

CONSUELO YVONNE CURTIS

PHONE [REDACTED] – EMAIL: [REDACTED]

VISION

Transform our public school districts into equitable systems that educate every student to achieve their potential, develop a transcendent perspective, fulfill their dreams and become leaders of tomorrow who share responsibility for everyone's destiny.

MISSION

Lead the transformation of school district culture by creating collaborative teams at every level where each leader and teacher develops the courage, skill and will to ensure our schools and classrooms are inclusive, nurturing, rigorous places of learning for every student. Engage families, businesses, non-profit and community as partners in achieving our vision for every student.

EDUCATION

Doctor of Education, D.Ed., University of Oregon, 2008

Master of Arts in Teaching, MAT, Lewis and Clark College, 1997

Bachelor of Arts, Liberal Studies, BA, San Diego State University, 1980

LICENSE

Continuing Administrative/Initial Superintendent License Oregon, 2003-2018

Administrative License, Basic/Standard 074 Oregon, 1997-2003

Elementary Standard Teaching License 016, Oregon, 1997-2018

Elementary Teaching License Basic 016, Oregon, 1989-1998

Elementary Teaching License K-8, California, 1981-1989

K-12 PROFESSIONAL EMPLOYMENT

Superintendent, Forest Grove School District, Forest Grove, OR, 2009-present

- Implemented a strategic plan engagement process that unified School Board and administrative leaders around a shared vision after devastating 25%-33% staff reductions, a closing of a small school and a board recall during the Great recession.
- Designed and implemented a strategic plan monitoring and reporting process that has aligned the goals at every level of the system from School Board through superintendent, leaders and teachers and has garnered parent and community support and is adjusted and refreshed annually.
- Passed a \$65.3 million construction bond that added a science wing and sports facility to the high school, replaced an elementary school, enlarged two other elementary schools and enhanced security at every school while reducing staff .
- Implemented a transparent budgeting process that engages leaders, School Board and Budget Committee to support the strategic plan.
- Applied a systems thinking approach to continuous improvement processes with evidence of improved learning outcomes and successful, systemic implementation of district initiatives.
- Provided systematic job-embedded professional development and monitored for fidelity to implementation of Positive Behavior Support Systems (PBIS), Response to

- intervention (RTI), Gomez and Gomez Dual Language Model, Constructing Meaning, Guided Language Acquisition and Development (GLAD) and Explicit Instruction.
- Currently developing a behavior Response to Intervention model and implementing Advancement Via Individual Determination (AVID) district-wide.
 - Added science, technology, engineering and math (STEM) curriculum to every K-6 classroom
 - Provided the first core reading adoption in 14 years and math adoption in 20 years.
 - Implemented grading by proficiency beginning at high school moving through the grades to prekindergarten.
 - Implemented professional learning communities in every school with community support for required late-start.
 - Redesigned English Language Development (ELD) and implemented a new Dual Language Program resulting in students arriving at middle school ready for Advanced Placement Spanish language and Advanced Placement Spanish literature.
 - Engaged teachers in the Willamette process, growing dual credits opportunities enabling students to graduate from Forest Grove High School ready to enter college with two years completed.
 - Achieved our goal of enrolling 200 students from underrepresented groups into Advanced Placement (AP) courses with a system of supports that will support them in passing the exams to earn the college credit. Adding three career pathways in business, engineering and mechatronics in with business and community college partnerships while completing the six pathways already partially in place at our high school.
 - Added culturally specific mariachi experiences at middle and high school and redesigned junior English course to focus on cultures and identity development. Currently adding an online Latino American course to our blended options.
 - Implemented two Spanish/English dual-language preschool promise classrooms resulting in students who come with the most challenges being ready for kindergarten and already reading.
 - Implemented one-to-one devices district-wide to engage students in creating, communicating and collaborating beginning at middle school and expanding to pre-K12.
 - Implemented team development, coaching and systematic professional development for administrative leaders, executive leaders and aspiring leaders.
 - Created a team of 60 prepared equity advocates representing every school to lead equity consciousness development, culturally responsive teaching and empowered to remove barriers for students in every school.
 - System-wide implementation of an equity lens and intentional development of equity leadership competencies in administrators and teacher leaders.
 - Included parent and student voices in district decisions by forming and facilitating a District Parent Advisory Committee and a Superintendent Student Advisory Committee, both meeting monthly.
 - Developed a Parent Academy with courses for parents in both Spanish and English.
 - Engaged community in a boundary redistricting process with full support from each family impacted.
 - Engaged community in Long-range Facilities Planning, which articulates the recommendations of the community for the next 30 years, but also leaves opportunities for adjustments over time.
 - Developed a partnership with Oregon Iron Works, who brought machines, materials and experts to support our metals pathway.
 - Developed a partnership with Intel, who guided the development of our resiliency plan, provided executive coaching to our strategic plan process, and guided successful implementation of our one-to-one iPad middle school pilot.

- Developed a partnership with a Chaucer Foods who provided post graduation jobs to students ready for a career pathway.
- Obtained over \$10 million in grant funding for 21st Century Learning, AVID, Equal Opportunity Schools (EOS), Preschool Promise Pre-K classrooms, Career and Technical, Seismic, Kindergarten Innovation Grant, and Youth and You grants.

Director, Student Achievement, Eugene School District 4J, Eugene, OR, 2004-2009

- Started the transformation from a district of autonomous schools into one school system by implementing the first district-wide core reading adoption in over 25 years.
- Focused the Eugene School District on the instructional core as liaison and leader of the 5J team in the Harvard Executive School Leadership program, with 90 other Oregon leaders (including a team from Portland Public Schools).
- Co-led development of a district RTI model as one of three district awarded a national grant. (See publication listed below).
- Co-developed the Easycbm assessments now used nationally for benchmarking and progress monitoring assessment in partnership with the Behavior in Research and Teaching (BRT) department at the University of Oregon
- Initiated, led and coached all district leaders in equity consciousness work development following a public accusation of oppression by a white administrator against an African American administrator.
- Redesigned five struggling elementary schools into specialized academy schools including a one-to-one laptop school and a Spanish/English dual language school. They were the first schools of choice accessible for students of color and students from economically disadvantaged families within their neighborhoods.

Principal, Terrebonne K-8 School, Redmond School District, Redmond, OR, 1998-2004

- Led the school turn-around work from highest poverty, lowest performing elementary school into the highest poverty, highest performing elementary school within three years.
- Transitioned the school to a multiple intelligences magnet school.
- Transitioned the school from a K-5 to a K-8 school.
- Developed family and community engagement and support strategies.
- Provided grant funding and design leadership to develop a Project Adventure, Ropes course to engage students in PE and counseling.
- Led the first elementary district core reading adoption in many years.
- Participated in the district study development of an International Baccalaureate (IB) program.
- Coordinated the district Talented and Gifted program.
- Led the music curriculum adoption process.
- Trained over 200 teachers in Central Oregon on “Tribes Community Building”
- Participated in the Harvard Principal Center.
- Became a National facilitator for Courage to Lead retreats in their year-long fellowship program.

Assistant Principal, Jefferson County 5-8 Middle School, Madras, OR, 1997-1998

- Served as principal of the 5th and 6th grade self-contained portion of the school.
- Transitioned the school from a push-out disciplinary model to a learning community using the Tribes Community Building process. In this first year as assistant principal, we reduced referrals to the office from 6,000 to 800 and suspensions from 850 to 125.
- Became a certified National Tribes Trainer-of-Trainers.
- Coordinated the district Talented and Gifted program.

- Led the development of a middle school balanced literacy language arts program and provided a complete leveled library complete with staffing support to manage the collection and professionally develop the teachers.
- Filled the role as acting principal when my principal had a heart attack the first week of school.

Teacher, Bear Creek School, Bend-LaPine School District, Bend, OR, 1989-1997

- Taught grades Jr. Primary, 4, 5 and 4/5 blended self-contained classrooms.
- Led the development of a school-within-a-school process.
- Wrote and directed school-wide musicals focused on curriculum topics.
- Participated in district language arts adoption process and provided professional development for grade 4 and 5 teachers across the district.
- Taught summer writing process courses for teachers.
- Designed and implemented Scottish Storyline simulation and design technology experiences into social studies instruction.
- Taught middle school teachers how to enrich Talented and Gifted students in a differentiated teaching model.
- Taught K-8 teachers how to utilize rubrics for empowering students to participate in the grading process.

Teacher, Chet F. Harritt K-6 Elementary School, Santee, CA. 1986-1989

- Taught K/1, a self-contained Gifted and Talented classroom, and 3rd grade.
- Wrote, directed and accompanied a primary school musical each year.
- Participated in the San Diego Area Writing project fellowship program.

Teacher, San Diego Unified School District, San Diego, CA. 1982-1986

- ESL Tutor
- Substitute
- Taught 2nd grade year-round classroom – Sequoia K-6
- Taught 6th grade gifted and talented desegregated classroom – Silver Gate K-6
- Taught kindergarten classroom – Sequoia K-6
- Wrote Achievement Goals Curriculum

Instructional Assistant, Foster Elementary School, San Diego, CA 1979-1980

- Playground assistant
- Classroom assistant

UNIVERSITY EMPLOYMENT

Adjunct Instructor, University of Oregon, College of Education, Department of Education, Policy and Leadership, Eugene, OR, 2009-Present

Adjunct Instructor, Diversity and Ethics, Basic Administrator Licensure Program, Lewis and Clark College, Portland, OR, 2000-2003

EDUCATIONAL CONSULTANT

Consultant, Center for Courage and Renewal, Bainbridge, WA, 2003-present

- Facilitate retreats for teachers and administrators.

Consultant, Tribes Community Building, Center Source, CA, 1997-2002

- Trained 200 teachers in Central Oregon to implement Tribes Community Building

Consultant, Oregon Writing Project, University of Oregon, Eugene, OR, 1990-2003

- Trained teachers in Bend-LaPine School District to implement writing process.
- Consultant, San Diego Area Writing Project Consultant, San Diego, CA, 1988-1998
- Trained teachers in Santee School District and Poway School District to implement writing process.

MENTORING AND COACHING

Mentor, Oregon Association of Latino Administrators (OALA) OR, 2014 – present

- Mentored 5 Latino leaders as they transitioned from instructional coaches to building administrators.

Coach, Strategic Planning, Scoring, Monitoring and Reporting, OR, 2014 – present

- Coached superintendents from Springfield, Tigard/Tualatin, Pendleton and Central school districts in a process adapted from Intel.

STATE AND NATIONAL PROFESSIONAL ACTIVITIES

Chair, Education Northwest

- Served 4 years, 2 years remaining

Board Member, Oregon Education Investment Board (OEIB)

- Served 3 years on Board

Chair, Best Practices and Student Transitions OEIB

- Served 2 years

Trustee, Oregon Museum of Science and Industry (OMSI)

- Served 1 year

Fellow, Oregon Learns, Oregon Business Council (OBA)

- Served 1 year

Advisory Member, Quality Teaching and Learning Network Committee, (OEIB)

- Served 1 year.

Leader, Oregon Leadership Network (OLN), steering committee

- Served in leadership roles 10 years

Commissioner, Oregon Quality Education Commission (QEC)

- Served as commissioner for 10 years

Co-facilitator, Best Practices Panel (QEC)

- Served for 5 years

Scholarship Selection Committee, Oregon Community Foundation (OCF)

- Served 8 years

National Superintendent Round Table

- Participated two years

Liaison, Harvard Executive School Leadership Project

- 2 year program

Practitioner, Minority Student Achievement Network (MSAN) Research Practitioners Panel

- Served 5 years

Practitioner, Oregon State Literacy Panel

- Served 2 years

Participant, Higher Education Access Committee

- Served 2 years

Participant, Harvard Principal Center

- 1 summer

PUBLICATIONS

White Paper, Curtis, Y., Miller, S. (2013). Intel as a Partner in Transforming Learning and Developing Resilient Ecosystems within Public School Districts
Contributions, Harvey, James, Cambron-McCabe, Nelda, Cunningham, Luvern, L., Koff, Robert H. (2013). *The Superintendent's Fieldbook, Second Addition*. Thousand Oaks, CA. Corwin.
Chapter, Curtis, Y., Sullivan, L., & Alonzo, J., Tindal, G. (2011). The Context and Process of Implementation. In E.S Shapiro, N. Zigmond, T. Wallace, D. Marston (Eds.), *Models for Implementing Response to Intervention: Tools, Outcomes, and Implications* (pp. 271-317). New York, NY. Guilford Publications.
Dissertation, Curtis, Y. Socially Mediated vs. Contextually Driven Vocabulary Strategies: Which are most effective? June 2008.

PRESENTATIONS

Forest Grove Student Walkout: Student Voices, Education Northwest, November 22, 2016, Portland, OR
Leading for Equity as a Latina Superintendent in Oregon, Oregon Leadership Network Summit, November 4, 2016, Portland, OR
Equity Leadership as a Latina, Oregon Association of Latino Administrators Conference, February 11, 2017, Eugene, OR
Adaptive Equity Leadership, Oregon Association of Latino Administrators, Mentor Protégé Program, Bend, OR
Partnering to Transform Learning, National School Public Relations Association National Conference, July 14, 2014, Baltimore, Maryland
Forest Grove School District and Intel Transform Learning, Intel MAPS Conference, April 2, 2014, Phoenix, AZ
Creating a Vision, Unifying a Community and Transforming Learning, Confederation of School Administrators/Oregon Association of School Executive Conference, January 2014, Salishan, OR
Creating a Vision, Unifying a Community and Transforming Learning, Oregon School Boards Association Conference, November 2013, Portland, OR
System Coherence, Confederation of School Administrators, Winter Conference, January 2010, Seaside, OR
Equity Leadership, Oregon Leadership Network 2009 Spring Institute, April 2009, Salem, OR
Instructional Intervention Progress Monitoring, School Board, Eugene School District 4J, November 2008, Eugene, OR
An IIPM Model: The Administrative Perspective, Confederation of School Administrators, June 2008 Seaside, OR
An IIPM Model: The Administrative Perspective, Oregon Conference, March 2008, Eugene, OR.
English Language Learner Program, School Board, December 2007, Eugene School District 4J, Eugene, OR
District and School Report Card Review, School Board, October 2007, Eugene School District 4J, Eugene, OR
Oregon State Assessment Data, School Board, October 2007, Eugene School District 4J, Eugene, OR
Preliminary AYP Reports, School Board, September 2007, Eugene School District 4J
District-wide Language Arts Adoption, School Board, March 2007 Eugene School District 4J
University of Oregon and Eugene School District 4J National Center on Progress Monitoring to Validate a Model for Response to Intervention, Confederation of School Administrators Conference, June 2006, Seaside, OR
Data Driven Decision Making, Oregon School Boards Association Conference, November 2005, Portland, OR

Reading Next: A Vision For Action And Research In Middle And High School Literacy, School Board, September 2005, Eugene School District 4J, Eugene, OR
Courage to Lead, Oregon Association of School Personnel Conference Bend, May 2004, OR
A K-8 Community School, School Board, Redmond School Board, March 2001, Redmond, OR
Multiple Intelligence Magnet School, Redmond School Board, November 1998, Redmond, OR

PROFESSIONAL ORGANIZATIONS

Association of Latino Administrators and Superintendents (ALAS)
Oregon Association of Latino Administrators (OALA)
Confederation of School Administrators Vision and Policy (COSA)
District Administration (DA)
National Superintendent's Roundtable
American Association of School Administrators (AASA)
National School Board Association (NSBA)
Oregon School Board Association (OSBA)
Oregon Leadership Network (OLN)
Center for Courage and Renewal
University of Oregon Alumni
Pi Beta Phi

ACHIEVEMENTS

Center for Courage and Renewal Facilitator Preparation Fellowship
University of Oregon Student Achievement Award
San Diego Writing Project Fellowship
California Most Distinguished School
Graduated 4.0 Lewis and Clark
Dean's List San Diego State
Pi Beta Phi Honor Alum
Circle "G" Honor Graduate Grossmont High School

SPECIAL TRAINING

University of Oregon Critical Issues
Grove Graphic Facilitation Institute
Chalkboard, Leading for Learning, Superintendent Institute
National Equity Project
Authentic Leadership in Action, Transforming Self, Systems and Society
Intel Visioning, Strategic Planning and Monitoring
Common Core State Standards – Black Belt Training
Human eX Ventures – Screening Survey Tool
Model Schools
Dual Language Schools Development Gomez and Gomez Trainer-of-Trainer
Professional Learning Communities
Data Driven Decision Making
Harvard Executive School Leadership, a three-year program
Coaching for Educational Equity
Courageous Conversations about Race
Courage to Lead Facilitator
Harvard Principal Center Summer Institute
Gates Administrator Technology Training
People Centered Team
Tribes Community Building

Educational Change and Reform
San Diego Writing Project
National Language Arts Standards