

LARRY VAUGHN (Ed.D.) is a QLR co-founder and a revolutionary leader whose career as an educator spans over four decades--from the early days of the civil rights movement to the current opportunity of ensuring success for all children. In the early sixties, he served as a teacher and coach, often standing with courageous young African-American students who braved hostile surroundings to claim their rightful place in better schools. Mission-driven, he chose the superintendency to lead the transformation, mobilizing schools and communities to ensure learning for all. He has served as superintendent in five school districts, ranging from 1,500 to 50,000 students. Most recently, he served as Senior Vice-President for School Reform for an educational software company. His special niche is creating systems to produce improved student achievement while developing and energizing people. The proof of his work is the continued success of his former school districts and the success of hundreds of districts and schools throughout the country being led by his proteges. An impatient man, he is a strong believer in jump-starting school districts and individual schools, sometimes shocking them into reality, whether through the implementation of major technology initiatives or privatizing the management of individual schools. His prized recognitions are an e-mail from a young African-American boy who is now a student at the United States Air Force Academy and a crumpled note, with an attached dollar, from a child of poverty offering thanks for reading tutelage.

DORIS FASSINO (Ed.D.) is a QLR co-founder and an educator with a wide range of experiences--teacher, librarian, principal, reading coordinator, federal programs director, assistant superintendent (assessment, curriculum, instruction, planning, program evaluation, professional development, personnel), consultant, and vice-president of consulting for an educational software company. She has served in six school districts ranging from 1,800 to 50,000 students, trained teachers and administrators for education service centers and universities, and implemented an alternative teacher certification program. Her major contributions include the alignment of organizational functions, structures, and processes tightly focused on achieving excellence for all students and adults; development of results-driven professional development systems; and building internal capacity within an organization for continuous improvement.

BECKY BORDELON (M.Ed.) has over 30 years of educational experiences, kindergarten through grade twelve. In her roles as teacher, school and district administrator, instructional specialist, trainer, and professional development director, she brought curriculum and instruction innovations to teachers and students. She is a trainer in conflict management, communication, facilitation, needs assessment, and grant writing. Becky is committed to providing quality education for students from at-risk circumstances and is skilled at integrating curriculum in special needs programs. As a recipient of the South Carolina Special Education Teacher of the Year, she worked with the state superintendent of education and the South Carolina State Teacher Forum.

DIANA DANIELS (Ed.D.) has four decades of educational experiences and leads the QLR sales efforts. She has served as a remedial reading teacher, early childhood coordinator for special reading projects, Title I reading facilitator, and Title I supervisor for curriculum and instruction. Recently, she organized, developed, and implemented sales and staff development services in five states for a private company. Diana belongs to the International Reading Association and is First Vice-President for the National Council for Educating Black Children. She is a local affiliate founder of the National Alliance of Black School Educators, founder of the Midwest Regional Council for Educating Black Children, and recipient of the Marcus Foster Distinguished Educator Award by the National Alliance of Black School Educators.

GLORIA GALLEGOS (M.Ed.) has experience in special education, bilingual/English language learners, and Title I services. Consistently, she integrates special and regular instructional services to improve learning experiences for underserved students. Her talent for collaboration has produced strong partnerships among schools, communities, and businesses resulting in innovative processes, exemplary programs, and improved student achievement. Her expertise, courage, and passion for children's learning enable her to claim that all students can learn, then implement improvements that make it happen.

KATY HERBOLD (Ed.D.) has served in a variety of leadership roles: advisory board member, superintendent, principal, and other administrative and teaching positions. She has a record of success in motivating and inspiring fellow educators to improve achievement among minority learners and students from at-risk circumstances, resulting in reduced achievement gaps in districts--rural and urban, large and small. She has served as an examiner for the Baldrige National Quality Program. She enjoys fostering leadership teams in their efforts to build brighter futures for all children.

JAN JACOB (Ed.D.) has served as a teacher, professional development executive director, assistant superintendent for curriculum and instruction, and education service center consultant. Her expertise in assessment, curriculum, instruction, program evaluation, systemic planning, magnet school implementation, and securing external funding has enabled her to consistently accomplish significant programmatic enhancements resulting in improved student achievement. She has served as president of the 1,500-member Texas Association for Supervision and Curriculum Development, an affiliate of ASCD.

RANELLE LANG (Ed.D.) has served as a special education teacher, counselor, school improvement director, assistant superintendent, and assistant dean at a major university. Her expertise is in the design and delivery of professional development in continuous quality improvement, school improvement planning, assessment, principal leadership,

and strategies for English language learners. While in a large, urban school district, the organization was presented the Model Professional Development Program Award by the United States Department of Education.

JACKIE LUGRAND (B.S.) is a courageous, knowledgeable, and skilled missionary focused on quality education for all children. She is an expert in conceptualizing what must be done, defining the improvement actions, securing the resources, and making it happen. Avoiding the limelight, she initiates and leverages interactions among school, community, and business to bring collective energy for moving closer to the dream. While the scope of her contributions exceeds jobs and titles, her resume includes Title I specialist, coordinator (ESL, early childhood, and Parents as Teachers), grant writer, and administrator (professional development center and parent involvement center).

JEAN PRIDE (M.Ed.) has over twenty-five years of experience in education. She has served in sales and executive management related to professional development and public relations. Her understanding of K-12 content areas, instructional issues, and technology integration enables her to guide schools and school districts through implementation design and professional development training. She assists instructional leaders through coaching and team-building to more effectively utilize technology in the classroom to improve student achievement.

REGINA SCHNEIDER (M.Ed.) has expertise in designing, implementing, and evaluating comprehensive early literacy programs that result in improved reading and writing achievement. She has worked in four school districts, serving as teacher, academic specialist, and district language arts coordinator (K-12). Consistent with research, she develops teacher cadres to support staff acquisition of new knowledge and skills through facilitation of ongoing improvement conversations. Regina serves as a consultant to school districts and education service centers and is a frequent presenter at conferences. Her schools have received state and national recognition.

DRU STAFFORD (Ed.D.) has experience as a teacher, principal, and special assistant to area and general superintendents. As the Special Assistant to the Secretary of Health, Education, and Welfare, she provided leadership for education on the national level. With experiences in public and private sectors, she has had direct impact on the improvement of children's learning. As chair of the National Alliance of Black School Educators Foundation, she developed a model to support educational grants. She has consulted with school leaders throughout the country, assisting in the implementation of their vision to support increased student achievement.

DOROTHY STANFIELD (Ed.D.) has served as a teacher, counselor, principal, curriculum coordinator, assistant superintendent, university graduate professor, and

director for an educational company. She has experience as a grant writer, staff developer, instructional leader, district/campus strategic planner, and a conference presenter. Her published works include professional journal articles and books. She has most recently co-authored a book on applications of reading strategies within classrooms, grades K-8, which is being considered for publication by Allyn and Bacon.

PATRICIA A. WEAVER (Ph.D.) is currently a professor at Henderson State University, Arkadelphia, AR. She has over forty years of experience that includes teaching at the school and university levels and administering district curriculum and instruction programs. She has served as a principal, assistant and interim superintendent, and regional director for an educational software company. Her special expertise is in the alignment of assessment and curriculum for improved instruction and the development of formative assessment items that match high-stakes tests.