

## **Christine S. Reveles, Ed.D**

2738 Kendall Avenue

Madison, WI 53705

[Christy.Reveles@wisc.edu](mailto:Christy.Reveles@wisc.edu)

505.795.6381

### **Education:**

- Doctorate of Education, University of La Verne, 2002
  - Areas of Concentration: Education and Organizational Leadership
- Master of Arts, San José State University, San José, CA 1998
  - Areas of Concentration: Educational Administration and Supervision
- Bachelor of Arts, Humboldt State University, Arcata, CA 1988
  - Major: Spanish
  - Minor: Sociology

### **Professional Certifications:**

- Change Management Certification, Prosci, 2015
- Certified Professional Coach, IPEC Coach Training, 2008
  - Area of Concentration: Leadership Coaching
- School Administration Credential, CSU San José, CA, 1996
- California Teaching Credential, CSU Sacramento, CA, 1990
  - Areas of Concentration: Multiple Subjects, Spanish Bilingual/Cross-Cultural Emphasis

### **Professional Activities:**

**Organizational Development Specialist & Project Manager, WIDA at the Wisconsin Center for Education Research, University of Wisconsin – Madison (2017-present)**

- ***Facilitate, execute, and manage organizational development projects*** across the organization;
- ***Facilitate processes for strategic planning, project prioritization, and resource allocation*** as part of project planning and change management initiatives across the organization;
- ***Facilitate internal staff learning and development activities.***

**Director of Professional Learning, WIDA at the Wisconsin Center for Education Research, University of Wisconsin - Madison (2013- 2017)**

<https://www.wida.us/>

- Direct department of 30 learning and development professionals in the design, development, and delivery of professional learning and educator resources to educators across a consortium of 39 states and U.S. territories;
- ***Facilitate, execute, and monitor a department-wide project*** focused on the redesign of professional learning to eLearning formats;

- ***Facilitate processes for strategic planning, project prioritization, and resource allocation*** with the Professional Learning Leadership Team;
- ***Schedule and conduct regular team meetings to monitor, evaluate, and prioritize department projects.***
- Serve on WIDA's Leadership team to help direct the organization's vision, strategic direction, and prioritization of initiatives;
- Supervise and lead a team of three Assistant Directors.

**Education Consultant/Coach, WIDA at the Wisconsin Center for Education Research, University of Wisconsin - Madison (2011- 2013)**

<http://ladder.wceruw.org/>

- ***Lead the development and execution*** of a team coaching project for teachers of English Learner students, a project funded by a federal grant.
- ***Develop and maintain project management plans*** to guide the development, execution and monitoring of a comprehensive professional development evaluation plan;
- ***Lead and manage a development project*** for leadership-coaching designed to serve State Education Agency partners, specifically state English Language Learner program leaders.
- ***Schedule and conduct regular project team meetings.***

**Co-Investigator & Education Consultant, IUPUI (Indiana University/Purdue University Indiana), (2008 – 2013)**

- Serve as Co-Investigator on federally-funded project, to include ***project coordination, project monitoring, scheduling, ongoing participant communications, and data collection for research and evaluation;***
- ***Manage and co-lead the development, execution, and monitoring*** of an instructional coaching project focused on implementing the *Standards for Effective Pedagogy* (CREDE) for culturally and linguistically diverse students;
- ***Facilitate and coordinate*** instructional coaching and coach-the-coach support to teacher leaders;
- ***Conduct research and evaluation*** focused on impact of instructional coaching on implementation of research-based pedagogy for culturally and linguistically diverse students;
- ***Write and present project reports*** for education-related national conferences.

**Executive Director (2007-2009) and Senior Consultant, S.M.A.R.T. Solutions Group, SMART Learning Systems (2003 – 2013)**

<http://smartlearningsystems.com/>

- ***Serve as project manager and subject matter specialist to develop, execute and monitor*** the S.M.A.R.T. Goals Coaching Model and S.M.A.R.T. Goal Coach Academy;
- ***Facilitate strategic planning*** with school communities;
- ***Facilitate*** S.M.A.R.T. Goals leadership coaching to school leaders and their

teams in their efforts to lead systemic change for continuous school improvement;

- ***Schedule and conduct regular project team meetings.***

**Associate Professor, Ilisimatusarfik - The University of Greenland,  
2008 – 2010**

- Design and deliver university courses focused on Instructional and Leadership Coaching with an emphasis on collaboration, leadership and coaching for school improvement.

**Education Specialist/Senior Consultant, Center for Research on Education,  
Diversity, and Excellence (CREDE), UC Berkeley, 2003 – 2009**

- ***Serve as project manager and subject matter specialist to design, develop, execute and monitor*** professional development and instructional coaching programs, focused on improving teaching and learning for culturally and linguistically diverse students.
- Collect research data for national research projects on effective pedagogy and instructional coaching.

**Independent Education Consultant/Coach/Professional Developer,  
2003 - 2013**

- Clients Served: Indianapolis Public Schools, WIDA Consortium (University of Wisconsin-Madison), Indiana Univ-Purdue Univ- Indianapolis (IUPUI); Center for Research on Education, Diversity & Excellence (CREDE) at University of California, Berkeley; QLD Learning; Greenland Ministry of Education; Bias4Action; Bureau of Indian Affairs/OIEP; National Education Association (NEA); National Indian School Board Association (NISBA); Northern New Mexico Network; Atlanta Public Schools, GA; Center for Education and Study of Diverse Populations (CESDP) at North Highlands University, NM; Gallup-McKinley School District (NM); Zuni Independent Schools (NM), Dulce Independent Schools (NM)
- Areas of Specialization: Leadership coaching; instructional coaching; S.M.A.R.T. Goals; Professional Learning Communities; Continuous School Improvement; Standards for Effective Pedagogy; literacy; bilingual education; English language development; and classroom organization for effective teaching and learning.

**Coordinator/Administrator, New Mexico State Department of Education,  
2002-2003**

- ***Coordinate and administer*** statewide Reading Excellence Act program;
- ***Implement and coordinate*** the New Mexico Reading First program;
- Provide technical assistance to New Mexico school districts in early literacy, assessment, and full-day kindergarten;
- ***Facilitate*** school accreditation processes.

**Coordinator/Administrator, Monterey County Office of Education,  
2000-2002**

- Direct the Monterey County Beginning Teacher Support and Assessment program, serving 19 districts, 325 beginning teachers, and 250 mentors;
- Develop and oversee \$1.2 million annual budget;
- **Facilitate** monthly professional development series for teacher leadership;
- **Facilitate** monthly support group for National Board Certification candidates;
- **Coordinate** Bilingual/Cross-cultural Language and Academic Development (CLAD/BCLAD) classes and test preparation courses for Monterey County teachers;
- **Facilitate** as a Team-leader for California State BTSA Program Review teams.

**School Principal, Alisal Community School, Alisal Union School District,  
Salinas, CA, 1999-2000**

- Provide leadership and management of multi-track year-round elementary school (900 students);
- District Negotiations team member;
- District Budget Committee
- School Recognition: Seal of Excellence Award, California Association for Bilingual Education

**Summer School Principal, Soledad Union School District, Soledad, CA, 1998**

- Lead Migrant Program summer school program for 350 students, K-8

**Adjunct University Instructor, Chapman University, Monterey, CA,  
1998-1999**

- Teach: multicultural and bilingual pedagogy methodology and theory; classroom management; Sheltered English; English Language Development; Integrated Thematic Instruction; and cooperative learning in pre-serve teacher education program.

**Assistant Principal/Site Categorical Programs Manager, San  
Vicente Elementary School/Soledad Union School District, Soledad, CA,  
1997-1999**

- Coordinate school-site Bilingual, Safe and Drug-Free, Title I, Student Success Team, Migrant Education, and Beginning Teacher Support programs;
- Supervise and evaluate classified and certificated staff;
- Coordinate student activities;
- Develop and administer school's first after-school program for at-risk students;
- Coordinate district-wide Peace Builders program;
- Coordinate district-wide Beginning Teacher Support and Assessment program (BTSA).

**Bilingual Resource Teacher/Interim Dean of Students, Chualar Union School District, Chualar, CA, 1996-1997**

- Coordinate bilingual educational services to students K-8<sup>th</sup> grades;
- Coordinate student testing and evaluation;
- Provide professional development and instructional coaching;
- Write weekly school newsletter;
- Coordinate campus supervisor scheduling;
- Coordinate student activities;
- Provide student discipline;
- Coordinate Beginning Teacher Support and Assessment program (BTSA)

**Bilingual Classroom Teacher, Alisal Community School, Salinas, CA, 1991-1996**

- Teach multiple subjects in bilingual settings grades pre-first, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>; Grade-level Leader;
- Track Leader;
- District Mentor Teacher in Classroom Leadership;
- Model Teacher for Mid-California Science Implementation Project (Susan Kovalik & Associates).

**Professional Memberships**

- Learning Forward
- Association for Talent Development (ATD)

**Recognition**

- Finalist, Annual “Out of the Box” Award, University of La Verne, 2001;
- CABE Seal of Excellence Award, California Association for Bilingual Education, awarded to Alisal Community School during my tenure as principal, 2000;
- Exemplary Contribution in Multicultural Education, San José State University, College of Education, 1996.

**Papers and Publications**

Contributor to: Valdés, G., Menken, K., & Castro, M. (editors) (2015). Common core bilingual and English language learners: A resource for educators. Philadelphia, PA: Caslon Publishing.

Molle, D. & Reveles, C. (2013). *Collaborating with States on Professional Development Planning* (WCER Working Paper 2013–2). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research website: <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>

Teemant, A. & Reveles, C. (2012). Mainstream ESL instructional coaching: A repeated measures replication study. *INTESOL Journal*, 9(1), 17-33.

Teemant, A. & Reveles, C. (2012). Targeting Differentiation with Mainstream Teachers through ESL Instructional Coaching. *TESOL: Video Digital Media Interest Section Newsletter*, August 2012.

<http://newsmanager.commpartners.com/tesolvdmis/issues/2012-08-10/index.html#story>

Reveles, C. (2012). *LADDER coach guide*. Madison, WI: University of Wisconsin.

Reveles, C. (2011). *WIDA collaborative coaching guidebook*. Madison, WI: University of Wisconsin.

Mendoza-Reis, S. and Reveles, C. (2004). Leadership for the bilingual schoolhouse. Article in *NABE News*.

Reveles, C. and Mendoza-Reis, S. (2004). Using the CREDE Standards to guide leadership for bilingual schools. Article in *Chinese American Educational Research and Development Association*, February, 2004.

Reveles, C., Mendoza-Reis, S., and Walton, P. (2003). Teaching transformed through coaching: The CREDE instructional coaching model. Training Module in *Teaching Alive!*, Santa Cruz, CA: Center for Research on Education, Diversity and Excellence (CREDE), UC Santa Cruz.

Reveles, C. and Mendoza-Reis, S., (2003). "The Beginning Teacher Support and Assessment coaching process and its usefulness in helping to implement culturally relevant pedagogy." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Reveles, C. (2002). A descriptive study about the Beginning Teacher Support and Assessment coaching process and its usefulness to help support providers and their beginning teachers incorporate culturally relevant reading strategies. Dissertation study published by UMI. University of La Verne, School of Education and Organizational Leadership.

## **Presentations and Speaking Engagements**

- "Growing as a Leader: Where do I Start?" UW Leadership Conference, UW-Madison, November 2018.
- Instructional Coaching for Evidence-Based Differentiation, IUPUI, Indianapolis, IN, August 23-24, 2012
- Targeting Differentiation with Mainstream Teachers through ESL Instructional Coaching, TESOL Annual International Conference, Philadelphia, April 2012.
- Professional Development That Works: Developing a High Quality ESL Coach

- Program, TESOL Annual International Conference, Philadelphia, April 2012.
- S.M.A.R.T. Coaching Academy, Consortium for Education Change (CEC), Chicago, IL, September 2011 (8-day session).
  - LADDER Coaching Institute, WIDA, University of Wisconsin, July 2011.
  - Foundations of Coaching, WIDA, University of Wisconsin, June 2011.
  - SMART Coaching for School Improvement (2-day session) Consortium for Educational Change, June 2010, Chicago, Illinois.
  - Team Building for Small Business, Albuquerque Hispano Chamber of Commerce, February 2010, Albuquerque, New Mexico.
  - CORE Literacy for Elementary Classroom, CORE/Indiana State Department of Education, July 2010, Indianapolis,.
  - SMART Goals for Continuous School Improvement, El Paso School District (4-daysession), September 2008, El Paso, Texas.
  - CREDE Coaching Seminar, Greenland Ministry of Education, September 2007, Ilulissat, Greenland.
  - National Association for Education "Achievement Gap Initiative," CREDE
  - Standards for Effective Pedagogy Seminar, lead presenter (4-day session), February 2006, Chicago, IL.
  - Revolutionary Reform: Teacher Pedagogy Matters in Diverse Settings, National Staff Development Council Annual Conference, December 2005, Philadelphia, PA.
  - Achievement Gap Initiative: CREDE Standards for Effective Pedagogy, Advanced Seminar, National Association for Education (4-day session), July 2005, Chicago IL.
  - CREDE Coaching Seminar for Greenland Ministry of Education, April 2005, Chicago, IL.
  - CREDE Standards for Transforming Diverse Classrooms (key note address), New Mexico Association for Bilingual Education Annual Meeting, February 2005, Santa Fe, NM.
  - What Works in Professional Development, Sixth Annual Accountability Institute for English Learners and Immigrant Students: Equity Through Access, California State Department of Education, November 2004, Sacramento, CA.
  - CREDE Teaching Alive! Professional Development Institute and Instructional Coach Institute (5-day session), August 2004, Gallup, NM.
  - CREDE Teaching Alive! Professional Development Institute and Instructional Coach Institute (5-day session), August 2004, Dulce, NM.
  - CREDE Standards for Transformed Learning in the Diverse Classroom, Annual New Mexico Title I Conference, Presentation February 2004, Albuquerque, NM.
  - CREDE Teaching Alive! Professional Development Institute (3-day session), February 2004, Albuquerque, NM.
  - CREDE Instructional Coach Training Seminar, Greenland Ministry of Education, February 2004, Santa Cruz, CA.
  - CREDE Standards for Effective Pedagogy to Promote Language and Literacy

- in the Diverse Classroom, Fifth Annual Accountability Institute for English Learners and Immigrant Students, California State Department of Education, November 2003, Santa Barbara, CA.
- CREDE Teaching Alive! Professional Development Institute and Coach Institute, (5-day session), July 2003, Santa Cruz, CA.
  - CREDE Standards for Effective Pedagogy, Bureau of Indian Affairs Regional Meeting for Early Educators, June 2003, Scottsdale, AZ.
  - CREDE Standards for Effective Pedagogy in the Native American Classroom, National Indian School Board Association Annual Conference, July 2003, Grand Rapids, MI.
  - Language and Literacy Development with the CREDE Standards for Effective Pedagogy, Annual New Mexico Title I Conference, March 2003, Bernalillo, NM.
  - The Beginning Teacher Support and Assessment Coaching Process and its Usefulness in Helping to Implement Culturally Relevant Pedagogy, Annual Meeting of the American Educational Research Association (AERA), April 2003, Chicago, IL.
  - Monterey County Beginning Teacher Support and Assessment Annual Retreat, May 2002, Monterey, CA.
  - Monterey County Beginning Teacher Support and Assessment Annual Retreat, May 2001, Monterey, CA.
  - English Language Development Strategies that Work, Annual Regional Migrant Education Summer Conference, May 1999, Salinas, CA.
  - Effective Classroom Management Strategies, Annual Regional Migrant Education Summer Conference, Presentation, May 1998, Salinas, CA.
  - Professional Development for Diverse Schools, National Association for Bilingual Education Annual Conference, Title IV Pre-Conference Institute, February 1997, Albuquerque, NM.