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The following is an annotated sampling of initiatives on which I have worked - designed to provide an example of my service menu.

Facilitator: Strategic Planning and Systems Development Projects

Helping organizations and school systems realize clarity of purpose and shared understandings, as they map projects and engineer successful and sustainable systemic improvement agendas

Strategic Planning Facilitator – Provide systematic and research-based methodologies (for example: *SMART Goals, Theories of Action, Force-Field Analysis*, etc.) to assist both public and private entities in development or refinement of Strategic Plans, which are the foundation of successful organizational functioning. Participation of multi-level organizational stakeholders is essential for the creation of shared values, clarity and consensus about what they hope to attain (visions) and the means of attainment (missions).

Teams are supported in determining clarity related to their roles, responsibilities and decision-making protocols and parameters. The end product is a set of Action Plans, with all requisite components, which provides the road map for ensuring realization of their of the Strategic Plans.

Facilitator of Strategic Planning for:

- ❖ **Children’s Trust Fund (CT):** *Phase II Strategic Planning*
- ❖ **Coventry School Readiness Council and Board of Education (CT):** *Redefining and Aligning Organizational Relationships and Structures*
- ❖ **Hartford Public Schools Special Education Department (CT):** *Administrative Strategic Planning Retreat and development and support of Professional Learning Community project focused on LRE expansion in district*
- ❖ **King Phillip Regional School District (MA):** *School Board alignment with Superintendent’s District-wide Goals*
- ❖ **Manchester Board of Education (CT):** *Strategic Plan Phase II - Including development and facilitation of a large-scale Community Conversation to inform recommendations for the report*
- ❖ **Norwalk Public School District (CT):** *Board of Education Parents as Partners Board Development*
- ❖ **Rye Presbyterian Nursery School (NY):** *Board, Administration and Staff Retreat*
- ❖ **South Windsor (CT):** *Educational Leadership Administrative Team Professional Learning Community with a focus on student outcomes*
- ❖ **Wilton Public Schools (CT):** *Board of Education Special Education Advisory Boards*

System Development Facilitator

- ❖ **AmericaSpeaks (NY)-** In response to 9/11, was 1 of 500 facilitators for a 21st century town meeting of 4,000 NYC residents, as they to deliberated options for memorializing the World Trade Center site and rebuilding lives.
- ❖ **CT State Department of Education Bureau of Special Education: STAR Collaborative Consultation Project** – As an inclusive educational facilitator, provided assistance to school district personnel and parents in the development of strategies and programs to ensure access and participation in general education for students with significant disabilities.

- ❖ **Hilton/Early Head Start Training Program** (NJ)– *Learning Coach* in this national four-year agenda supported EHS programs in improving their capacity to appropriately serve infants and toddlers with disabilities and their families, in collaboration with Early Intervention and other community partners.
- ❖ **Leadership Greater Hartford** (CT) - *School Governance Process Coach*. Supported a Hartford Board of Education Elementary Magnet School in a district-wide initiative, with a focus on the development of sustainable local governance councils. Parents, professionals and community stakeholders pooled their collective talent and perspectives towards a common cause – school improvement, parent partnerships and student outcomes.
- ❖ **NH Department of Education and Governor’s Office: Best Schools Leadership Initiative** - In the capacity of *Learning Coach*, effectively supported long-term, team-based school improvement initiatives, aimed at increasing student achievement. Working with three teams, each for three years, projects required content specific technical assistance and process facilitation resulting in significant system development.
- ❖ **Fall Mountain Regional School District** (NH) – Facilitation of a multi-year agenda, guiding this five-town district’s Administrative and Special Education Teams in the development of a *District-wide Special Education Philosophy*. Using research-based methodologies work plans were crafted to ensure comprehensive implementation, with fidelity, across the district.

***Facilitation: Education Projects
Program Evaluation, Professional Development and Consultation***

I work with school-based teams (preschool through secondary level) supporting them through comprehensive program improvement initiatives, including program evaluation and ongoing customized professional development.

A sampling follows:

- ❖ **Special Education/Inclusive Programming: Evaluation, Support and Development** (CT/NH/NY/NJ) – Over time, I have worked with dozens of public and private school teams towards improving practices and systems to support excellence in education (preschool: special and general education, and secondary special education staff and programs).

Through the use of a variety of strategies, including ongoing consultation, coaching and embedded professional development, I am able to guide multidisciplinary teams in building knowledge, skills and capacities for solving substantive problems and successfully programming for students with significant disabilities. Identification of current realities in inclusive education informs district-wide improvement initiatives.

- ❖ **Early Childhood/Special Education: Program Evaluation and Development** – Offer a wide range of both short-and-long term professional development and related technical assistance, to early childhood/special education teams and support comprehensive program development initiatives, based on best practices literature, including:

- National Association for the Education of Young Children Accreditation Self-Study (*NAEYC*)
- Division of Early Childhood (*DEC*) Recommended Practices
- Transdisciplinary Play-Based Assessment (*TPBA*) – a curriculum-based assessment to determine eligibility and authentic IEP development
- CT Autism Guidelines
- Transition to Kindergarten - Assist communities in promoting continuity between preschool and kindergarten through the development of policies and practices for successful transition to school.

- ❖ **Futures Planning for Students with Significant Disabilities** (CT/NH/MA) - Facilitation of *Life Mapping for Students with Significant Disabilities*©. This protocol offers a systematic and collaborative process that brings together educators, families and the student to reflect on current status and projections for the future. Together, participants develop clarity and come to consensus regarding the student's potential and life style possibilities, beyond their school career. Substantive programmatic and curricular modifications are made to ensure that the student experiences purposeful and meaningful curriculum while in school, geared toward acquisition of skills for a successful, meaningful and worthy life upon graduation.
- ❖ **Orange CT: Autism Program Evaluation** – Conducted a comprehensive program review based upon *essential program elements* and quality improvement guides for schools and programs serving this population. Final report details recommendations for school-specific and district-wide program development initiatives.
- ❖ **Brookfield Public Schools** (CT) – Facilitated two substantive program reinvention initiatives at the elementary school level. One focused on a *Transitional Grade 1 Program* model and the other on a *Full-Day Kindergarten* model. Using a full-range of facilitation strategies Study Teams were established, for each agenda, with part-or-full-program staff representation. Over the course of the academic year, participants were supported and guided, in the development of the critical questions to be explored and were provided a substantial amount of current and relevant best practices research/literature, which together were read and discussed. As a result, data-based decisions determined program recommendations and changes.
- ❖ **CT State Department of Education Bureau of Early Childhood: Training Wheels: The Cycle of Intentional Teaching Using CT's Preschool Curriculum and Assessment Frameworks** –
As a *Learning Coach* on this multi-year agenda, provided ongoing support to staff and administration with the dual focus of assisting staff in acquiring skills and proficiency in the use of these tools, and the development and implementation of customized action plans to ensure program-wide use and sustainability.

Publications and Endorsements

- ❖ **Autism Toolkit** - Collaborated on the development and publication of '*Decision Maker's Toolkit for Those Who Live and Work with Young Children with Autism/Pervasive Developmental Disorders*' (SERESC, 2000).
- ❖ **Sevell-Nelson Autism Program Inventory (SNAPI**©) – Based upon the *essential program elements* that have been identified in the current ASD best practices literature, this tool is designed to provide a focused lens for observing educational programs for young children with ASD and to inform program and district-wide improvement initiatives.
- ❖ **Life Mapping for Students with Disabilities** © – Developed a *Futures Planning* protocol, which was informed by the *MAPS*, *COACH* and *VISTA* models.

This facilitated process, between school-based teams and families, results in common understandings about the individual student including: current status, growth trends, preferences and limitations, etc. With a focus on the school years and beyond (e.g. transition at age 21), these data become the foundation for the development of meaningful, functional education programs with a long view of the skills necessary for attaining successful life goals.
- ❖ **CT B-5 Newsletter** - Lead article '*Best Practices in Assessment of Young Children within Inclusive Settings & the Development of Authentic Goals*' (Fall 2005).
- ❖ **Guidelines for Providers Serving Children in Child Care Settings: CT State Department of Developmental Disabilities** (In development) –Guidelines will detail best practices in collaborative consultation, for early intervention providers who deliver IDEA Part C services for infants and toddlers with disabilities, within inclusive child care settings.

❖ **CT State Department of Education: *Resource Directory of Specialists Educating Students with an Intellectual Disability in the General Education Environment*** (2005) - One of 12 Independent Educational Consultants, selected from a statewide pool, to be profiled and endorsed within this resource directory.

❖ **CT-Charts-a-Course**

- **Train-the-Trainer** – The statewide trainer for the *Inclusive Child Care Strand*. This professional development session is designed with the dual purpose of both orienting and credentialing future trainers on the content of the 18-hour *Inclusive Child Care* training module and transparently modeling best practices in delivering professional development to adult learners.
- **TAB Approved Trainer** - Endorsed to provide all strands of the CT-Charts-a-Course curriculum to early care and education providers. Developed several core curriculum outlines for statewide use.
- **Accreditation Facilitation Project/AFP** (CT) – Through a variety of grant funding, I provide support to public, private and state funded early care and education programs towards best practice in programming for preschool-aged children and their families.
- **CT-Charts-a-Course Core Curriculum** – Developed several Core Curriculum outlines for statewide use.