ANASTHASIE N. LIBERISTE-OSIRUS, Ed.D.

Instructional Design Manager | Program Evaluator | Learning Facilitator

Johns Creek, GA | (404) 482.1565 | Osirus@northbridgecreates.com | www.northbridgecreates.com

PROFESSIONAL BRAND

Strategic instructional design leader with 20+ years transforming complex educational challenges into scalable, evidence-based learning solutions. Proven expertise managing $13.3M+ programs, leading cross-functional teams, and driving measurable outcomes for 150,000+ learners across global contexts. Uniquely positioned at the intersection of learning science, instructional technology, and organizational development, combining advanced credentials in reading education, second language acquisition, and family development with hands-on experience designing multilingual, culturally responsive curricula that achieve documented impact.

CORE COMPETENCIES

Learning Experience Design	Project & Program Management	Team Leadership & Development
Curriculum Architecture	Needs Assessment & Analysis	Stakeholder Engagement
E-Learning Development	Assessment Design & Evaluation	Data-Driven Decision Making
LMS Administration	Instructional Technology	Change Management

PROFESSIONAL EXPERIENCE

AMERICAN INSTITUTES FOR RESEARCH (AIR) | Arlington, VA

Project Director & Technical Assistance Consultant | ***March 2022 – Present***

Lead instructional design strategy and execution for federally funded K-12 education improvement initiatives, managing cross-functional teams and delivering comprehensive learning solutions for diverse, multilingual populations.

Leadership & Strategic Impact:

- Direct Project ELEVATE ($2M+ federally funded initiative), overseeing instructional improvement framework for K-8 English Language Learners across Cleveland Metropolitan School District
- Manage cross-functional teams of instructional designers, content developers, and education specialists across 5+ concurrent projects spanning domestic and international contexts
- Provide executive-level project direction for World Bank and UNICEF partnerships, ensuring on-time, on-budget delivery of curriculum development initiatives across multiple African nations

Instructional Design & Learning Solutions:

- Designed and deployed national remediation framework for Botswana Ministry of Education, creating differentiated teacher guides and online training modules that strengthened literacy and numeracy instruction across 600+ schools
- Direct curriculum analysis and revision for World Bank Edo State project (Nigeria), conducting pedagogical review of K-3 foundational literacy materials and facilitating ministry-wide teacher training on evidence-based curriculum design
- Co-developed formative assessment toolkit (FLIP) for USDA Benin Food for Education program, training teachers in data-driven instructional practices and culturally responsive pedagogy
- Established Communities of Practice for Massachusetts Department of Education SLIFE program, uniting district leaders statewide to implement evidence-based strategies for students with interrupted formal education

Research, Evaluation & Continuous Improvement:

- Design and refine data collection instruments (surveys, video-based observations) to evaluate instructional practices aligned with Sheltered Instruction Observation Protocol (SIOP) framework
- Analyze qualitative and quantitative data to guide program adaptations, inform district-level decision-making, and demonstrate measurable impact on teaching quality and student outcomes
- Produce technical reports and executive briefings for stakeholders including federal agencies, university partners, and international ministries of education

UNIVERSITY OF NOTRE DAME | Notre Dame, IN

Senior Associate Director, Language & Literacy Education | ***April 2016 – May 2022***

Provided executive leadership for $13.3M international early-grade reading initiative (USAID-funded Read Haiti), overseeing comprehensive instructional design, assessment systems, and teacher professional development for 600+ schools serving 150,000+ students.

Program Leadership & Management:

- Managed $13.3M program budget, coordinating cross-functional teams of curriculum developers, assessment specialists, instructional designers, and field implementation staff
- Directed all phases of instructional design lifecycle, from needs analysis through iterative development, pilot testing, implementation, and outcome evaluation
- Established strategic partnerships with Haitian Ministry of Education, Catholic Relief Services, and community stakeholders to ensure culturally relevant, sustainable program design
- Achieved 70% increase in validated student use of literacy materials and measurable improvements in reading outcomes across treatment schools

Curriculum Development & Learning Design:

- Led design and development of comprehensive K-4 literacy curriculum, including scripted teacher guides, student workbooks, assessment tools, and multimedia learning content (radio programs, eBooks, print materials)
- Integrated social-emotional learning curriculum throughout foundational literacy instruction, creating age-appropriate materials for pre-K through Grade 3 in resource-constrained environments
- Incorporated gender-responsive content, inclusive education principles, and continuous formative assessment strategies aligned with national competency standards

- Pioneered innovative distance learning solutions during COVID-19, developing radio-based literacy programs recognized by UNESCO as best practice for reaching students in crisis contexts

Assessment & Data Systems:

- Designed and implemented multi-tiered assessment system including diagnostic screeners, progress monitoring tools, and summative evaluations aligned to national standards
- Established data platforms enabling teachers to track student progress, identify learning gaps, and adjust instruction based on real-time performance data
- Trained 800+ teachers in assessment literacy and data-driven instructional decision-making, building sustainable capacity for continuous improvement

Professional Development & Capacity Building:

- Created comprehensive professional development program, including Train-the-Trainer packages, on-site coaching protocols, and follow-up support structures
- Facilitated 50+ training workshops for teachers and instructional coaches, strengthening classroom practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Developed adult learning materials incorporating culturally and linguistically appropriate practices, differentiated based on teacher experience levels and instructional context

GEORGIA GWINNETT COLLEGE | Lawrenceville, GA

Assistant Professor, Literacy Education | ***August 2011 – August 2016***

Designed and delivered undergraduate courses in literacy education, ESL methodology, and teacher preparation while leading institutional initiatives to support at-risk students and advance international programming.

- Developed and taught 6 undergraduate courses, including Literacy Education & Assessment, Teaching English as a Second Language, and Reading in Content Areas
- Mentored Student Success Program participants, decreasing adverse outcomes for first-generation college students through targeted academic coaching
- Administered Learning Management System (Canvas/D2L) for all courses, creating accessible, engaging online learning environments aligned with UDL principles
- Served on the college-wide International Program Committee and Reading Initiative Committee, advancing institutional priorities

DEKALB COUNTY SCHOOLS | Atlanta, GA

Teacher – English/Reading/ESOL & Teacher Support Specialist Intern | ***October 2009 – August 2011***

- **Awarded 'Rookie Teacher of the Year' for dedication to student achievement, exemplary classroom engagement, and implementation of evidence-based practices**
- Served as Teacher Support Specialist Intern, spearheading literacy initiatives for lowest-performing second language learners and providing instructional coaching
- Supervised graduate teacher education interns from Emory University and Georgia State University, modeling effective instructional practices

SPECIALIZED EXPERTISE

Advanced Credentials in Learning Sciences & Human Development

READING EDUCATION & LITERACY DEVELOPMENT

Master of Science, Reading Education (Focus: Second Language Learners)

Nova Southeastern University | 2006

Specialized Knowledge: Early literacy development, reading comprehension strategies, phonics and phonemic awareness, fluency development, vocabulary instruction, literacy assessment, reading intervention for struggling learners, content area literacy, and evidence-based practices for multilingual learners.

Application to Instructional Design: Deep understanding of how learners acquire foundational skills enables design of scaffolded learning experiences that build competency progressively. Expertise in assessment design ensures learning solutions include robust formative and summative evaluation aligned to desired outcomes.

SECOND LANGUAGE ACQUISITION & MULTILINGUAL EDUCATION

Bachelor of Arts, Linguistics (Haitian Creole Language Focus)

University of Florida | 2004

Specialized Knowledge: Language acquisition theories, bilingual education models, sheltered instruction strategies, culturally responsive pedagogy, cross-cultural communication, sociolinguistics, and instructional modifications for emergent multilingual learners.

Application to Instructional Design: Expertise in language development informs design of learning experiences for diverse, global audiences. Skilled at creating culturally responsive content that respects linguistic diversity while ensuring accessibility and comprehension across varied learner populations.

FAMILY SYSTEMS & HUMAN DEVELOPMENT

Master of Science, Family Studies & Human Development (Focus: Crisis Counseling)

Amberton University | 2021

Specialized Knowledge: Human development across lifespan, family systems theory, crisis intervention, trauma-informed practices, social-emotional learning, resilience building, behavior change theories, and holistic approaches to learner wellbeing.

Application to Instructional Design: Understanding of developmental stages, psychological needs, and systems thinking enables design of learning experiences that address the whole learner—integrating cognitive, social, and emotional dimensions. Trauma-informed design principles ensure learning environments support diverse learner needs and backgrounds.

EDUCATION

Ed.D., Instructional Leadership & Organizational Leadership (Double Concentration)
Nova Southeastern University, Fort Lauderdale, FL | 2009

Emphasis: Program Evaluation

M.Ed., Instructional Technology & Design
Valdosta State University, Valdosta, GA | 2016

Focus: Problem-Based Learning Design

M.S., Family Studies & Human Development
Amberton University, Garland, TX | 2021

Minor: Crisis Christian Counseling

M.S., Reading Education
Nova Southeastern University, Fort Lauderdale, FL | 2006

Emphasis: Second Language Literacy

B.A., Linguistics
University of Florida, Gainesville, FL | 2004

Haitian Creole Language Focus | Minor: Education

TECHNICAL PROFICIENCIES

Learning Management Systems
Canvas, Blackboard, D2L/Brightspace, Moodle

E-Learning Authoring Tools
Articulate Storyline, Rise, Adobe Captivate

Assessment & Data Platforms
i-Ready, Renaissance, Amplify, EGRA/EGMA

Project Management
Asana, Monday.com, Smartsheet, MS Project

Multimedia Development
Adobe Creative Suite, Canva, Camtasia, Audacity

Research & Analysis
SPSS, Qualtrics, Excel, Tableau

RECOGNITION & IMPACT

Honorable Mention – George Bereday Award

Comparative and International Education Society (CIES) | 2024

Recognized for co-authored research article on early-grade reading program impact; noted for analytic rigor, mixed-methods design, and contribution to evidence-based education policy.

US Library of Congress Best Practice Honoree

Culturally Appropriate Children's Books Award | 2021

Awarded for social-emotional children's book series developed in Haiti, honoring culturally grounded storytelling that promotes literacy and emotional wellbeing.

Fellow, Institute for Educational Initiatives

University of Notre Dame | 2020

Competitive fellowship recognizing excellence in educational research and international program leadership.

Georgia Trend Magazine 'Best & Brightest 40 Under 40' *2017-2018*

Recognized for contributions to education and leadership among 150+ nominees statewide.

Rookie Teacher of the Year

DeKalb County Schools, Druid Hills High School | 2010-2011

Selected by peers and administration for exemplary teaching, dedication to student achievement, and collaborative approach to implementing best practices.

SELECTED PUBLICATIONS & THOUGHT LEADERSHIP

Peer-Reviewed Publications

Liberiste-Osirus, A. N., & Andrei, E. (2025). The intersection between home and school: Engaging multilingual families in literacy-based student outreach. Literacy Today, 43(1), 40-41.

D'Agostino, T., Guzmán, D. B., Perrin, P., Liberiste-Osirus, A., & Schuenke-Lucien, K. (2024). Explaining variation in treatment effects: An impact evaluation and mixed-methods study of variation in early grade reading program effects. Comparative Education Review.

Liberiste-Osirus, A. N. (2023). Lighting the way for inclusive teaching & learning: Navigating evidence-based vocabulary and comprehension instruction to elevate ESL reading achievement. Literacy Today, 41(2), 72–73.

Liberiste-Osirus, A. N. (2019). Access to literacy: An inalienable right to quality education. Literacy Today, 26(5), 38-39.

Selected Conference Presentations

- "Strategies for Addressing the Global Learning Crisis" – Mandela Washington Fellowship Virtual Leadership Institute (2021)
- "Remote Learning in Times of Crisis: Lessons from Haiti" – Comparative and International Education Society Conference (2021)
- "Beyond the Script: Innovations in Early Grade Reading" – CIES Conference, San Francisco (2019)
- "Whole Child Approach to Radio-Based Distance Learning" – UNESCO Webinar (2020)

PROFESSIONAL CREDENTIALS & CERTIFICATIONS

- Certified Professional Practitioner in Trauma & Resilience – Florida State University
- Certified Early Social-Emotional Development Professional – University of Minnesota
- Certified Reading Specialist (K-12) – Georgia Department of Education
- Certified English as a Second Language (ESOL, K-12) – Georgia Department of Education
- Certified Grant Writing Specialist – Florida International University

ADDITIONAL INFORMATION

Language Proficiencies: English (Native), Haitian Creole (Native), French (Professional), Spanish (Basic)

Global Experience: International project implementation across Haiti, Benin, Botswana, Nigeria, Kenya, Lesotho, Senegal, Jamaica, Dominican Republic, Turks & Caicos, and the Bahamas

Professional Affiliations: Comparative and International Education Society (CIES), International Literacy Association (ILA), Association for Talent Development (ATD)

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