Consultant Spotlight
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Jennifer Borgioli

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Jennifer Borgioli, Senior Consultant with Learner-Centered Initiatives, is a passionate believer in public education and the teaching profession. She brings this passion to her work as a provider of professional development services in the areas of Assessment and Data, always striving to ensure that the work being done is meaningful, necessary and bias-free.

Prior to joining us in 2005, Jennifer worked as a special education teacher and a data analyst and coordinator. Outside of her work for LCI, Jennifer is an active presence on Twitter, sparking conversations about quality education as JennLCI.

Get to know Jennifer and her work, below.

Assessment

Jennifer believes that we, as educators, need to clearly understand why it is that we ask students to perform a task, whether it is an exercise, an activity or a test. Students are savvy and know whether the task at hand is something that is part of a rote checklist of "to-dos" that will not further their learning or engage their minds. Educators owe it to themselves and their students to make classroom experiences worthy of students' time and effort, and doing so has the added benefit of creating committed learners.

It is these beliefs, along with her sense that all assessments should produce as well as measure learning, that guides Jennifer in her work helping educators to develop, refine and select assessment experiences.

Traditional assessment design often takes the approach that assessment is something that is done to students; the goal may be informing instruction, generating grades, or

Jennifer writes a regular column, *Pushing the Boundaries of Assessment*, for ASCD NY. Her recent article, "*Is It Worth It*", shares her views on the importance of creating meaningful assessments.

[Learn more](#) about LCI's Professional Development Programs in Assessment, led by Jennifer and others.

providing student feedback, but students' role in the assessment is often that of passive participation. In her assessment design work, Jennifer encourages educators to create assessments in which students are active participants in the entire process, ensuring that assessment are done with, and for, the students.

Using performance-based assessments, especially those that ask students to apply their knowedge of a subject to an actual situation or problem, rather than asking them to answer hypothetical questions on a multiple-choice test, say – is one way to engage students and promote assessments that produce student learning. Jennifer believes that attending to issues of reliability, validity, bias and special needs in test design is another way to improve the impact of those tools.

Jennifer incorporated these beliefs and approaches into a multi-year project with the Guilderland Central School District designing performance-based assessments that meet the needs of APPR, quality assessment practices, and the district's particular focus. She supported the district in a variety of ways, from providing direct support for design teams to running troubleshooting sessions with program participants to providing one-on-one coaching sessions when needed. Speaking of Jennifer and the importance of her work to his district, Dr. Demian Singleton, Assistant Superintendent for Instruction at Guilderland, said "she is an amazing talent who brings the expertise, knowledge and skill that we must have if we are to move forward with success and confidence in the quality of our (high stakes assessment design) work."

Data

In addition to her assessment-related work, Jennifer frequently helps schools with their data-related needs, leveraging her strong background and advanced coursework in statistics. Her programs are designed to help participants become comfortable with and make meaning from both quantitative and qualitative data.

Philosophically, Jennifer believes that if schools are going to collect data, it should be high-quality and tightly linked to what the school values. As she asks her clients, "If it isn't measured, how do we know it matters?"

On a more micro level, Jennifer believe that educators should collect and use data to inform their personal practice. Great teaching is a blend of both art and science, and while educators have a lot of institutional memory and pedagogy that talks about what makes an effective teacher, we are just starting to understand the science behind that effectiveness. That's where data comes into play.

Jennifer is excited to be a part of the movement that she hopes will help to elevate the science behind the profession of teaching.

New York State Testing Program

See how Jennifer helped one school interpret their NYS Common Core Test results in this Data Report

Access an LCI data effectiveness rubric

Connect with Jennifer

Recent Articles

"The Semantics of Test Scores", *Shanker Blog (online).*

Blog Musings

www.grand-rounds.blogspot.com

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Learner-Centered Initiatives works to improve education by focusing on teaching, learning and leadership practices. We use a systems approach, recognizing that changes made in one area will naturally interact with, and effect, other components and participants in the system.

At LCI, we practice the priority that our name establishes, integrating learner-centered practices into our work, engaging participants' perspectives, energy and expertise and tapping their passion for education. Our programs, products and services are customized to each clients' needs and interests. They integrate relevant neuroscience approaches, as well as educational practices grounded in research and refined through practical field-application.

We are a certified MWBE in NYS and NYC, and have been successfully helping clients since 1995.

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