

**RECOMMENDED FOR APPOINTMENT****EFF: 08/18/14**

	<u>STEP</u>	<u>SALARY</u>
Scanlan, Jennifer – Columbus – Curriculum & Instruction Site Director	1	\$117,912
Posting#: NASA-2014-05		
Education: Syracuse University – BS – Inclusive Elementary & Special Education University of Bridgeport – MS – Elementary Education Sacred Heart University – 6 <sup>th</sup> yr – Administration		
Experience: 0 years Administration; 13 years Teaching		
	<u>STEP</u>	<u>SALARY</u>
Ehlers, Sandra – Cranbury – Curriculum & Instruction Site Director	1	\$117,912
Posting#: NASA-2014-05		
Education: Providence College – BA – Elementary & Special Education Southern Connecticut State University – MS – Early Childhood Education		
Experience: 0 years Administration; 21 years Teaching		
	<u>STEP</u>	<u>SALARY</u>
Carmody, Sarah – Jefferson – Curriculum & Instruction Site Director	1	\$117,912
Posting#: NASA-2014-05		
Education: Villanova University – BA – General Arts Sacred Heart University – MA – Elementary Education		
Experience: 0 years Administration; 14 years Teaching		
	<u>STEP</u>	<u>SALARY</u>
Forzani, Jeffrey – Kendall – Curriculum & Instruction Site Director	1	\$117,912
Posting#: NASA-2014-05		
Education: College of New Rochelle – BA – Liberal Arts Mercy College – MA – Bilingual Education Sacred Heart University – 6 <sup>th</sup> yr – Educational Leadership		
Experience: 0 years Administration; 16 years Teaching		
	<u>STEP</u>	<u>SALARY</u>
Wilkins, Jane – Marvin – Curriculum & Instruction Site Director	1	\$117,912
Posting#: NASA-2014-05		
Education: Manhattanville College – BA – Political Science University of Bridgeport – MA – Elementary Education		
Experience: 0 years Administration; 21 years Teaching		
	<u>STEP</u>	<u>SALARY</u>
Wachowski, Edward – Silvermine – Curriculum & Instruction Site Director	4	\$127,480
Posting#: NASA-2014-05		
Education: Manhattanville College – BA – Elementary Education Manhattanville College – MPS – ESL University of Bridgeport – 6 <sup>th</sup> yr – Educational Leadership		
Experience: 6 years Administration; 10 years Teaching		
	<u>STEP</u>	<u>SALARY</u>
Rangel, Theresa – Brookside – Curriculum & Instruction Site Director	1	\$117,912
Posting#: NASA-2014-05		
Education: Western Connecticut State University – BS – Elementary Education Western Connecticut State University – MS – Instructional Technology		
Experience: 0 years Administration; 8 years Teaching		

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	<u>STEP</u>	<u>SALARY</u>
Goss, Janine – Fox Run – Curriculum & Instruction Site Director	1	\$117,912
Posting#: NASA-2014-05		
Education: Iona College – BS – Elementary Education		
Iona College – MS – Multicultural Education		
Experience: 0 years Administration; 24 years Teaching		

## Curriculum Vitae

**Personal** Evelyn Russo, Ph.D.

Address: 177 Turtle Bay Dr.  
Branford, Ct. 06405  
Phone: Cell: (203) 530-9880  
Email: [Evrusso@aol.com](mailto: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.
- 6<sup>th</sup> 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](mailto: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 resistors 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;
- 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=ju6JgJYpbgE>
- 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