

# Tammy Clementi, PhD

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## Education

Harvard Graduate School of Education	Cambridge, MA
<ul style="list-style-type: none"><li>• <b>Harvard Institute for Superintendents and District Leaders</b></li></ul>	2021
University of Virginia-Darden School of Business	Charlottesville, VA,
<ul style="list-style-type: none"><li>• <b>School Turnaround Program</b></li></ul>	2011
University of Denver	Denver, CO
<ul style="list-style-type: none"><li>• <b>PhD, Educational Administration</b></li></ul>	2007
Lesley College	Cambridge, MA
<ul style="list-style-type: none"><li>• <b>ME, Curriculum and Instruction</b></li></ul>	1990
Colorado State University	Pueblo, CO
<ul style="list-style-type: none"><li>• <b>BA, Elementary Education</b></li></ul>	1987

## Licenses

Colorado Department of Education
<ul style="list-style-type: none"><li>• Colorado Superintendent License #280715</li><li>• Colorado Principal License #335178</li></ul>

## Professional Experience

### **Educational Leader, Researcher & Consultant, & Turnaround Specialist- Education Is It & Kidz Can Learn, State/National July 2001-Present**

Independent education consultant tailoring services to meet the needs of schools and school districts from rural to urban

- customize professional learning to meet the specific leadership, professional development and achievement needs of students, schools and school districts across this nation
- embed the research surrounding best-practice instruction aligned to today's students and standards resulting in systems improvement

### **National Director of Academic Planning & Analytics-Houghton Mifflin Harcourt July 2014-Oct 2020**

Served as one of five National Directors whose role was to:

- Serve as distinguished and keynote speaker at national superintendent conferences and state organization conferences
  - District and school level executives walked away with a deeper understanding of what some of our fastest improving schools systems are doing to significantly increase student achievement and close opportunity/achievement gaps
- Partner nationally with senior school district decision makers to craft powerful approaches to improve teacher effectiveness, transform schools and increase student achievement. With systemic execution, participating districts experienced an overall increase to student achievement

- Provide curriculum, instruction, assessment, and analytic consulting to districts across the nation. These collaborations focus on identifying achievement gaps in English Language Arts, Math, and Science, data-driven discussions around coherence practices (e.g. third-party assessment data and Multi-Tiered Systems of Support)
- Present to multiple boards of education (from rural to urban) their district achievement and opportunity gap reports which highlight state student assessment data in grades 3-10
- work collaboratively with district superintendents and their cabinets to develop strategic next steps in the development/revision of the district action plan
- Provide guidance to senior district leadership on practices that create coherence, maximize community partnerships, and position learning organizations so that best and next practices are brought to scale and sustained for the academic and social/emotional growth of students (this work was tailored to the needs uncovered in the district's needs assessment)

### **Chief Academic Officer- Aurora Public Schools, CO**

**Aug. 2011-July 2013**

*Student population: PK-12=42,000 (Urban); Free & Reduced Lunch: 70%; Students of Color: 82%*

#### **Achievement Results:**

- **In one year**, we **increased** from 34% to 54% of schools in the Performance category (state's rating scale for accreditation/achievement)
- **In two years**, we **decreased** from 35% to 15% of schools in the Turnaround and Priority Improvement category on the state's accreditation report

#### **Job Responsibilities included but not limited to:**

- Served as a member of the collaborative district leadership team where we developed research-based strategy, plans, goals, and measurable outcomes to meet the district's mission and vision of closing learning and opportunity gaps and increase achievement for every student
- Served on district negotiating team where I worked closely with administration and teacher leadership to come to consensus on issues/policies outlined in the teacher master agreement
- Served as a district leader and advocate to build relationships, create understanding of student and district needs, and engaged community leaders, groups and individuals to support the passage of a \$15 million mill levy override
- Provided leadership, direction, and supervision to the district's Division of Instruction to focus and align systemic processes leading to increased student achievement
- Ensured directors of schools worked closely with building principals to support them with all school improvement efforts (specifically guaranteeing schools have access to robust professional development and real-time data that will allow building staff to better evaluate student progress and instructional direction)
- Supervised and provided guidance in the development, organization, and delivery of all curricular and instructional programs and services to ensure they were based on best and equitable practices, research-proven, and aligned with state, national, and international standards and assessments

### **Turnaround Manager-Colorado Department of Education**

**June 2010-Aug. 2011**

#### **Job Responsibilities included but not limited to:**

- Served as a liaison to the lowest performing schools/districts in the state of Colorado
- Collaborated with schools and districts to identify needs, develop action plans to address the needs, build in benchmark timelines, and monitor execution of identified actions
- Worked closely with building principals in the turnaround schools to prioritize budget allocations (ensuring priority of resources and supports were aligned to need)
- Provide direction and research-proven best-practice guidance to state turnaround schools through on-going professional development and embedded coaching
- Monitor and assist state turnaround schools in grant budget compliance and revisions aligned to established goals
- Develop and facilitate quarterly professional learning communities for all state turnaround schools

- Provided supports on the District Unified Improvement Process to ensure schools first determined root causes to better align systemic processes leading to increased student achievement
- Provide monthly updates to accountability division at the Colorado Department of Education

**Chief Academic Officer-Pueblo City Schools, CO**

**July 2008-June 2010**

*Student population: PK-12=18,000 (Urban); Free & Reduced Lunch: 72%; Students of Color: 74%*

**Achievement Results:**

- **In the first year** the district *reversed* a trend **decline** in achievement for all four Colorado Student Assessment Program (CSAP) tested areas: Reading, Writing, Math, and Science
- District moved from “Accredited with Turnaround Plan” to “Accredited with Priority Improvement Plan” **after the first year**

**Job Responsibilities included but not limited to:**

- Served as a member of the collaborative district leadership team where we developed research-based strategy, plans, goals, and measurable outcomes to meet the district’s mission and vision of closing learning and opportunity gaps and increase achievement for every student
- Served on district negotiating team where I worked closely with administration and teacher leadership to come to consensus on issues/policies outlined in the teacher master agreement
- Chaired and facilitated the District Accountability Committee to provide guidance and systemic practices aligned to the district strategic action plan as well as provided guidance in tailoring the individual building level action plans to meet the needs of their schools
- Developed board policy (Titled: *Managed Instruction*) to establish systemic practices and procedures across all buildings for the sake of congruency, norms, and tight systems
- Provided leadership, direction, and supervision to the district Curriculum and Instruction Department in the planning, coordinating, and delivery of all academic and instructional programs and services to improve the academic outcomes and learning of all students
- Ensured directors of schools worked closely with building principals to support them with all school improvement efforts (specifically guaranteeing schools have access to robust professional development and real-time data that will allow building staff to better evaluate student progress and instructional direction)
- Provided leadership direction and professional development for building level administrators to increase the overall competencies and skills of leaders in the district

**Superintendent (Interim)-Aguilar School District, CO**

**Jan. 2008-June 2008**

*Student population: PK-12=130 (Rural); Free & Reduced Lunch: 82%; Students of Color: 60%*

**Achievement Results:**

- State assessment took place **three months** after assuming the role of Interim Superintendent and due to the significant increase to achievement, the district was removed from “Probation” status
- District went from “significant decline” trend in achievement for four consecutive years to “typical” status **after three months**

**Job Responsibilities included but not limited to:**

- Worked closely with school board of education, staff, parents, students and members of the community to increase student achievement through continual professional development, professional learning communities, Multi-Tiered Systems of Support (MTSS), collaboration, embedded coaching and continual monitoring of identified systems and structures to aggressively close an opportunity and achievement gap
- Authored a state document, “*Suggested Protocol for School Districts Struggling to Close the Achievement Gap A Focused Plan for Struggling School Districts Who Opt to Access Achievement Gap Support from the Colorado Department of Education,*” for statewide distribution across all struggling school districts in the state of Colorado  
\*Appointed by the State Commissioner of Education to provide leadership and support to one of the lowest performing school districts in the state of Colorado. The charge was to significantly increase academic achievement and growth for students in the district and move the district to typical growth status on the district accreditation rating.

## Director of Curriculum & Student Achievement-Fountain-Fort Carson School District, CO

July 2005-Dec. 2007

*Student population: PK-12=8,100; Free & Reduced Lunch: 44%; Students of Color: 52%*

### **Achievement Results:**

- Wrote professional goal around supporting the lowest performing elementary school in the district in an effort to significantly increase student achievement. **The school received National Blue-Ribbon status**

### **Job Responsibilities included but not limited to:**

- Served as a member of the collaborative district leadership team where we developed research-based strategy, plans, goals, and measurable outcomes to meet the district's mission and vision of closing learning and opportunity gaps and increase achievement for every student
- Worked closely with K-12 building principals to focus resources and school efforts on meeting district and state student longitudinal growth and achievement status
- Developed, tailored, and facilitated K-12 staff development to meet individual building needs
- Chaired and facilitated the District Accountability Committee to provide guidance and systemic practices aligned to the district strategic action plan as well as provided guidance in tailoring the individual building level action plans to meet the needs of their schools
- Provided leadership direction and professional development for building level administrators to increase the overall competencies and skills of leaders in the district

## Assistant Principal-Fountain Middle School, Fountain-Fort Carson School District, CO

July 2004-June 2005

*Student population: 6-8 grade=850; Free & Reduced Lunch: 56%; Students of Color: 52%*

### **Achievement Results:**

- Fountain Middle School earned the **highest increase in percentile achievement points in the history of the school**. The school experienced an **increase of 93%ile points** across all grade levels on the state assessment.

### **Job Responsibilities included but not limited to:**

- Provided teacher support in planning for a standards-based educational program
- aligned instructional materials to the standards-based educational program
- utilized ongoing assessments to understand and execute the instructional content and strategies for every child
- supported teachers in the implementation of research-proven education practices
- wrote school goals and improvement plans aligned to overall schoolwide student needs
- observed and provided explicit feedback on instructional
- provided relevant professional learning opportunities for teachers and staff
- provided assistance in administration and interpretation of assessments
- provided support in the ILP (Individual Literacy Plan) process and how to utilize the assessment data to assist with analysis

## Instructional Coach, Colorado Springs School District #11, CO July 2001- June 2004

*Student population: PreK-12=28,000; Free & Reduced Lunch: 48%; Students of Color: 52%*

### **Achievement Results:**

- The schools where I served as an instructional coach had some of the **highest increases to student achievement** across the district

### **Job Responsibilities included but not limited to:**

- Provided modeling/coaching and support to district principals, teachers and support staff in analyzing assessment data to determine instructional needs of students, standards-based lesson planning, and research based instructional strategies, programs, and assessment in all curricular area

## **Elementary Teacher, Colorado Springs School District #11 Aug. 1987-June 2001**

*Student population: PreK-12=28,000; Free & Reduced Lunch: 48%; Students of Color: 52%*

### **Achievement Results:**

- I received local and national teaching awards for closing the achievement gap and increased student achievement.

### **Job Responsibilities included but not limited to:**

- Taught regular education grades 2<sup>nd</sup>-5<sup>th</sup>
- Taught reading, writing, math, science

### **Professional Membership**

- Colorado Association of School Executives
- Phi Delta Kappan
- Assoc. for Supervision & Curriculum Development

### **Community Organizations**

- Vice President Council Member-Academy of Advanced Learning
- Former Board President-Academy of Advanced Learning
- Leadership Aurora (Class of 2013)
- Junior Achievement (Past Board Member)
- Rotary (Past Board Member)

### **National Key Note/Conference Presentations:**

#### **• Leadership**

- *Will, Focus, Execution...the Difference Between the Doers and the Dreamers*
- *Your People, Your Priorities, Your Effectiveness*
- *Heart...At the Heart of Leadership*
- *Instructional Leadership: The Prerequisite for Increased Student Achievement*
- *Leadership in Literacy*
- *The Role of Educational Leadership in Closing the Achievement Gap*
- *Managed Instruction-Our Strategic Plan is What We Do, Managed Instruction is How We Do It*
- *The Significance of Hope for our Most At Risk Students*
- *Professional Learning Communities-The Driver to All Student Successes*
- *Turnaround-Why we do it and How*

#### **• Achievement**

- *Closing the Achievement Gap for Students of Poverty and Ethnicity*
- *Data-A Key Component for Increased Student Achievement*
- *Multi-Tiered Systems of Support*
- *Personalizing Personalized Learning*
- *Readiness*
- *Simplicity and Diligence-Executed with Fierce Devotion to Our Highest Priorities*
- *Today's Student is Unlike any Previous Generation. So too, must the Learning Look Unlike Any Previous Model*
- *Achievement in Education Requires: Culture, Leadership, Systems*
- *America's Crisis in Schools*
- *Response to Intervention-How We Commit to Meeting the Needs of All Students*

#### **• Reading**

- *Closing the Reading Achievement Gap Before It Begins-Why Early Intervention is Essential*
- *5 Components of Reading-The Non-Negotiables*
- *Assessment and Its Influence on Early Reading Achievement*
- *Response to Reading-Engagement Strategies to Reinforce Comprehension*
- *Evidenced Based Reading Instruction: Role of Scientific Research and Teaching Students to Read*