

EDUCATION

- 1995 **HARVARD GRADUATE SCHOOL OF EDUCATION**, Cambridge, MA
Doctor of Education (Ed.D.) Teaching, Curriculum & Learning Environments
Thesis: Whose Judgment Counts: Case Studies of Teachers Classroom Assessment of Linguistic Minority Children
Elected Class Marshall by Doctoral Graduating Class
Advanced Doctoral Fellowship, 1994; National Bilingual Fellow, 1991-93
- 1991 **Certificate Advanced Studies** (CAS) in Administration, Planning & Social Policy.
LESLEY COLLEGE GRADUATE SCHOOL, Cambridge, MA
- 1976 **Masters of Science** Special Education, Learning Disabilities, Behavioral Disorders.
TUFTS UNIVERSITY, Medford, MA
- 1974 **Bachelors of Science** in Psychology/ Child Study (Cum Laude), Dean's List-three Years.

PROFESSIONAL CERTIFICATIONS

- 1991 Elementary Principal and School Administration
- 1983 Administration of the WISC-R / Intelligence Testing
- 1976 Teacher of Children with Moderate Special Needs, Visually Handicapped
- 1974 Elementary Teacher N-9

UNIVERSITY TEACHING

- 1991-present **HARVARD GRADUATE SCHOOL OF EDUCATION**, Cambridge, MA
Lecturer on Education in Teaching and Learning
Understanding Learning Challenges: Special Educational Issues (1997-present)
Teaching to Curriculum Standards using New Technologies (on-line team, 2000-present)
Grappling with Issues in U.S. and Non-U.S. Schooling (1994-96)
- Teaching Fellow in Education** (1990-94)
Bilinguals and Literacy with Dr. L. Bartolome (1991-94)
Multicultural Education with Dr. L. Bartolome (1992-94)
Improving Schools from Within with Dr. Roland Barth (1990-91)
- 1998-99 **TUFTS UNIVERSITY**, Medford, MA
Visiting Faculty (p/t) at the Elliot Pearson Department of Child Development
The Bilingual Child in U.S. School (spring);
Reading and the Language Arts(fall & spring).
- 1987-97 **LESLEY COLLEGE SCHOOL OF EDUCATION**, Cambridge, MA
Assistant Professor in Education for graduate/undergraduate courses
Literacy Learning: A Child's Construction of Meaning (graduate)
Observation, Documentation and Assessment (graduate);
Adaptive Curriculum and Assessment (graduate)

The Teaching of Reading & Writing (undergraduate & graduate);

- 1987-97 (cont) **LESLEY COLLEGE SCHOOL OF EDUCATION, Cambridge, MA**
Developmental Psychology: Cross Cultural Perspectives (graduate)
Special Education: Understanding Learning Challenges & Practice (graduate)
Education: A Case Study Approach & Practice (undergraduate & graduate)
Supervision of Student Teachers: Literacy / Special Education & Seminar
(undergraduate & graduate)
- 1983-84 **COLLEGE OF HEALTH SCIENCES (Medical School), State of Bahrain, Arabian Gulf**
Acting Department Chair & Professor of Behavioral Sciences, graduate courses
Developmental Psychology, Family Issues in Development, and Human Relationships.

ADMINISTRATION and PROGRAM DEVELOPMENT

- 1994-present **HARVARD GRADUATE SCHOOL OF EDUCATION, Cambridge, MA**
Programs in Professional Education (1997-present)
Senior Associate, Teacher Education
Developing programs for school leaders and teachers in districts in the US (Cambridge-two sites) and in Greece (Athens College - six schools with 700-900 students). Implementing whole school reform for core of 30 administrators and 50 core faculty through ongoing professional development, in building a collaborative culture, teaching for understanding, developing performance assessments/portfolios, differentiating instruction. Currently offering on-line course in *Teaching for Understanding*.
- Annenberg Rural Challenge (1996-98)**
Administrator-Senior Researcher
Evaluated and documented community/school exchange in 28 rural schools in 14 states; Research Administrator for four-year research/evaluation project; Duties included: designing proposals with unique qualitative and quantitative methodology; developing research tools - surveys & portfolio protocols; hiring, training and supervising nine field researchers, four doctoral researchers; a Spencer Fellow; writing proposals, promotional and annual reports, research reports, handbooks, and site documentation reports.
- Project Zero (1994-96)**
Co-Director, Massachusetts Schools Network
Co-directed three year school-wide implementation of Project Based Curriculum & Portfolio Assessment in 13 urban/rural schools across the state in collaboration with the Department of Education (DOE). Provided leadership for researchers, and school faculties in staff development, materials development, network development. Assisted in documentation; writing proposals, reports, guidebooks; personnel supervision; training DOE and school teams to facilitate implementation in Cambridge, Brockton, Worcester, Orange & Springfield MA.
- 1990-93 **CAMBRIDGE PUBLIC SCHOOLS, Cambridge, MA**
Elementary Administration and Staff Developer, Cambridgeport School (1991-93)

Provided administrative support; teacher training & supervision; literacy curricular/assessment through first year of a new alternative program.

Elementary Principal Intern, Fletcher School (1990-91)

Served as an administrative intern for all aspect of school leadership; budget development; staff hiring/supervision; curricular/assessment reform.

1991-93 **HARVARD INSTITUTE FOR INTERNATIONAL DEVELOPMENT, Cambridge, MA**
Project Bridges

Project Manager, Curriculum Training & Materials

Designed, wrote and field tested nine modules for training policy makers and educators in using research to inform policy development currently being used in developing countries in Latin America, Middle East, and Asia. Supervised seven authors, five doctoral researchers as well as coordinated the Harvard internal materials production team.

1983-87 **LESLEY COLLEGE GRADUATE SCHOOL OF EDUCATION, Athens,**
Greece

Program Coordinator

Developed and implemented a M.S. of Education Program in Special Education for 50 master degree candidates; designed courses; supervised cooperating practitioners; hired and supervised faculty; managed accreditation, budget and program expansion.

APPLIED RESEARCH/ CONSULTING IN BILINGUAL/SPECIAL EDUCATION

2000-present **ATLAS COMMUNITIES** with EDC & Harvard, Cambridge, MA
Implementing whole school reform efforts in the Cambridge Public Schools; developing a pathway leadership program in two schools (K-8) where students have substantial learning and language needs.

1999-present **BOSTON PUBLIC SCHOOLS (BPS), MISSION HILL SCHOOL, Boston, MA**
Assessing and advising to create inclusive program for students with disabilities with Deborah Meier, Principal.

1998-present **BOSTON PUBLIC SCHOOLS, DEPT. OF BILINGUAL EDUCATION, Boston, MA**
Implementing a socio-cultural assessment framework for 12 schools; providing a model for intake assessment, training for principals and bilingual administration in data-driven school reform.

1998-99 **BOSTON PLAN FOR EXCELLENCE, Boston, MA**
Developed Alternative Teacher Preparation; BPS District Based Certification.

1998-99 **TUFTS UNIVERSITY, Center for Applied Child Development, Medford, MA**
Trained faculties on Literacy/Differentiated Instruction/Assessment.

1990-96 **ATHENS COLLEGE, Athens, Greece**
Trained faculties in Multiple Intelligences & Bilingual Curriculum Development K-12.

1996-99 **BOSTON PUBLIC SCHOOLS, CENTER FOR LEADERSHIP TRAINING**
Trained faculties in Multiple Intelligences Curriculum, Assessment K-4.

- 1995-99 **CENTER FOR COLLABORATIVE EDUCATION**, Boston, MA
Completed the documentation and evaluation of Fenway Middle College High School, member of the Coalition for Essential Schools.
- 1989-94 **MASSACHUSETTS DEPARTMENT OF EDUCATION**, Boston, MA
Consulted with the Boston and Somerville Schools in Early Childhood Literacy.
- 1995-96 **PHILLIPSBURGH PUBLIC SCHOOLS SCHOOL DISTRICT**, New Jersey
Consulted in Multiple Intelligences & Elementary/Early Childhood Education PK-3.
- 1988-91 **CHELSEA PUBLIC SCHOOLS**, Chelsea, MA
Consulted in Early Childhood & Elementary/Bilingual Education K-6.
- 1990-94 **SOMERVILLE PUBLIC SCHOOLS**, Somerville, MA
Consulted in Teaching Strategies for Multicultural Populations K-4.

DIRECT SERVICES FOR CHILDREN and FAMILIES

- 1999-present **BOSTON PUBLIC SCHOOLS, MISSION HILL SCHOOL**, Boston, MA
Individualized Psychoeducational Testing of Students K-8 to differentiate students with language acquisition issues from learning disabilities under Deborah Meier, Principal.
- 1999-present **ATLAS COMMUNITIES - EDUCATIONAL DEVELOPMENT CENTER**
Providing parents, teachers, & school community engaged in school reform to develop a learning community by implementing instructional leadership teams, whole faculty study groups, teaching for understanding, portfolio assessment, exhibitions at the Fitzgerald & New Fletcher Maynard Academy (K-8).
- 1990-95 **CAMBRIDGE PUBLIC SCHOOLS**, Cambridge Lesley Literacy Project, MA
Writing Staff Developer
Implemented K-3 journal and book writing projects in eight classrooms.
- 1991-95 **CAMBRIDGE PUBLIC SCHOOLS**, Cambridge, MA
Cambridge Early Literacy Project through Lesley College
Demonstration Teacher in three schools for strategies to develop language/literacy through the writing process using multisensory instruction and assessment.
- 1988-90 **CHILDREN'S MUSEUM**, Boston, MA
Parent Consultant and Child Development Leader, Families First Program
Developed a parent training program in early childhood development; focused on promoting strong child parent interactions and access to the museum's training programs.
- 1979-87 **AMERICAN COMMUNITY SCHOOLS**, Athens, Greece
Resource Specialist -Learning Disabilities Program Grade 9-12 (1983-87)
School Psychologist and Faculty for International Baccalaureate Grade K-12 (1985-87)
Learning Center Specialist, Special Educator for all Subjects, ESL Grade K-8 (1979-85)
- 1976-79 **LEXINGTON PUBLIC SCHOOLS**, Franklin Elementary School (K-6), Lexington, MA

Served as a Learning Disabilities Specialist for K-3 students; developed a resource room program for students in grades 4-6.

1974-76 **LIVING AND LEARNING SCHOOL**, Lexington, MA
Kindergarten Head Teacher, Team Leader
Awarded Competence Based Certification as an Early Childhood Educator
Awarded Lead Teacher status supervising a team of four teachers.

MAJOR PUBLICATIONS

Harris Stefanakis, Evangeline (in press). A Window into the Learner's Mind: Multiple Intelligences and Portfolios. Portsmouth, NH: Heinemann & Boynton Cook Publishers (book and CD Rom)

Harris Stefanakis, Evangeline (in press) A Portfolio Resource Guide for K-12 Classroom Educators. (Greek and English). Athens Greece: Educational Innovations, Athens College Press.

Harris Stefanakis, Evangeline (1999). *Teachers' Judgments Do Count: Assessing Bilingual Students*. In Beykont, Z. (Ed.). Lifting Every Voice Pedagogy and Politics of Bilingualism, (pp. 139-160). Cambridge, MA: Harvard Education Publishing Group.

Harris Stefanakis, Evangeline (1998). Whose Judgment Counts? Assessing Bilingual Children (K-3). Portsmouth, NH: Heinemann & Boynton Cook Publishers.

Stefanakis, Evangeline D, Harris (1977). *The Power in Portfolios: A Way to Sit Beside the Learner*. In Torff, B. (Ed.) Multiple Intelligences & Assessment. Illinois: IRI Skylight Publishers.

Harris Stefanakis, Evangeline. *What Is It Like For Students To Use Their Minds Well in an Urban High School?* (1996-9) Documentation of Projects and Portfolios at Fenway Middle College High School. Center for Collaborative Education and the Annenberg Institute (in press)

Harris Stefanakis, Evangeline.(1997) Senior Institute at Fenway Middle College High School (Film design and script)

Harris Stefanakis, Evangeline, *Preschool Screening: Using a Portfolio Approach for Diverse Learners*. (1995). (film) Department of Education, Chelsea Public Schools, Chelsea, MA

Harris Stefanakis, Evangeline. *Preschool Screening: Portfolio Approach for Linguistic Minority Children*. (1994) Training Handbook, National Head Start Research. Translating Research into Practice

Harris Stefanakis, Evangeline. (1993). An Introduction to Training Modules, BRIDGES, Harvard Institute International Development. Cambridge, MA: Harvard University Press

Harris Stefanakis, Evangeline. (1992) *Educational Training: An Introduction* with Gretchen Hummon, BRIDGES, Harvard Institute International Development. Cambridge, MA: Harvard University Press

Harris Stefanakis, Evangeline.(1992) *Understanding Access, Equity and Gender Issues in Education* with Florence Kirangu , BRIDGES, Harvard Institute International Development. Cambridge, MA: Harvard University Press

Harris Stefanakis, Evangeline. (1992) *Issues in Teaching; Training and Implementation* (sole author) , BRIDGES, Harvard Institute International Development. Cambridge, MA: Harvard University Press

Harris Stefanakis, Evangeline. (1992) *Internal Efficiency: The Case of Honduras* with Costanza Eggers , BRIDGES, Harvard Institute International Development. Cambridge, MA: Harvard University Press

Harris Stefanakis, Evangeline. (1992) School Quality and Learning Outcomes with Connie Feldman. , BRIDGES, Harvard Institute International Development. Cambridge, MA: Harvard University Press

Harris Stefanakis, Evangeline. (1992) OPES: Setting Goals and Policies with Katherine Cress. , BRIDGES, Harvard Institute International Development. Cambridge, MA: Harvard University Press

Harris Stefanakis, Evangeline. (1991) Early Childhood Education The Effects of Language on Learning. In Ambert, A. (Ed.). Bilingual Education and English as a Second Language A Research Handbook. (pp. 139- 169) New York: Garland Press.

Harris Stefanakis, Evangeline. (1980); Aesops Fables: Belling the Cat for Learning Disabled Children using the Linguistic Encoding and Decoding Program with Helen Grush. Lexington, MA: Alphapress.

Harris Stefanakis, Evangeline. (1980); Aesops Fables: Belling the Cat for Learning Disabled Children using the Linguistic Encoding and Decoding Program with Helen Grush. Lexington, MA: Alphapress.

Harris Stefanakis, Evangeline. (1980); Aesops Fables: The Dog in the Manger for Learning Disabled Children using the Linguistic Encoding and Decoding Program with Helen Grush. Lexington, MA: Alphapress.

Harris Stefanakis, Evangeline. (1980); Aesops Fables: The Tortoise and the Hare for Learning Disabled Children using the Linguistic Encoding and Decoding Program with Helen Grush. Lexington, MA: Alphapress

Harris Stefanakis, Evangeline. (1980); Aesops Fables: The Wind and the Sun. for Learning Disabled Children using the Linguistic Encoding and Decoding Program with Helen Grush. Lexington, MA: Alphapress

PARTIAL LIST of ARTICLE PUBLICATIONS (32 in print)

This list of recent articles single authorship. A complete list of articles is available on request.

Harris Stefanakis, Evangeline. (in press). A Review of Bilingualism and Testing: A Special Case of Bias. *Journal of Applied Psycholinguistics*. Vol. XX, Projected, Fall 2000.

Harris Stefanakis, Evangeline.(1999)Booknotes: Stefanakis Comments, *Harvard Education Review*, Volume Sixty-Nine, Number 4, Winter 1999.

Harris Stefanakis, Evangeline. (1999) Portfolios for Language Arts: A Framework for Educators (in Greek). *Educational Innovations*, Vol. 99. Athens College Press.

Harris Stefanakis, Evangeline. (1998). Preliminary Findings: Documentation of the Annenberg Rural Challenge Proceedings of American Educational Research Association. April 1998.

Harris Stefanakis, Evangeline. (1998). A Window into the Learner's Mind: Multiple Intelligences and Portfolios. International Middle Schools Journal. European Council of International Schools.

Harris Stefanakis, Evangeline. . (1997). Portfolios: A Way to Sit Beside the Learner In Veenema, S, Seidel, S. (Editors). The Project Zero Classroom. Cambridge, MA: Harvard Educational Publishing Group.

Harris Stefanakis, Evangeline.(1997). Portfolios Bring Power to the Learner: Looking at Student Work. (in Greek) Educational Innovations. Vol. 98. Athens College Press.

Harris Stefanakis, Evangeline. (1997). *Multiple Intelligences and Portfolios: A Window into the Learner's Learning*. Athens Educational Quarterly. Vol. 4. No. 8. (in Greek)

Harris Stefanakis, Evangeline. . (1995). Whose Judgment Counts? Case Studies of Teachers' Classroom Assessment of Linguistic Minority Children Unpublished Doctoral Thesis, Harvard Graduate School of Education.

Harris Stefanakis, Evangeline(1993).. *A Review of the Literature in Assessment of Young Linguistic Minority Children*. Qualifying Paper, Cambridge, MA: Harvard Graduate School of Education.

Harris Stefanakis, Evangeline(1993).. *Preschool Screening: A Portfolio Approach for Linguistic Minority Children*. Translating Research into Practice: Implications for Serving Families. Proceedings from the National Head Start Research Conference.

Harris Stefanakis, Evangeline. (1989). *Values Differences in Schools in the US and Greece*: SEITAR Conference Proceedings Boston, MA, October, 1989.

Harris Stefanakis, Evangeline. (1983) *Developing a Learning Disabilities Program in an Overseas Community School* Journal of Learning Disabilities, Volume 16, Number 4, April, 1983.

Harris Stefanakis, Evangeline. (1983) Modified Adaptive Curriculum for High School Special Needs. International Quarterly, Volume 2, September, 1983.

PRESENTATIONS & LECTURES

This list includes most recent invited addresses; More than 60 additional presentations & panels over the last five years are available on request.

Assessment in a Dual Language Context New England Early Childhood Conference Lesley College, Keynote Address, Providence, RI, November 2000.

Teachers' Judgments Count: Portfolios for Diverse Language & Cultural Backgrounds Harvard Learning Disorder Conference, Cambridge, MA, November 2000.

.

New Research in Bilingual Instructional and Assessment Practices American Educational Research Association. Discussant:, (April 2000) Annenberg Rural Challenge Preliminary Findings. San Francisco, CA April 1999.

Changing Schools from Within: Why Schools Need To Change European Council of International Schools, Nice, France (November 1999)

Changing Schools from Within: Portfolios as a Tool to Build Reflective Practice. European Council of International Schools, Nice, France (November 1999)

Whose Judgement Counts: Assessing Bilingual Students K-3. National Association for the Education of Young Children. November 1999.

The Project Zero Classroom: Portfolio Strand Assessment as a Learning Experience. Harvard Institutes in Professional Education, Cambridge. MA 1996.

Accountability & Assessment Institute: A Sociocultural Framework for Assessment. Harvard Institutes in Professional Education, Cambridge. MA 1996.

Responding to MCAS: Innovations in Language, Learning and Assessment. Harvard Institutes in Professional Education, Cambridge. MA 1996.

Building A Sociocultural Framework for Teachers' Classroom Assessment Bilingual Education Works: Policy, Research and Practice Dialogue. Harvard Graduate School of Education, Cambridge, MA. October 1998.

Applying Multiple Intelligences: Linking Curriculum and Assessment Keynote, European Council of International Schools, Prague, Czech Republic. January 1998.

Multiple Intelligences and Portfolios: Celebrating Student' Classroom Work Keynote, New England Kindergarten Conference Lesley College, Cambridge, MA. November 1996

Nurturing a Project Based and Portfolio Culture in an Inclusive School. Council for Exceptional Children, New Orleans, LA. November 1997.

Including Diverse Learners: Documenting & Assessing Progress. Council for Exceptional Children Denver, CO. April 1994.

A Research and Evaluation Plan. Looking for Community and School Connections. Annenberg Challenge Rendezvous, Denver, CO. July 1997.

Alternative Assessment Strategies for Bilingual Children. Massachusetts Association of Bilingual Education, MA. March 1995.

Alternative Assessment Strategies for Bilingual Children. Massachusetts Association of Bilingual Education, MA. March 1996.

Alternative Assessment Strategies for Bilingual Children. Massachusetts Association of Bilingual Education, MA. March 1997.

Wrestling with Issues of Language and Learning in Young Bilingual Children. National Association for Bilingual Education, Washington, DC. January 1994.

BOOK REVIEWS ??

WORKSHOPS?

PANEL DISCUSSIONS

TELEVISION APPEARANCES

Helping Students with Learning Disabilities. The Nikki Marneri Show, Athens

What is Dyslexia? What can we do about it? The Athens Star- Family Call in School. Athens Greece

RADIO APPEARANCES

A Forum on MCAS The Connection with Christopher Lydon

EXPERT WITNESS

Assessment of Bilingual Children: Attorney Richard Rose. Greater Boston Court Proceeding BPS

GRANTS as Principal Investigator

Board and Committee MEMBERSHIPS

Council of Exceptional Children, Teacher Education Committee,

Portraits of Success.: National Association of Bilingual Education

Helicon, Greek Cultural and Language Association

Hellenic American Women's Professional Association

AWARDS & HONORS

Award Competence Based Certification as an Early Childhood Educator, 1976

Advanced Doctoral Fellowship, 1994

National Bilingual Fellow, 1991-93

Class Marshall, Voted by Class, Harvard Graduate Class of 1995

Honored Alumni – 25th Class Reunion, Tufts University, 1999

Volunteer & Community Service

Haggerty School

Director of Pedagogy, Church School, St. Athanasius Greek Orthodox Church, Arlington, MA

CRLS Interview Committee?

ART EXHIBITS**PERSONAL**

Date of Birth: 24 March 1952

Citizenship: USA

Marital Status: Married

Dependents: Three children (born 1981, 1983, 1993)

Languages: English (native)
Greek (fluent)

PROFESSIONAL REFERENCES

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Harvard Graduate School of Education.
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Dr. Lynn Stuart

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