalize their knowledge to grades 2-6 (Met on a weekly basis with all of the MITs, but provide individualized attention 3x a week at different schools so that each of the 8 Stratford Public Elementary Schools would have 8 full days of on-site support in designated model classrooms for a total of 64 days of differentiated on-site attention);
 - Delivering on-site training to principals;
 - Creating effective updated classroom systems with coordinated services capable of handling the delivery of the differentiated SRBI needed to address the complexities of language and literacy development;
 - Established and trained teams of personnel in order to coordinate services to provide annual growth instruction for students who were on grade level, and catch-up growth instruction for students who were behind grade level;
 - Provided district with information on appropriate materials and tools

available and necessary to provide effective interventions and also provided district with criteria to consider when selecting materials for different literacy purposes;

- Taught MITs and their principals how to conduct effective walk-throughs to identify areas needed for further on-site staff development of teachers, and support staff;
 - Supervised MITs, classroom teachers, and tutors;
 - Modeled how to analyze what student responses mean, so that instruction could be more effective;
 - Identified students who are true resisters and not curricular casualties, so they could receive services and interventions at early ages instead of waiting to watch these students fall further and further behind;
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- 2002-2008: Haskins Reading Specialist, Yale, New Haven, CT. Mentoring and supervising PreK-6 teachers in urban, suburban, public and private schools on scientifically based reading practices.
 - <http://www.haskins.yale.edu/hli/erusso.pdf>
(hit return key after screen with jumbled letters, then article will upload)
 - 1985-1994: Hill Central School, New Haven, CT. Taught both the English and Spanish components in the bilingual program grades 3-5.
 - 1981-1985: Hill Central School, Substitute Teacher

RESEARCH

- Spelling Pseudo-words with Clusters (CCVC/CVCC):
Analyzing Cluster and Vowel Errors of Kindergarten Students
Claire Davis, Susan Brady*, Evelyn Russo
Haskins Laboratories (*and University of Rhode Island)

CERTIFICATIONS

- 013 Elementary-Kindergarten through Grade 6
- 009 Bilingual Grades PreK-12
- 092 Administrative Certificate
- 110 Reading

SPECIALIZED TRAINING

- Haskins Literacy Specialist: Yale, New Haven
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Language Development (Mindwings)
- RAVE-O

- Common Core State Standards (worked with writers of Common Core)
 - Selecting Text (based on qualitative and quantitative analyses)
 - Teaching text (how text designates standard selection)
 - Assessing understanding (Formative and Summative Assessment; SBAC)
- Reading Assistant (voice recognition fluency)
- SEED Teacher Evaluation
- SEED Administrator Evaluation

PRESENTATIONS and WORKSHOPS

- Haskins Teacher Training Modules for Early Reading Success and Mastering Reading Instruction Projects in the following areas:
 - Phoneme Awareness
 - Code Instruction
 - Fluency
 - Text Comprehension
 - Vocabulary
 - Oral Language
- Scientifically-Based Reading Instruction: Misunderstandings and Realities
- Effective Reading Instruction: The Latest Information on Research-Based Reading Programs
- Technology in the Classroom, ASCD
- Oral Language and Its Link to Comprehension
- Cultural Literacy
- Pre-School Readiness
- Common Core State Standards (ELA)
- Teacher and Administration SEED Evaluation

PROFESSIONAL AFFILIATIONS:

- Haskins Laboratories, Research Affiliate
<http://www.haskins.yale.edu/hli/erusso.pdf>
 (hit return key after jumbled letters appear, and article will upload)
- International Reading Association, Member
- International Dyslexia Association, Member
- Connecticut Association of Bilingual and Bicultural Studies
- American Federation of Teachers
- Association for Supervision and Curriculum Development

AWARDS and HIGHLIGHTS:

- TAPS, New Haven, CT.

- Lone Pine Award for Franklin School and Second Hill Lane (both in Stratford)
- ConnCAN recognition
- Featured in Dislecksia: The Movie- A Documentary by Captured Time Productions, LLC (Film by Harvey Hubbell V)
<http://www.youtube.com/watch?v=1QWeRKmL7BE>
- <http://www.youtube.com/watch?v=R81PdFiKsTU>
- <http://www.youtube.com/watch?v=ju6Jg.IYpbgE>
- Work featured in CPTV Documentary Great Expectations: Raising Educational Achievement
<http://ctedreform.org/2012/02/cptv-debuts-compelling-three-part-documentary-that-showcases-models-for-improving-connecticuts-public-school-system/>

RELEVANT EXPERIENCE:

- Implemented two research studies funded by the National Institute of Child Health and Human Development which were awarded to Haskins Laboratories: Early Reading Success (ERS) and Mastering Reading Instruction (MRIn).
- Provided on-site staff development modules in the areas identified by scientifically-based reading research as being critical for an effective reading program
- Gained insight on how to successfully increase teacher knowledge and practice in Scientifically based reading research (SBRR) to increase student achievement, and prevent curricular casualties
- Mentored PreK -6 teachers
- Modeled lessons in PreK-6 classrooms in all the areas recommended by the National Reading Panel
- Responsible for assisting teachers in using informal assessments to assess children, understand needs, and deliver effective instruction
- Aligned, enhanced, and edited PreK-6 language arts curriculums and scopes and sequences
- Assisted in putting into place quick and informal assessments during critical times to prevent reading failure-progress monitoring
- Assisted teachers, literacy specialists, and principals in writing meaningful comprehensive school plans
- Assisted teachers, paraprofessionals, tutors, and school volunteers in their

- selections of appropriate texts and resources for different aspects of literacy
- Assisted districts with the types of systemic changes that increase chances of closing achievement gaps.
 - Trained reading consultants to become Haskins Literacy Specialists
 - Mentored and supervised high school seniors who chose to focus on the field of education for their May Projects
 - Context Embedded PD for Middle School LA teachers and tutors
 - Context Embedded PD for High School LA teachers and tutors

REFERENCES (Please contact by email or phone)

Haskins Laboratories

Dr. Susan Brady: Senior Scientist
sbrady@mail.uri.edu
203-865-6163, X213
U.R.I. Psychology 401-874-4258

Stratford Public Schools

Elaine Watson: Assistant Superintendent
WATSONE@stratfordk12.org

Stratford Public Schools Reading Consultants

Patty Hines: Lordship Elementary School (203) 257-6670
HINESP@stratfordk12.org

Maureen Muldowney: Chapel St. School (203) 494-9406
MULDOWNEYM@stratfordk12.org

Mary Lou Morong: Retired (203) 366-3667

Ginger DeLucia: Nichols Elementary Schools
DELUCIAG@stratfordk12.org

Collette Fearon: Stratford Academy Johnson House School (203) 414-3933
FEARONC@stratfordk12.org

Mary Fusco: Second Hill Lane Elementary School
FUSCOM@stratfordk12.org

Or call contact any other of the 17 reading consultants in Stratford

Stratford Principals

Nichols Elementary School: Diana DiIorio diioriod@stratfordk12.org

203-385-4294

Franklin School: Lea Ann Blackwell bradfordl@stratfordk12.org
203.385.4190

Lordship Elementary School: Kate Murphy
murphyk@stratfordk12.org
Cell: 203-685-2730

Second Hill Lane: Jim Noga nogaj@stratfordk12.org
203-385-4292

Wilcoxson School: Noel Guerini guerinin@stratfordk12.org
203-385-4196

Stratford Academy: Johnson House: Maureen DiDomenico
didomenicom@stratfordk12.org 203-385-4180

Stratford Academy: Honeyspot House Patty Mattera
matterap@stratfordk12.org 203-385-4188

Special Education Department:

Director just retired-Ellen Michaels, but you can reach her at
203-214-8544

Special Education Inclusion Facilitator: Olga Waddock
waddocko@stratfordk12.org

My previous Superintendent: Irene Cornish cornishi210@gmail.com

Stratford Interventionists:

Cindy Phelan: 203-710-8910

Helene McBride: 203-895-4183

Newly Appointed Director of SBRI

Maria Prota: 201-640-5536

K Teachers

recuperom@stratfordk12.org

oneilld@stratfordk12.org

simmonss@stratfordk12.org

Grade 1 Teachers

sotos@stratfordk12.org

giordanoj@stratfordk12.org

Lyme/Old Lyme Public Schools

Beth Borden: Assistant Superintendent/ Curriculum Director
eborden@region18.org

Candice LaConti: District Reading/Language Arts Specialist K-8
claconti@region18.org

Cell Phone: 860-235-2679

Lyme/Old Lyme Principals

Jim Cavaliere: Lyme Consolidated School
jcavaliere@region18.org

Patricia Downes: Mile Creek School
pdownes@region18.org