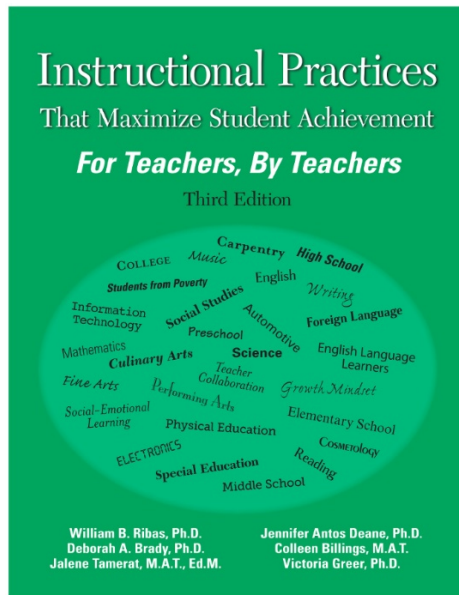


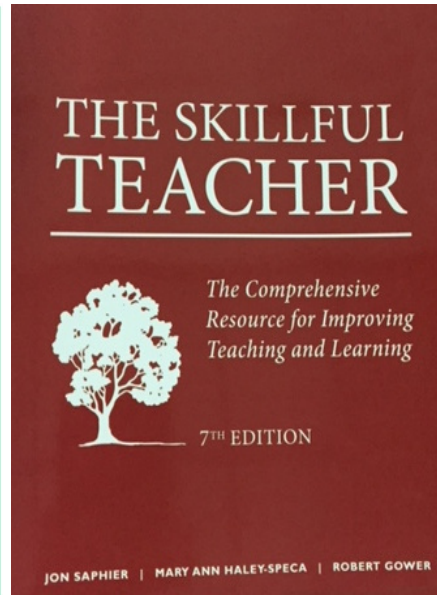
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William B. Ribas, Ph.D.



Bill is has more than 36 years of experience as a paraprofessional, teacher, administrator, and consultant in a number of school districts. His teaching experience includes elementary, middle school, and high school. His administrative experience includes assistant principal, principal, director of pupil and personnel services, and assistant superintendent. Bill's other books include *Teacher Supervision and Evaluation That Works*, *Low Performing Educators*, *Inducting and Mentoring Teachers New to the District*, *Social-Emotional Learning in the Classroom*, and *Social-Emotional Learning in the Home*, which are published nationally and internationally. He has also published articles in a variety of practitioner journals. Currently, Bill is the president of Ribas Associates and Publications Inc., an educational consulting, training, and publishing company. The company is dedicated to the growth and development of paraprofessionals, teachers and administrators. Since the company's inception in 2002, Bill and the other Ribas Associates consultants have worked with over 110 of urban, suburban, and rural school districts, helping educators raise student performance and better meet the needs of all students.

Deborah A. Brady, Ph.D.



With over thirty-five years in public and private education, Dr. Brady has had experience as a teacher, administrator, and co-teacher. Deb has served as an assistant superintendent for teaching and learning in two districts for over 17 years. She has taught middle school, high school and college as an English, reading, and writing teacher and instructor. In addition, Deb has served as a Director of a Learning/Writing Center at Dean College, and as an adjunct professor at Lesley College, Assumption College, Worcester State College, and Fitchburg State College where she taught both graduate and undergraduate courses in curriculum, reading, literacy, and writing. Deborah earned her doctorate at Lesley College in educational studies. Her research focused on the impact of a standards-based curriculum on teaching, co-teaching, learning and assessment. Her special areas

of interest include curriculum assessment, development, and improvement, instructional leadership and teacher evaluation, formative assessment and the effective use of feedback and data to improve instruction and student achievement, the gradual release of responsibility, effective data team development, literacy across the content areas and its assessment in reading, writing, speaking, listening, and accountable talk. Her initiatives as a district leader included: Instructional Rounds, MTSS-RTI, International Baccalaureate, teacher leadership, and Understanding by Design.

Jalene Tamerat, Ed.D.



Dr. Tamerat is the Director of the New Teacher Development Program for the Boston Public Schools. In that role she manages and coordinates the work of 250 New Teacher Developers. Prior to that she was a teacher in the Boston Public Schools and led groups of teachers through various school-based reform initiatives, including a comprehensive School Quality Review, preparing for the adoption of the International Baccalaureate Program, and as an instructional coach. She also oversees the Boston Public Schools Teaching Fellowship program, an accelerated initial licensure-granting teacher pipeline for the BPS.

Jalene Tamerat has a M.A.T. from Emmanuel College, an Ed.M. from Harvard University, and an Ed.D. from Boston University. She is the author of the book *Instructional*

Practices That Maximize Student Achievement: For Teachers, By Teachers as well as numerous articles in professional journals.

Jennifer Antos Deane, Ph.D.



Dr. Deane holds a doctorate from Boston College in curriculum and instruction with an emphasis on math and literacy education in the elementary and middle school classrooms. While working in Braintree, MA, she was chosen as Teacher of the Year. She was also a classroom teacher in North Reading, MA and Needham, MA, public schools. She worked as a mathematics resource teacher and presently works as the Staff Development Coordinator in the Needham public schools. Currently, she teaches mathematical problem-solving skills to elementary students. Jenny has been influential in developing materials and training teachers to extend and remediate mathematics and literacy teaching. She also assists teachers with integrating mathematics and literacy across the curriculum. She authored the article “Daily Journals Connect

Mathematics to Real Life” which appeared in *The Journal of Mathematics Teaching in the Middle School*.

Victoria Greer, Ph.D.



Dr. Greer began her career as a special education teacher in Nashville, TN. She then became a school liaison supervisor coordinating after school and summer programs in underserved communities in Nashville. In 2006 she became an instructional facilitator providing teachers with professional development opportunities. Among the programs she provided were programs designed to close the achievement gap between special education and general education students. In 2009 she became the director of instruction for the city of Nashville. She presently serves as the assistant superintendent of student services for the Cambridge, Massachusetts Public Schools. In this role she supervises all special education and clinical services in the

district.

Colleen Billings, M.A.T.

Colleen Billings has been a district director of ESL programs and taught ESL and bilingual education for twenty-five years. She served on the Bilingual/ELL Advisory Council for the Massachusetts Department of Education. She served as a Sheltered English Immersion Professional Development Coordinator for the Massachusetts Department of Elementary and Secondary Education. She currently works in Andover, MA Public Schools where she teaches ESL and leads professional development workshops related to the academic needs of English learners. In addition, she teaches graduate level courses at The School of Education & Social Policy Teacher Education Programs at Merrimack College.