

THOMAS A. WILSON

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SUMMARY OF EXPERIENCE

Over thirty-five years of experience in public schools designing and utilizing information systems to support improvement in teaching practice and at the same time provide public accountability for public schools.

The first 25 years: co-founder of a new high school in downtown Chicago for the Chicago Public Schools; principal investigator of a national (\$5 million) study on the nature of what information and action best supports productive change in urban schools; and Director of Development for establishing the Coalition of Essential Schools as an organization to promote a national school reform strategy at Brown University.

In 1992 designed and carried out a year-long, intensive field-study of how English school inspectors come to know whether learning is happening in school classrooms and how they make public judgments about how well a school is performing. Designed and led a related study of the American school accreditation process, with a focus on the evaluation visit of the New England Association of Schools and Colleges (NEASC).

From 1996 to 2009, serving as Principal Consultant for School Accountability for the Rhode Island Department of Education, designed with senior staff and Rhode Island teachers the organizational framework for a new comprehensive accountability system, SALT. SALT has gained local notice for being effective and a national reputation for including both accountability and support elements. The SALT school visit is based on Practice-Based Inquiry®. SALT visit teams, led by practicing teachers, have visited and written reports on 350 Rhode Island public schools in the last 12 years.

In 2010-11 conducted a major national study on the actual practice of AdvancED's accreditation visits as part of AdvancED's first major review of its procedures. Practice-Based Inquiry® served as the touch-stone for judgments about the quality of visit procedures, conduct and resulting reports.

Architect, and designer of Practice-Based Inquiry® a rigorous methodological approach to the professional school visit. Designed and helped establish different visit protocols for education accreditation associations including NEASC and NCATE, state departments of education including Rhode Island, New York Minnesota and Illinois, school districts and schools.

Master *PBI*® Coach for teams and team chairs. Principal for Catalpa's accreditation of centers, certification of protocols and chairs, and endorsement of visit team reports.

Expert on the nature and function of professional judgment in evaluation, in local school accountability and intervention initiatives and in the formation of good public policy in education assessment and grassroots environmental conservation.

POSITIONS HELD WHILE WORKING ON THE SCHOOL VISIT

CATALPA LTD. 1997-Present

President, Principal Partner
Principal Consultant for SALT at the Rhode Island Department of Education

Other consultancies include: Chicago Schools Alliance; Illinois Board of Education; school departments in Providence, Narragansett, Ponagansett, Pawtucket, West Warwick, and Lincoln (Rhode Island), and in Minneapolis (Minnesota); Coalition for Improved Education in South Shore (Chicago); the Annenberg Institute for School Reform; the Panasonic Foundation; the National Council for the Accreditation of Teacher Education; SchoolWorks; Chicago Public Education Fund, and the General Teaching Council (London, England).

LAB AT BROWN 1997-2000

Senior Research Associate

Principal researcher for a two-year project studying the accreditation process of the Commission for Public Secondary Schools of the New England Association of Schools and Colleges. With a special emphasis on the school visit, this project sought to understand how accreditation works and made recommendations for improving it.

Consultant to the Boston Cluster # 7 Project.

Consultancy to RIDE, also supported in part by the LAB.

EDUCATION DEPARTMENT 1993-2005

Brown University
Research Fellow

Wrote *Reaching for a Better Standard: English School Inspection and the Dilemma of Accountability for American Public Schools* (Teachers' College Press, 1996) Worked with several groups on the implications of the school inspection study for American practice including: The Rhode Island Department of Education, the California Department of Education, the Illinois State Board of Education, groups and individuals in Chicago, New York and Providence.

CENTER FOR THE STUDY OF TESTING, EVALUATION 1992—1993

AND EDUCATIONAL POLICY

Boston College
Senior Research Fellow

Study Director for The School Inspection Study. Developed proposal and carried out field work in England on a study of British school inspection and the possibilities it offers as a model for assessing American public schools.

POSITIONS HELD RELATED TO SCHOOL REFORM

COALITION OF ESSENTIAL SCHOOLS

1987-1992

Brown University
 Special Assistant to the Chairman
 Director of Development
 Lecturer in Education

Managed fund raising, totaling over \$20M. Superintended special projects, e.g., planning for the national evaluation of the Coalition and start-up work on new initiatives. Represented the Chairman, including testifying before Congress. Mentored Brown students interested in school reform.

DEVELOPMENT OFFICE

1984-1987

Brown University
 Director, Funding Computing in Higher Education
 Special Assistant to the Vice President for Development
 Acting Associate Director of Institute for Research in Information and Scholarship

Planned and implemented special projects for the Development Office and the University. Coordinated the preparation of a University mission statement on future directions in Brown's computing program. Managed successful campaign to raise \$40 million for new university computing facility. Coordinated the successful accreditation of the University's teacher preparation programs using experimental national standards.

CAMBIUM, INC.

1979-1984

Chicago, Illinois
 President

Consulted with more than 15 community agencies and schools serving Chicago youth. Provided consulting help for the following tasks: articulating the organization's mission; transforming its organizational structure; designing and carrying out assessment of its activities; designing and setting new program initiatives in place; planning for effective coping with change; fund raising (more than \$1M raised) and providing counsel to executive leaders.

CENTER FOR NEW SCHOOLS

1971-1979

Chicago, Illinois
 President

The Center's work focused on reforming urban public education through supporting efforts to start new schools or redesign existing ones. Co-founded and provided leadership to the Center, which grew to a national staff of more than fifty. Secured private, state and federal funding of more than \$6M. Worked with co-principals on school reform design for Illinois State Board of Education. Directed several assessment and technical-assistance projects, including Documentation and Technical Assistance (DTA), supported by a \$5M dollar contract with the National Institute of Education.

URBAN RESEARCH CORPORATION

1969-1970

Chicago, Illinois

Director, Education Division

Under contract to the Chicago Board of Education, with support from the Chicago business community, designed and established the Chicago Public High School for Metropolitan Studies (Metro). This nationally acclaimed school-without-walls gave particular attention to its relationship to parents and community. Designed and carried out (with Donald Moore) a two-year comprehensive, longitudinal, multi-method assessment research on Metro's establishment and outcomes. This research was supported by the University of Illinois, the Carnegie Corporation and the National Institute of Education.

HARVARD UNIVERSITY

1966-1969

Teaching Fellow

Research Assistant

Special Consultant for Evaluation -- Upward Bound

Designed and taught undergraduate courses on urban school change; interviewed and observed black and white students in newly integrated classes; designed and piloted over two years a new model for formative evaluation of Harvard's Project Upward Bound. Report proved to be of unusual value for program directors.

CARDOZO HIGH SCHOOL

1963-1965

District of Columbia Public Schools

English Teacher

Intern, Cardozo Pilot Project in Urban Teaching

Contributed to the development of the Pilot Project in Urban Teaching under the direction of Bennetta Washington, Joan Wofford and Larry Cuban. This program, accredited by Howard University, won national acclaim for its work on new pedagogical methods, new curriculum and particularly for its apprentice-based approach to teacher training for urban classrooms. After my intern year in the project, I was hired by the District to teach English at Cardozo as a regular faculty member.

PEACE CORPS VOLUNTEER -- THE PHILIPPINES

1961-1963

Educational Aide in Science, English and Community Development

EDUCATION

HARVARD UNIVERSITY Ed.D., 1970

Field: Human Development.

Specialties: Human growth and education in a cross-cultural context. Theory and practice of program evaluation. Student competence, race and integration. Federal policy and school improvement.

HOWARD UNIVERSITY M.A.T., 1965

Field: Teaching English in the urban secondary school.

Specialties: Teaching American literature to black urban high school students. Apprenticeship models for teacher training. The role of curriculum development in the improvement of school practice.

EARLHAM COLLEGE B.A., 1961

Field: English.

Specialties: American Literature. Theater. Editor of student literary magazine. Chairman of board responsible for all campus publications and the radio station.

ADDITIONAL STUDY:

College Cevenol, Chambon-Sur-Lignon, France

Malabar College, Kerala, India

St. Nicholas School of the Theater Arts, Chicago

PROFESSIONAL ACTIVITIES

Mill Cove Conservancy (A grassroots land trust)	2001-present
Founder and Chair	2001-2005, 2007-2009
Director	2005-2007, 2009-

Save the Bay -- Award for *Outstanding Environmental Advocacy* 2006

Member, Board of Directors, School One. Vice President 1990-92. 1989-Present

Member AERA. Presentations at AERA professional meetings on alternative evaluations, technical assistance strategies and school problem solving. 1969-present

Member International Congress for School Effectiveness and Improvement (ICSEI). 2000-present

Member, Rhode Island Skills Commission. 1990--1992

Member, Education Council of the Greater Providence Chamber of Commerce. 1990-1992

Certified Member, National Society of Fund Raising Executives (now "retired"). 1983-present

Consultant to school systems, including Boston, Massachusetts; Chicago, Illinois; Worcester, Massachusetts; Newton, Iowa; and Washington, DC. 1970-1984

Elected member, Executive Council of the Harvard Graduate School of Education Alumni Council. 1970-1974

Directed Carnegie Conference on Educational Evaluation and Technical Assistance. 1974

Member, Task Force of the North Central Association of Colleges and Secondary Schools which prepared regulations for the accreditation of alternative schools.	1973
Community representative, EDUCOM, a Chicago-wide-planning process that reviewed and proposed priorities for Chicago Public Schools.	1970
Member, Editorial Board of the <u>Harvard Educational Review</u> .	1968-1969

PRACTICE-BASED INQUIRY[®] EVALUATIVE REPORTS ON SCHOOLS and PROGRAMS

I chaired these visit teams that produced the following PBI[™] visit reports:

- Harper High School PBI Visit Team Report. Chicago, 2008.
- Whittier Elementary PBI Visit Team Report. Chicago, 2008.
- Cesar E. Chavez Multicultural Academic Center PBI Visit Team Report. Chicago, 2007.
- Jones College Prep PBI Visit Team Report. Chicago, 2007.
- North Grand High School PBI Visit Team Report. Chicago, 2007.
- Perspectives Charter School In-School-Visit[™] Report. Chicago, 2007.
- Big Picture @ Williams High School PBI Visit Team Report. Chicago, 2006.
- North Lawndale College Prep High School PBI Visit Team Report. Chicago, 2006.
- Al Raby School for Community and Environment PBI Visit Team Report. Chicago, 2005.
- Perspectives Charter School PBI Visit Team Report. Chicago, 2005.
- The AUSL Study: An evaluation study of the Academy for Urban School Leadership's Cohort Program to Improve the Quality of Teaching in Chicago Public Schools. With Stephen Ross. Chicago, 2005.
- Strengthening National Board Certification in Chicago Public Schools. Chicago Public Education Fund. Chicago, 2005.
- The Academy of Communications and Technology Charter School PBI[®] Visit Team Report. Chicago, 2003.

PUBLICATIONS and PRESENTATIONS

Rigor and Utility: The Efficacy of AdvancED's Practices for Conducting School and District Accreditation Evaluation Visits. Catalpa Special Study. March 2011. (Report is copyrighted and distributed by AdvancED.)

Practice-Based Inquiry[®]: a tool to bring professional practice into focus. Reforming High Schools: Tools to Promote Change. Education Research Section, Princeton University, April 2009.

Rhode Island SALT and Practice-Based Inquiry[®]. Symposium for California State Educational Leaders on the Inspectorate. Center for Applied Policy in Education, University of California at Davis School of Education, 2008.

The Fundamentals and Foundations of Practice-Based Inquiry[®]. Catalpa Ltd. 2006.

Practice-Based Inquiry[®]: Answers to Basic Questions. Catalpa Ltd., 2006.

The Value of Rhode Island's SALT School Visit: A survey of the perceptions of SALT visit team members. With Mark W. Andrews. Catalpa Ltd., 2005.

Peer Review Practice in the New Framework for English School Accountability. General Teaching Council for England, January 2004.

Power and Evidence in Rhode Island. An Op Ed Commentary. Providence Journal, January 25, 2003.

Phase One Report to RIDE and SALT Leadership. SALT 360 Feedback and Evaluation Study. Prepared as Principal Investigator with the SALT Study Research Team. Rhode Island Department of Education, September 2001.

Prospectus for the Center on Practice-Based Accountability. Catalpa Ltd. January 2001.

Legitimizing Practitioner Knowledge: Key to Effective Accountability and School Improvement. Presented to 14th International Congress for School Effectiveness and Improvement. Toronto, January 2001.

Handbook for Chairs of the SALT School Visit: About the School Visit and Principles and Guidance. Catalpa Ltd. and Rhode Island Department of Education, September 2000.

Visiting Accreditation: Strengthening the Regional Accreditation Process. The LAB at Brown, March 1999.

Accreditation Standards and School Improvement: Putting Methodology in its Proper Place. Chapter in *Designing Standards that Work for Professional Development Schools.* National Council for Accreditation of Teacher Education, 1998.

Various SALT Handbooks related to the SALT visit.

Foundations of the Catalpa School Visit. Catalpa Ltd., 1999.

SALT: A Blueprint for School Accountability for Learning and Teaching. Rhode Island School Accountability Team, Rhode Island Department of Education. July 1996. (Served as Principal Consultant and writer for the Accountability Team.)

“On Knowing the Secret of Schools: Lessons from the British on Judging Schools with their Complexities in Mind,” *Education Week*, January 17, 1996, p. 44.

Reaching for a Better Standard: English School Inspection and the Dilemma of Accountability for American Public Schools. Teachers College Press, New York, 1996.

“Notes on the American fascination with the English tradition of school inspection.” *Cambridge Journal of Education*, 1995, 25(1), 89-96.

Blueprint for Teacher Education 1988-1993: Meeting New Standards. Brown University, Education Department, 1988.

National Leadership for the Information Society. Brown University, 1985. An in-depth case statement to win federal support for Brown's advanced academic computing program.

Putting the Local School Pattern Together: A Desegregation Operations Manual for School Site Leadership. A Cambium publication for the Chicago Board of Education, 1983.

A Place to Come To. Cambium, 1982. A case statement for Englewood Health Services, a community-based school for children with learning difficulties.

Definition and Development: An Evaluation Study of Revisions in the NAES College Degree. NAES College, July 1981. A reflective study on the meaning of the degree for this four-year Native American college, prepared as part of the college's self-study for initial accreditation.

The DTA Final Report: Vision, Action and Commitment: Some Limits. Center for New Schools, 1979. An analysis of the assumptions behind a \$5 million federal research project on urban school change.

Selection on evaluation in *Beyond the Numbers Game: A Reader in Educational Evaluation.* Macmillan Education Ltd., 1977.

It Works this Way for Some: Case Studies of Fifteen Schools. Center for New Schools, May 1973. Prepared for the Illinois Network of School Development, Office of the Superintendent of Public Instruction, Springfield, Illinois.

Research for New School Programs: A Guide for Program Planners. Center for New Schools, July 1973.

In collaboration with other Center for New Schools staff was responsible for the development and writing of over fifty Center for New Schools publications, including "Strengthening Alternative Schools," *Harvard Educational Review* 42(3), August 1972. (List available upon request.)

The Metro School: A Report on the Progress of Chicago's Experimental School Without Walls. With Donald R. Moore and Richard Johnson. Chicago, Urban Research Corporation, 1971.

Editor, Community and Schools, *Harvard Educational Review*, 1969.

A Problem of Goals: An Attempt at Formative Evaluation for Harvard's Project Upward Bound or Panning for Goals in a Rocky Brook. Harvard Upward Bound, February 1968. A 2-year intense effort to apply new methods of program formative evaluation.

The Effect of Race and Cross-Race Contact on the Communication of Expectancies. Doctoral Thesis, Harvard University, 1970. Carried out under the tutelage of Dr. Robert Rosenthal.

References available upon request.

August 2011