

Coaching Team Profiles

The ConnectEd coaches bring extensive experience and expertise in one or more areas of multiple pathway design and implementation, data analysis and evaluation, education leadership, or systems transformation. As needed, technical assistance from the various team members will be made available to all grant participants.

Coaching services may include: structuring processes for inquiry and reflection, providing information and resources for designing and implementing a system of multiple pathways, meeting facilitation and collaboration protocols, clarifying expectations, providing resources, technical assistance suggestions, and/or monitoring timelines and product development. Your assigned coach will review the coaching framework with your leadership team.

Rob Atterbury is a graduate of San Diego city schools and holds a B.A. in Industrial Studies from San Diego State University and an M. A. in Education Administration from United States International University. Rob spent 28 years with the San Diego Unified School District as a teacher, Program Manager, Director of the School-to-Career department, and Director in the Office of Secondary School Innovation. Rob spent the last year and a half as the High School Transformation Associate Superintendent for Atlanta public schools and is now the Acting Principal for North County Trade Tech High School, a new charter school in Vista.



As Director in the Office of Secondary School Innovation and as Associate Superintendent, Rob has been involved in transforming large comprehensive high schools into small, career-theme schools or smaller learning communities. The transformation includes not only making schools smaller and more personalized, but also improving instruction through real-world relevant curriculum designed to engage students. Rob has worked closely with the business community to garner their support and input into the redesigned high schools, enhance the career theme, and immerse students in internships, job shadowing, and other workplace learning opportunities. Rob is now putting what he has learned to the test through developing North County Trade Tech High School, which will use engineering, architecture, and construction trades as themes to engage students in meaningful career-related coursework that prepares them for college and careers. This charter school will ultimately house 400 students in grades 9–12 and graduate its first class in 2012.

Areas of expertise include transformational leadership in education, career pathway design and implementation, integrated curriculum with authentic assessments, building industry partnerships, and aligning resources and supports for CTE programs and compliance.



Lead Coach

Kathleen Harris has been a CTE instructor and program supervisor, state department consultant, and professional development specialist and project manager. She has worked in almost every state with hundreds of school sites and thousands of educators. Her experience coaching districts implementing Smaller Learning Communities grants and schools developing career academies will be of benefit to all involved in the multiple pathways initiative. Having taught health occupations and science in both high school and community college, she understands the challenges teachers face and the benefit of teaching within a context of personal worth. She has served as

a National Career Academy Coalition reviewer and consultant, and has recently joined the ConnectEd staff to serve as a district coach and coordinate the coaching services.

She holds a Master's Degree in Organization and Career Development, a Bachelor of Arts in Behavior Science (Education) from JFK University, Orinda, CA, and a Registered Nurse Diploma from Oakpark Hospital School of Nursing, Oakpark, IL.

Areas of technical expertise include professional development for collaborative teams and developing interdisciplinary, standards-based authentic activities. Her work with student motivation, differentiated instruction, and professional communities may also benefit districts planning multiple pathway systems.

Kenneth Jones, principal and owner of KJ Associates, is an organizational psychologist and is nationally recognized in the field of education reform. Most recently, Kenneth was the Senior Program Officer for District and National High School Reform Grants with the Bill & Melinda Gates Foundation. Prior to this position, Kenneth was the Organization Development Specialist for the Washington Education Association.

Kenneth's passion for school reform began when he was an elementary school mathematics and science teacher. After teaching in the public school system, Kenneth was a member of the psychology faculty at the University of Michigan in Ann Arbor for seven years, and Senior Academic Counselor at the Residential College on the University of Michigan campus.

After leaving the University of Michigan, Kenneth held the position of Corporate Vice President and Director of Organization Development and Training with the Michigan National Bank Corporation. During this time, Kenneth had adjunct faculty responsibilities at Eastern Michigan University, Washtenaw Community College, and the University of Indiana at South Bend.

Kenneth has consulted with such clients as the Boeing Company, U. S. Steel, Ford Motor Company, the Marriott Corporation, Seattle Public Schools, Michigan City (Indiana) School District, METRO-Seattle, the Annenberg Institute for School Reform at Brown University, the Academy for Educational Development, the Office of the Ministry of Education, Youth and Culture for the country of Jamaica, and numerous other public and private sector organizations.

Kenneth has his undergraduate degree in psychology from Kansas State University and his Master's Degree (ABD) in organizational psychology from the University of Michigan.

Areas of technical expertise include group dynamics, effective communication, strategic planning, Future Search conferencing, "whole scale" systems change, teambuilding, running effective meetings, Total Quality Management, transformational leadership, and other organization development and training processes.



Coaching Team Profiles continued



Robert Kessler has 35 years experience in public education as a teacher, principal, and superintendent. He recently retired from the San Ramon Valley Unified School District where he was superintendent for 13 years. Rob is currently associated with two organizations, Springboard Schools and Total School Solutions, which assist school districts with improving student achievement and operational effectiveness. Rob provides executive coaching to school administrators, and leadership support services and professional development to superintendents, Boards of Education, and district level management. Rob also is an adjunct faculty member at California State University, East Bay, where he teaches School Finance and Human Resources. Rob

has received extensive training as an executive coach, and led the implementation of a highly effective system of coaching and support for administrators in the San Ramon Valley USD.

Rob is especially proud of his work in San Ramon Valley, specifically the high levels of performance for all groups of students, and the development of strong partnerships between teachers, classified staff, employee associations, administration, and board members. In recognition of these efforts, Rob recently received a number of awards, including the WHO Award for service from the San Ramon Valley Education Association chapter of CTA, the Golden Oak Award from the San Ramon Council of PTAs, and the Marcus Foster Memorial Award from the Association of California School Administrators

Areas of technical expertise include building partnerships, executive coaching, transformational leadership, education policy, program design, and budgeting and resource allocation.

Hudi Podolsky is an education consultant and teaches Education Administration at San Jose State University. After an unsuccessful first year as a middle school mathematics teacher, she moved to the private sector. In 23 years at Hewlett Packard (HP), primarily in Information Technology, she developed skills in management, planning, quality, team formation, and change management. HP gave Ms. Podolsky the opportunity to serve for two years as a loaned executive to a group of schools funded by Joint Venture Silicon Valley who were engaged in systemic school reform. This work allowed her to reconnect with her passion for public education and also revealed opportunities to transfer business management skills to educators and their key stakeholders.



Subsequently, she left HP and became the Executive Director of the Coalition of Essential Schools (CES), a national school reform organization. Her experience with CES allowed her to study some of the most promising high school reform efforts in the nation. Since leaving CES in 2002, Ms. Podolsky has served as a consultant and external evaluator for high schools involved in Small Learning Community redesign efforts. She currently serves on the Board of AchieveKids, an independent school for students dealing with autism and other learning challenges.

Areas of technical expertise include group facilitation, strategic planning, and data analysis and monitoring. Ms. Podolsky is considered to be particularly effective in bringing together stakeholders with divergent views and helping them develop a shared vision and a realistic plan for realizing it.

Coaching Team Profiles continued



Roman Stearns is the Director of Leadership Development for ConnectEd: The California Center for College and Career. In his 20-year career in education, Roman has worked passionately and thoughtfully at all levels—school, district, county, state, and national—toward high school reform. After becoming grounded in the day-to-day issues of school change while working for 10 years at the school and district levels, he broadened his scope and directed a large two-county school-to-career partnership, promoting regional models and structures to support reform efforts. Roman was then invited by the UC Office of the President to direct a statewide project intended to revamp the a–g course certification process by making it more transparent, providing extensive training about that process to high school educators, and recommending changes in UC policy and procedures to ensure that UC’s admissions process supported, or at least did not impede, ongoing high school reform efforts around the state. In doing so, he steadfastly promoted UC’s approval

of academically rigorous career-technical courses and sought opportunities to blend academic and career-technical course content in a way that prepares students simultaneously for college and careers. In August 2006, eager to continue his advocacy for high school reform in California, he began working with ConnectEd: The California Center for College and Career, where he served as Director for Policy Analysis and Development, building awareness about the potential of multiple pathways to transform California high schools and advocating for state policies that enable local pathway expansion. He recently has transitioned to direct ConnectEd’s district initiative.

Roman holds a Bachelor’s degree from Cornell University, a Master’s of Education from Stanford, and a Single Subject Teaching Credential and Administrative Credential from California State University.

Areas of expertise include education policy, college and career pathways design and implementation, delivery models, building and sustaining partnerships with stakeholders, scheduling options, professional development, dual enrollment and articulation, and meeting facilitation.