

Julie Wright

CONSULTING

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JULIE WRIGHT CONSULTING, LLC

Julie Wright Consulting, LLC is a national educational consulting firm serving school districts, organizations, and educational institutions since 2015. Education is a people business and this firm's success keeps the stakeholders across the learning community—the administrators, teachers, instructional coaches, specialists, and students—at the center of the work. Julie Wright Consulting is proud to partner with others who believe in approaching each day's work with an inquiry stance. Since change is a process, not an event, cultivating change with and among stakeholders is a key focus for the learning.

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JULIE WRIGHT CONSULTING WEBSITE

Click on the link to learn more about [Julie Wright Consulting LLC](#). Specifically, please check out [Quick Links](#) and [Testimonials](#).

JULIE WRIGHT

With over 25 years of experience in education, I am the founder and sole consultant for Julie Wright Consulting, LLC. I have the pleasure of serving schools in urban, suburban and rural communities as well as public, private and charter organizations. I am a teacher, instructional coach, educational consultant, and author. I am known for matching my pedagogical beliefs to my practices, helping clients plan and deliver curriculum and instruction that meet students' collective and individual needs, including creative solutions to on-going and engaging assessment. My inquiry stance and problem-solution approach puts those I work with at ease because I use reflection as a tool for growth and change.

Whether I am working closely with students, parents, teachers, instructional coaches, support staff, administrators, or community members, I know that the key to doing good work together is building strong, trusting relationships. I believe we are all leaders - both students and adults alike. I often explain that, "working together is about leveraging our leadership skills to make the biggest impact on learning and *growing* new understandings." I work to create a learning environment where everyone has time to think, collaborate, try new things, and reflect in order to figure out high leverage moves in order to maximize learning. I believe everyone has strengths and everyone has something they need to work on. Having support for both gives you the *lift* you need to grow because we are stronger and smarter when we work together.

RESUME

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(note the t in between first & last name)

Julie Wright Consulting LLC

2015-Current

National Consultant

- Collaborate with district leadership to create professional development plans to support curriculum, instruction, and assessment.
- Work alongside K-12 building leaders, instructional coaches, and teachers to co-plan and deliver instruction, design assessments, sort student work, and create responses in service of student growth.
- Please visit <https://www.juliewrightconsulting.com/> for more information on focus areas, blog posts, publications, and testimonials.

Ashland University

2010-Current

Adjunct Professor developing and facilitating courses focused on systems, structures, rituals and routines related to curriculum, instruction and assessment.

- In-district courses focused on district, building, grade level or team needs, action research oriented where classrooms and schools are the texts for learning.
- Online coursework focused on the science and art of reading, workshop model, small group instruction, short texts across content areas, assessment, curricular design, student and teacher efficacy, leadership and instructional coaching, and more!

Harlem Village Academy

2013-2015

Founding Member of the Progressive Education Institute / <http://progressiveeducationinstitute.org/>

ELA Academic Director & Instructional Coach

- Co-Created a curricular framework and units of study through backward design principles
- Coached ELA, Science, & Social Studies teachers and led school-wide professional development for teachers and principals across the district
- Displayed exemplary instructional leadership skills focused on building strong working relationships with teaching staff, administration and graduate school colleagues

Upper Arlington City School District

2008-2013

Teacher Leader for Curriculum, Instruction and Assessment for K-12 Social Studies and 4-12 Language Arts

- Instructional Coach focused on co-creating integrated curricular calendars, units of study, weekly and daily lesson plans with K-12 teachers
- Obtained deep knowledge of curriculum, instruction and assessment in order to assess, create, and facilitate professional development for K-12 teachers and coach principals and teachers through the Ohio Teacher Evaluation Process
- Displayed exemplary leadership skills focused on building working relationships with staff, community, parents, PTO, and the Board of Education
- Demonstrated excellent communication and organizational skills used to develop and manage budgets
- Collaborated effectively with the Director of Intervention Services and Gifted/Talented programs to bridge the gaps and meet the needs of all students
- Collaborated with 40+ member leadership team to move forward on district initiatives through a system's thinking approach

Upper Arlington City School District

1994-2008

Elementary classroom teacher focused on planning, instruction and assessment in service of student growth

- Taught kindergarten, third, third/fourth multi-age, and fourth grade

Ohio Department of Education

2003-2009

PRAXIS III Assessor

- Applied detailed understanding of the four domains related to PRAXIS III Teacher Performance Assessments while evaluating teachers

Co-Director for Upper Arlington/Worthington Summer Institute

2003-2006

Collaboratively worked with partner school district liaisons to research, plan, organize, and facilitate staff development opportunities for the annual conference serving over 450 educators state-wide

Education & Certifications

The Ohio State University, Columbus, OH

- K-12 Educational Administration Licensure Program (2008)
- K-12 Reading Endorsement (2002)
- Master of Arts: Language Arts & Reading (2000)
- BS in Education: Early & Middle Childhood Education (1993)
- National Board Certified Teacher: Middle Childhood (2002)

PUBLICATIONS

My publications and educational consulting experiences give me insights about what's happening across the nation which informs my work with states, districts, and schools.

Click the image to link to the publication:



CONFERENCES

I have had the pleasure of presenting at a number of conferences. Some of those include:

- NCTE
- LitCon (formerly known as Reading Recovery of North America)
- Visual Literacy Conference
- FIRST Coaching Summit
- OCTELA (Ohio Council of Teachers of English Language Arts)
- Connecticut Reading Association Conference
- Simply Coaching Summit
- CCIRA

PODCASTS, WEBINARS & TWITTER CHATS

I have also had the pleasure of being a guest on some podcasts, webinars and Twitter Chats. Some of those include:

- [Grow the Good Via Asset-Based Responses](#) (PEBC Podcast)

- [Solving Problems of Practice When It Comes to Our Current RtI Models](#) (Schoolutions Podcast)
- [Empowering Coaches: Strategies for Impactful Data Team Participation](#) (Schoolutions Podcast)
- [Tips, Tools & Templates to Boost Asset-Based Coaching Habits](#) (Benchmark Education)
- [What Are You Grouping For?](#) (Corwin webinar)
- [5 Ways to Curate Texts That Inspire Readers](#) (10 Minute Teacher Podcast)
- Side by Side Instructional Coaching #G2Great Twitter Chat
- What's Our Response? #G2Great Twitter Chat
- What Are You Grouping For? #G2Great Twitter Chat

BLOGS

I have enjoyed writing several blogs for organizations I respect and admire. Many links can be found on my website at [Julie Wright Consulting LLC](#) (check out the *Quick Links* tab). Here, I'll highlight a favorite that I wrote for the CCIRA blog: [The Ted Lasso Effect: How to Build Capacity with Warmth, Wisdom, and Walk-Throughs](#)

SCOPE OF WORK

Julie Wright Consulting can provide **Instructional Support Services** for the following ELA, mathematics, science, US History, and universal instruction for grades Pre-Kindergarten - 12th as identified: Focus areas include:

- Formative and Summative Assessment
- Data Driven Decision Making and Differentiated Instruction
- Pacing and Curriculum Alignment for College and Career-Ready Standards
- Lesson Planning and Instructional Delivery
- Reading and Writing Across Content Areas
- ELA and Math Performance Tasks and Scoring Rubrics
- Student Engagement and Motivation
- Higher Order Questioning and Problem Solving
- Extended Learning Time and Differentiated Learning for all Students
- Teacher Development/Classroom Environment and Behavior Management
- Subject Area Test Preparation / Teacher support

Focus Specifications

- Assist teacher with/model instruction and re-teaching of focus standards that are below expectations/did not meet expectations at both the grade level and student level
- Provide evidence based instructional strategies and classroom pacing for MS College and Career Readiness standards that are specific to the deficits of students
- Assist teachers with/model higher order questioning skills, problem solving/critical thinking and formative assessments in the classroom
- Evidence-based Leadership Coaching that results in the improvement of instructional effectiveness

- Assist teachers with/model for teachers' differentiation of classroom instruction based on the grade as a whole and individual student performance on the MAAP assessment, progress monitor, and benchmark assessments.
- Build the capacity of teacher with/model analysis and use the data to prepare and guide instruction at the grade and student levels.
- Work in conjunction with Reading and Math coaches in implementing evidence based instructional strategies
- Guide "Boot Camps"/provide Supplemental Instructional Support for teachers to assist with Interventions for students

Instructional Support Services can be offered based on shared goals and stakeholder needs. In addition to the list above, the following shows different ways we might partner together and example workshops / work sessions that can be provided organically through coaching or to small / whole groups of teachers during professional learning sessions. In order to build deep understanding, where applicable, resources from various books, articles, and video clips can be referenced for support.

PROPOSED STRATEGIES

Together, we will determine if we will work as a whole group, in small groups or if 1:1 support and professional learning is needed. Some of the ways we can organize our work include:

Institutes—offers opportunities for on-going learning across multiple days. Whole staff or organized by small groups such as grade level teams, mixed grade levels, PLCs, departments, or cohorts.

Full or Half Day Workshops—provides time for larger groups to learn and work together. Whole staff or organized by small groups such as grade level teams, mixed grade levels, PLCs, departments, or cohorts.

Study Groups—organized by grade level or mixed grade levels and based on specific topics or interests. Smaller groups rotate through sessions lasting approximately 1-2 hours each.

Coaching Labs & Learning Labs—gives teachers, coaches and administrators an opportunity to learn alongside one another through observation and debriefing protocols.

Co-Planning—gives time and know-how in planning units of study & learning progressions (weekly & daily plans) with coaching to guide the process.

Co-Teaching—provides opportunities to demonstrate instructional practices, share teaching strategies, examine classroom structures in action, and work with students using an inquiry stance.

E-Consulting—organized in full-day, half-day, one or two-hour sessions by phone and/or video conferencing.

Who

Meeting the needs of all stakeholders:

Students	Teachers, Specialists, Paraprofessionals & Support Staff	Deans, Department Chairs, Teams or PLC Leaders	Instructional Coaches	Administrators & Directors	Family / Caregivers
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Where / How

Consider a combination of learning modes to help maximize teachers' time and support your budget. These are just examples. For most clients, learning experiences are designed to meet specific professional learning needs and goals.

Face-to-Face	Virtual / E-Consulting	Pre-Recorded Sessions
Whole Group	Small Groups	Individual / 1:1
Multi-Day Institutes	Full or Half-Day Workshops	By the Hour or Half-Hour (Virtual / E-Consulting)
All learning experiences can be offered with contact hours/CEUs or semester hours through Ashland University.		

What

These are examples of workshops, sessions, webinars, and professional learning opportunities I've recently offered:

What's Our Response? Rethinking RtI / MTSS / PBIS & Creating Responses that Work	Side-by-side Asset-Based Coaching 10 Habits to Launch & Sustain Teacher & Student Learning	Kidwatching 2.0 In-the-Moment, On-the-Spot Intel to Guide Planning
Launching & Sustaining Small Groups Flexible Small Groups in Action Across Content & Grade Levels	Short Texts, Mighty Mentors Bolstering Reading & Writing Volume to Grow Independence	Co-Planning Keeping Students at the Center of Unit, Weekly & Daily Plans
Curating Texts & Problem Sets Stoking Students' Interests & New Learning Through Dynamic Instructional Resources	Sorting Student Work Making Real-Time Instructional Decisions & Creating Responses Based on Students' Work	Secondary Literacy Skills & Strategies Using Texts & Content to Grow Students' Know-How

Powering Up Tier One Instruction Using the Social-Emotional, Physical, Cultural & Academic Capital to Meet Students' Needs	Small Groups, Big Results Creating Flexible Responses to Meet Students' Individual Needs	Shared Reading Reboot Teaching into What Might Trip Students Up Across Content & Grade Levels
It's All About the Data Learning From Data at Our Fingertips to Create Responses to Meet Students' Needs	Co-Teaching Boosting Collaboration Between Teacher & Specialist to Increase Student Growth	Classroom Design Building Classroom Spaces with Students' Needs at the Center
Writing Round-Up Increasing Writing Know-How Through Quick Writes, Text-Based Responses & Choice Writing	Students as Consumers & Producers Creating Authentic, Meaningful Plans that Bolster Students' Interests & Independence	Tips, Tools, Templates & Protocols Boosting Small Group learning, Asset-Based Coaching & RtI, MTSS, PBIS
The Power of Picture Books Anchor, Navigate & Explore Picture Books Across K-12 Classrooms	What is Workshop? A Student Engagement Model to Maximize Students' Thinking & Doing Time	What's Our Role? Shaping School Culture While Building Autonomy & Agency
Foundational Literacy Skills Putting the ART With the Science of Reading, Writing & Word Study	RtI – MTSS – PBIS→ Reboot Creating Instructional Designs to Support ALL Learners	Asset-Based Coaching Labs & Learning Labs Increasing Know-How Through Observation, Debrief & Reflection
Asset-Based Learning Walks Using the Classroom as a Place to Study and Grow	Assessment Designing Formative & Summative Assessments, Units, Mini-Units, Learning Progressions & Lessons	Coaching 1:1 or Small Group Coaching to Bolster Your Professional Learning Plans
Closing the Knowing-Doing Gap Designing Curriculum, Instruction & Assessment to Close the Knowing-Doing Gap	Productive Talk Creating Conditions for Students to Actively Listen, Articulate Ideas & Think Deeply	Short Story Showcase The Power of the Short Story for Minilessons, Shared Reading, Small Groups & Independent Reading Across 4-12 Classrooms
The Limitless Classroom: Mantra #1 Kids Deserve More Time to Think & Do	The Limitless Classroom: Mantra #2 Kids Deserve the "Why" and The "How", Not Just the "What"	The Limitless Classroom: Mantra #3 Kids Deserve to Own Their Learning Journey

Metacognition Teaching Metacognition Strategies to Bolster Student Know-How	More Than a 2-Column Chart Promoting Student Thinking Through Graphic Organizers & Note Catchers	The Power of Popsicle Sticks & Magnets Using Tools at Your Fingertips to Build Community & Increase Student Independence
K-8 Texts that Teach Texts that teach across grade levels and content areas.	The Power of Parity A Co-Teaching Model that Works!	Building Capacity One Experience at a Time Gallery Walks, Sorting Student Work, Inquiry-Based Staff Meetings & More!
Design Your Own Schedule a call to discuss ways we can work together to create responsive, strategic, learning that fits your budget and meets your goals.		

IMPLEMENTATION PLAN / PROCESS FLOW

If consulting services are requested, we'll schedule a planning meeting to discuss professional learning needs / goals to create a plan of action. Together, we'll figure out the level and mode of support, including a timeline of learning experiences and shared agreements around success criteria and outcomes.

As described above, professional learning can be provided in a variety of formats. The frequency, intensity, and duration of support will be co-designed.

FEE STRUCTURE

Fee Structure 2025-26

Keynote Address (all inclusive)	On-Site Support (all inclusive)	E-Consulting (all inclusive)
45-90 Minute Keynote + Follow-Up Session <ul style="list-style-type: none"> \$3,900 	1 Day Experience <ul style="list-style-type: none"> \$3,900 2 Day Experience* <ul style="list-style-type: none"> \$6,800 3 Day Experience* <ul style="list-style-type: none"> \$9,600 <p>*Discounted rate applies to consecutive days on the calendar</p> <p>*If you are interested in more than 3 consecutive days of support, please reach out for the fee structure</p>	Full Day <ul style="list-style-type: none"> \$2,000 Half Day <ul style="list-style-type: none"> \$1,200 Hourly <ul style="list-style-type: none"> Large group, 6+ participants: \$600 Individual or small groups, 1-6 participants: \$300 Behind the scenes work: \$300 30 minute small group, 1:1, or behind the scenes work if requested: \$150 Video Recording <ul style="list-style-type: none"> 20-30 minute pre-recorded video tailored specifically to your district's needs and goals: \$600 Unlimited access for 30 days
<ul style="list-style-type: none"> A virtual, pre-planning meeting with leadership and/or planning team is included with every experience. Additionally, a follow-up reflection or next steps meeting is included if desired. Keynote Address and On-Site rates apply to travel in the United States, excluding Alaska and Hawaii. Please reach out for Keynote Address and On-Site Support for Alaska, Hawaii and international rates. 		

REFERENCES

Client	Contact
Lexington One School District 100 Tarrar Springs Rd, Lexington, SC 29072 803-821-1000	Dr. Erica Bissell Teaching and Learning Executive Director ebissell@lexington1.net
South Portland School Department 120 Wescott Road South Portland, Maine 04106 207-871-0555	Erica Mazzeo Director of Curriculum mazzeoer@spsdme.org
Tacoma Public Schools Central Administration Building P.O. Box 1357 Tacoma, WA 98401-1357 253-571-1000	Robin Preciso Teacher Leader rprecis@tacoma.k12.wa.us
White Knoll High School 5643 Platt Springs Rd, Lexington, SC 29073 803-821-5200	Dr. Jen Steiner Assistant Principal jsteiner@lexington1.net

Enumclaw School District 2929 McDougall Ave. Enumclaw, WA 98022 360-802-7124	Jill Burnes Deputy Superintendent jill_burnes@enumclaw.wednet.edu
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TESTIMONIALS

"Julie is the literacy coach every teacher wishes for. She's full of both practical ideas and lofty goals. She leads professional learning by inviting each teacher to be her "thinking partner", while always keeping the child's learning at the center of the instruction." —Elizabeth Keim, Tier 2 Reading Specialist

"Purpose, Growth & Joy. Working with Julie has helped our team focus on what matters: the purpose of our work, the growth mindset that achieves it and most importantly the joy of learning. What is impossible to capture in words is how she models the moves that instructional coaches can make with the teacher they work with and the moves teachers can make with their students. Her approach is always learner-centered. She provides the framework for the learner to discover, explore and reflect on their needs. We work from an asset based approach, it is never about "fixing" someone but how we take what we are good at and make that great." —Joe Judge, Instructional Coach

"I was lucky enough to learn from Julie as she facilitated a large group of experienced instructional coaches--Julie's sureness of voice, kind and caring attitude, and her sharing of humorous stories made her presentation easily accessible and inspirational for all. I can't wait to spend time with her again and am searching for opportunities to learn from her in the near future!" —Isabel Sawyer, Regional Director, Center for the Collaborative Classroom

"Julie's ability to inspire both teachers and coaches is unlike anything I have ever experienced. In my 15 years in education, I have never learned as much about literacy as I have with Julie. You leave after a day's work with her invigorated to go back into school and do what is best for the kids. Our group of coaches always jokes, 'When is Julie coming back...we need our monthly dose of Julie.'" —Elizabeth Bennett, Literacy Coach

"Julie is highly effective at keeping teachers engaged in learning. This is largely because she is a "teacher's teacher" who has the experience to support her theories and ideas. I want to know what she knows. She encourages teachers to think and offers them the opportunity to consider new methods in ways that will work for them. She is ultimately a highly charismatic speaker who listens to teachers, using those conversations to push teachers to greater insight into their practice." —Alicia McGinty, K-12 Art Teacher

"Regardless of the audience, Julie always finds the most authentic and creative ways to foster opportunities for discovery, self-reflection, and most importantly, growth. She has a natural gift of getting you to self-reflect far beyond what you could ever imagine to be possible." —Catia Greene, Director of Federal Title Programs & Instructional Support

"Julie is an outstanding literacy leader who has a strong command of content, but more importantly a passion for teaching and learning. While working with our district, Julie helped our literacy coaches

and teachers hone their skills while also building the capacity of our school leaders. Julie is a leader in her field and many schools and districts look to her to help them plan and deliver high-quality professional learning.” —Erica Bissell, Coordinator of Reading and Language Arts

“If you are blessed enough to have Julie Wright working with you, know that you have the right facilitator! Julie is highly knowledgeable, yet she is very mindful of how she interacts with her constituents. She builds strong rapport with all teachers and staff so that they are more willing to take suggestions and recommendations. All sessions that Julie leads are purposeful, useful and transferable when teachers get back to their classrooms.” —Jason Epting, Principal