

## Larry Ainsworth, M.S.



Larry Ainsworth is Executive Director of Professional Development at The Leadership and Learning Center in Englewood, Colo. He travels nationally and internationally to assist school systems in implementing best practices related to standards, assessment, and accountability across all grades and content areas. He is the author or co-author of 10 books, including *Rigorous Curriculum Design*, *“Unwrapping” the Standards*, *Power Standards*, *Common Formative Assessments*, *Student Generated Rubrics*, and *Five Easy Steps to a Balanced Math Program*. His chapter “Common Formative Assessments: The Centerpiece of an Integrated Standards-Based Assessment System,” appears in the 2007 assessment anthology *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*, edited by Douglas B. Reeves.

Larry regularly works on-site in school systems to assist leaders and educators in understanding and implementing standards-based practices: prioritizing and “unwrapping” the standards, developing common formative assessments, designing authentic performance tasks, and creating rigorous curricular units of study in all content areas, pre-kindergarten through grade 12.

Larry has delivered keynote addresses and breakout sessions across North America and in Latin America, most notably for the U.S. Department of Education, Argentina’s ESSARP institute in Buenos Aires, the New York Department of Education, Connecticut Department of Education, North Carolina Department of Education, Ohio Department of Education, Michigan Department of Education, Harvard University Graduate School of Education’s Principals’ Center, Solution Tree of Canada, Solution Tree in the U.S, 21st Century Learning, California Staff Development Council, Louisiana Staff Development Council, Indiana Staff Development Council, Archdiocese of Los Angeles, Diocese of Fort Worth, the Southern Regional Education Board, Ohio’s Battelle for Kids conference, Virginia Title I and STARS conferences, the California Math Council, the California International Studies Project, the Alabama CLAS Summer Institute, the Delaware Professional Development Conference, the National Council of Teachers of Mathematics, and the National Association for Supervision and Curriculum Development.

With 24 years experience as an upper elementary and middle school classroom teacher in demographically diverse schools, Larry brings a varied background and wide range of professional experiences to each of his presentations. He has held numerous leadership roles within school districts, including mentor teacher and K–12 math committee co-chair, and has served as a mathematics assessment consultant in several San Diego County school districts.

Larry holds a Master of Science degree in educational administration.

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