

League of Innovators Design Team

RACHEL TRIMBLE

Rachel Trimble holds bachelor's and master's degrees in early learning and elementary education. She is certified to teach early childhood, Grades K–12, and serve as a public school administrator. She received an Illinois State Board of Education Certificate of Appreciation in 2003, and served on the statewide No Child Left Behind speaker's bureau. She is a senior consultant and the Illinois State Manager for the Midwest Comprehensive Center at American Institutes for Research. In her Midwest position, she provides technical assistance to states and districts in Illinois and Minnesota. She collaborates with center directors, state managers, and national content centers to leverage tools and resources that will equip the centers and states with pertinent and timely information to help close the achievement gap and improve student achievement in both states. Recently, she served as project manager and technical assistance provider for the North Central Comprehensive Center at Mid-continent Research for Education and Learning. In her North Central position, she managed and provided technical assistance to districts in and the states of Iowa, Minnesota, Nebraska, North Dakota, and South Dakota. In addition, Ms. Trimble serves as a design team member of the National Network of State School Improvement Leaders, providing services to all 50 states, plus the U. S. Virgin Islands and Puerto Rico.



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Ms. Trimble joined American Institutes for Research with 5 years of educational consulting experience and 15 years of teaching experience. During the 20 years of her career, she worked directly with teachers in a coaching/mentoring role and demonstrated effective teaching practices to improve instruction. She provided professional development and coaching literacy, implementing learning-standards-aligned classrooms, developing school and district improvement plans, analyzing and generating data for decision making, preparing budgets, and facilitating large and small discussion groups. She designed and delivered professional development for comprehensive literacy, including Reading First; provided technical assistance to districts in preparing an approvable Reading First application; planned and facilitated monthly coaches meetings; and provided professional development for and technical assistance to teachers and coaches in essential elements of reading instruction. She is skilled with using quantitative and qualitative data to identify specific scientifically based research proven practices to close achievement gaps and improve student learning and achievement.