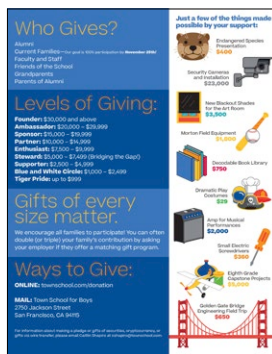
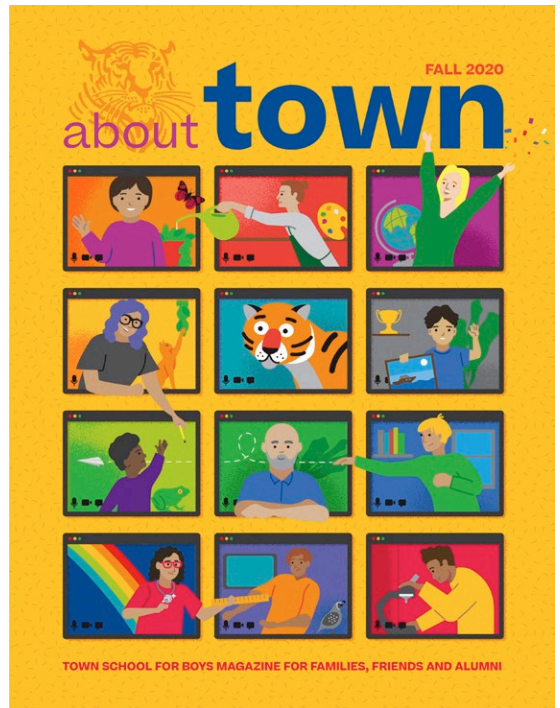
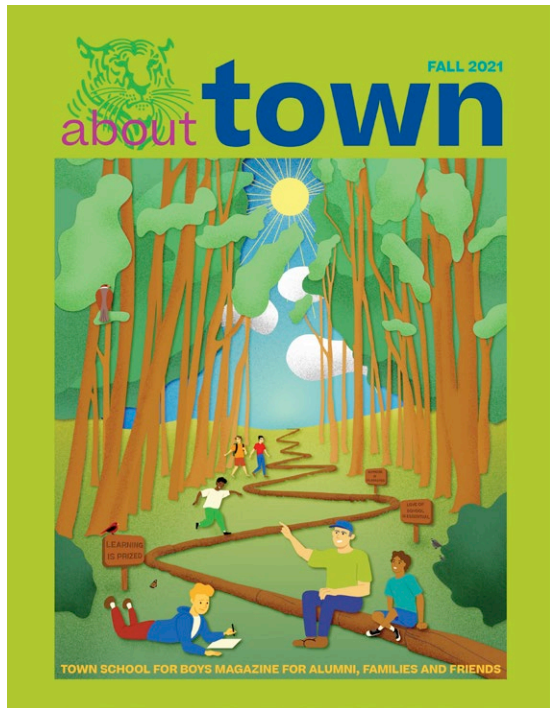
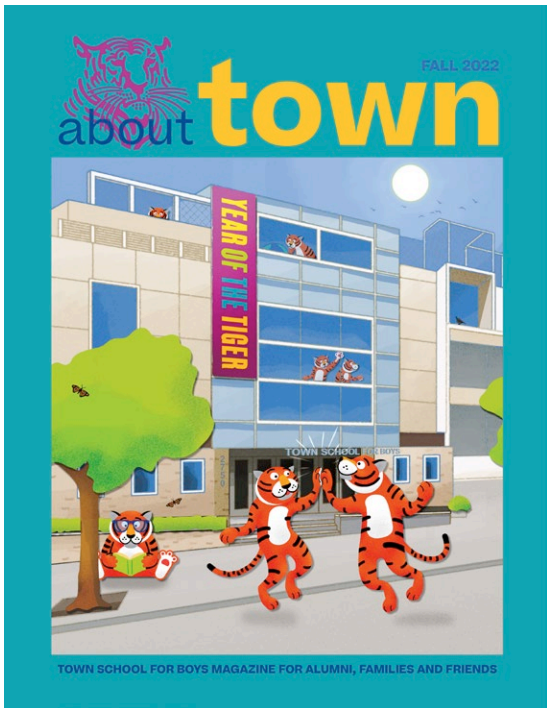
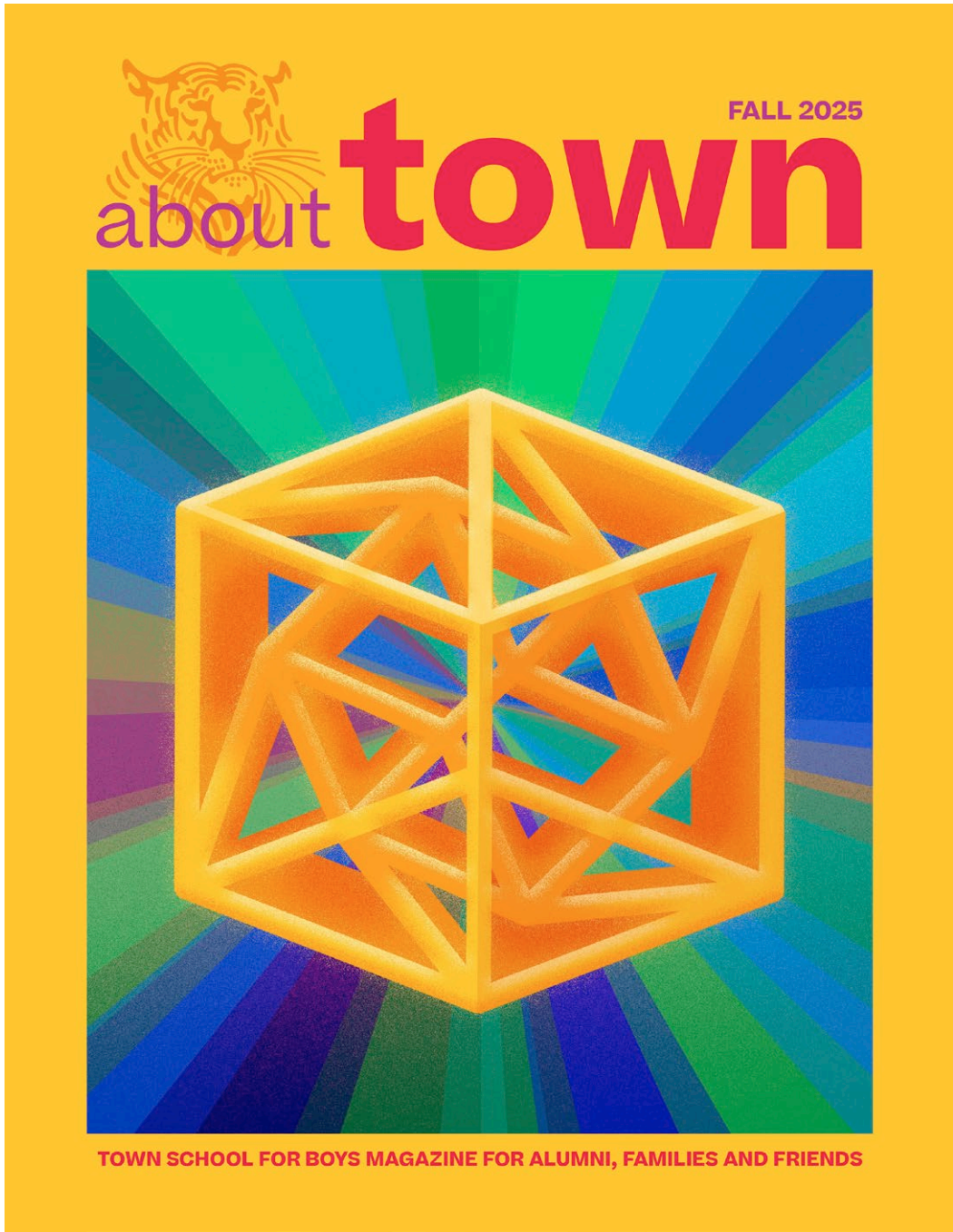


RYAN COREY

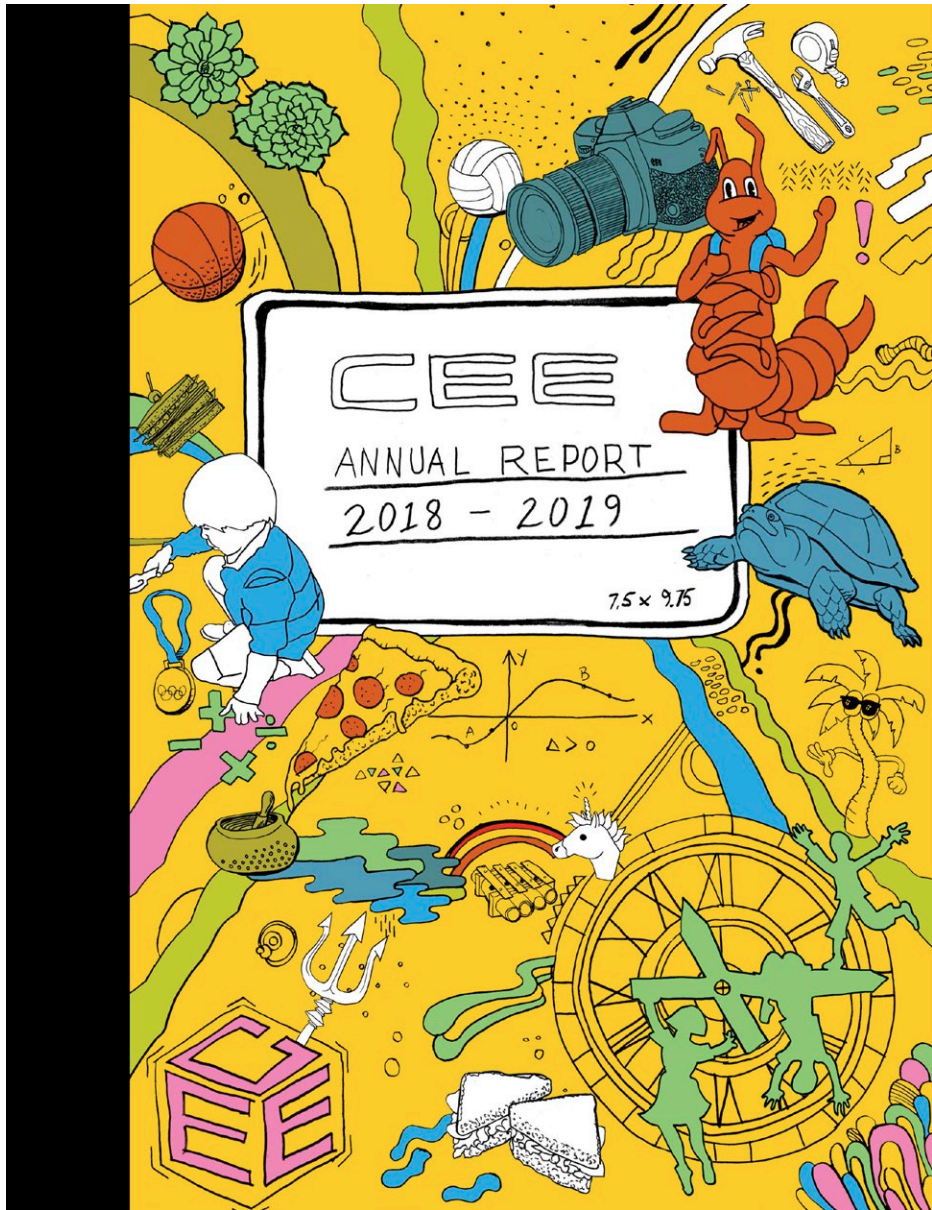
PORTFOLIO OF SELECTED WORKS

RYANCOREY1975@GMAIL.COM



**Town School for Boys**  
Publications  
Art Direction, Design, Illustration

RYAN COREY1975@GMAIL.COM



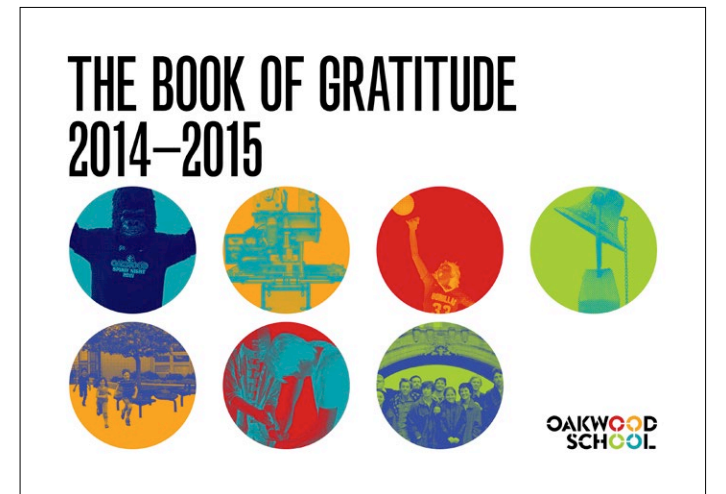
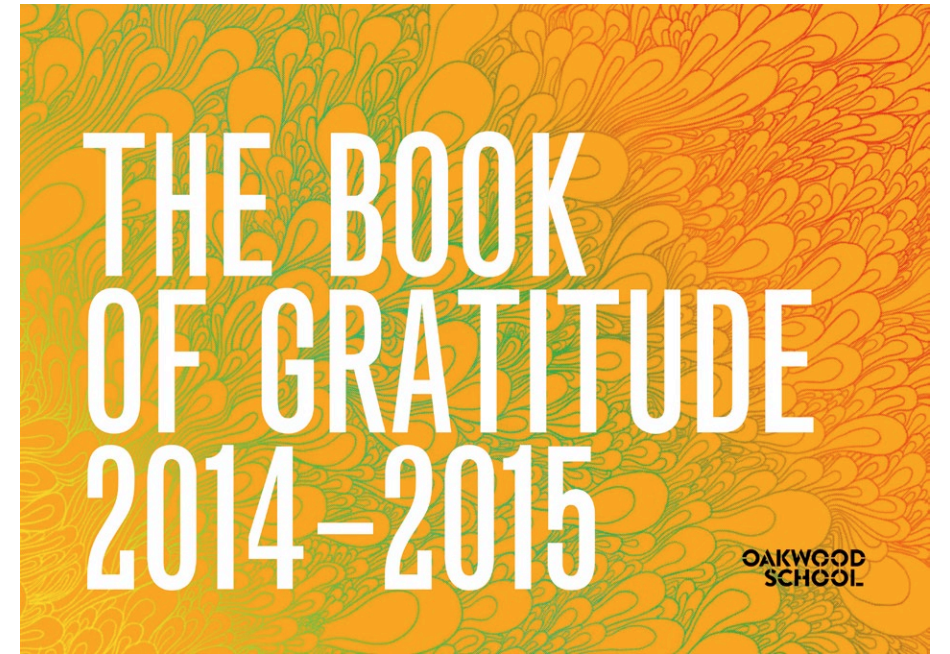
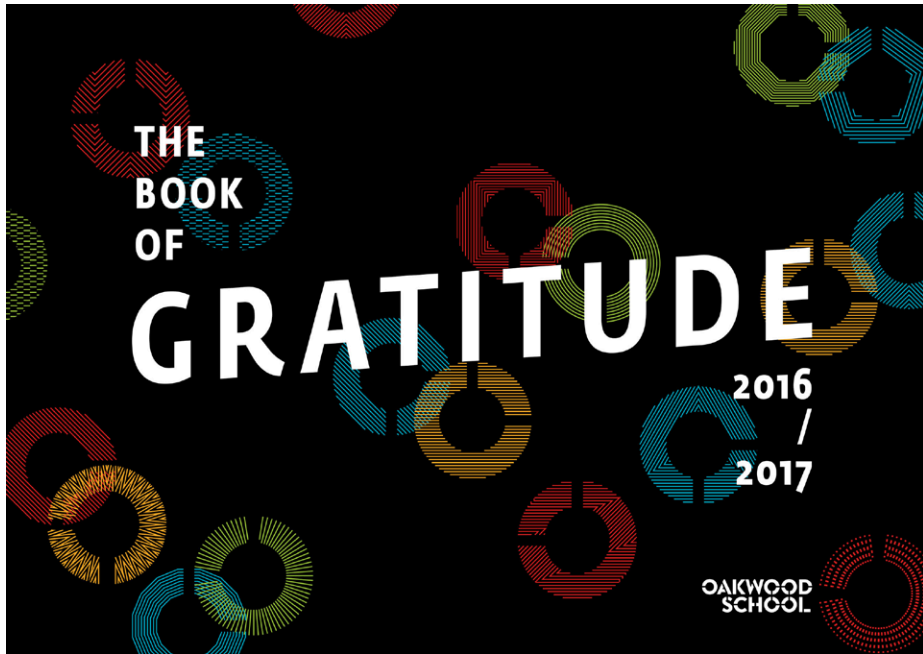
# The Center for Early Education

Publications

Art Direction, Design, Illustration



RYANCOREY1975@GMAIL.COM



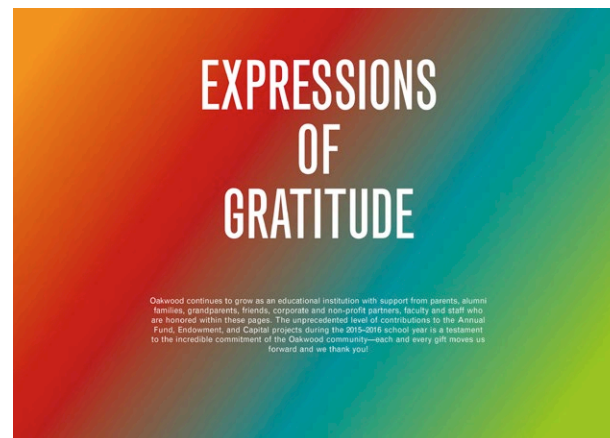
**Oakwood School**

Publications

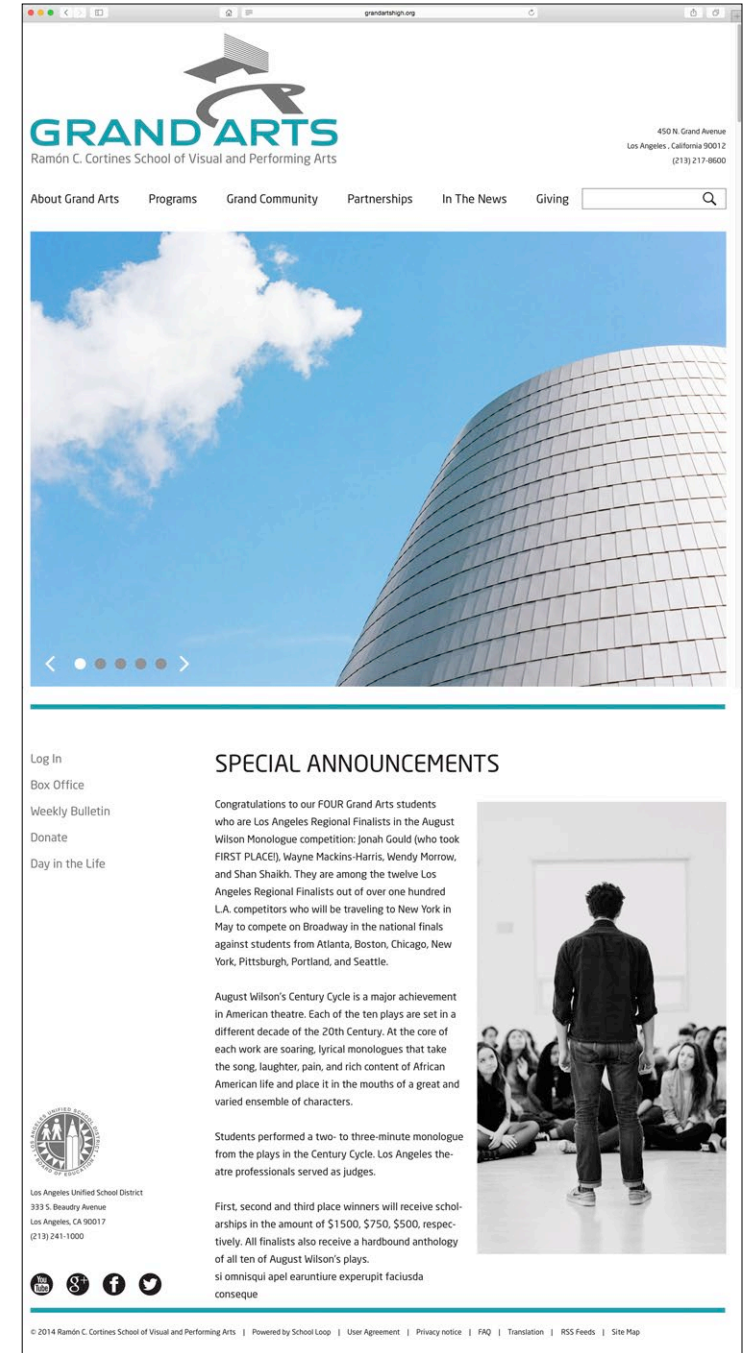
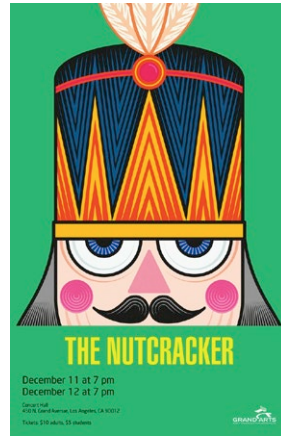
Art Direction, Design, Illustration



**COMMUNITY  
YOUTH  
PARTNERSHIP**



RYANCOREY1975@GMAIL.COM



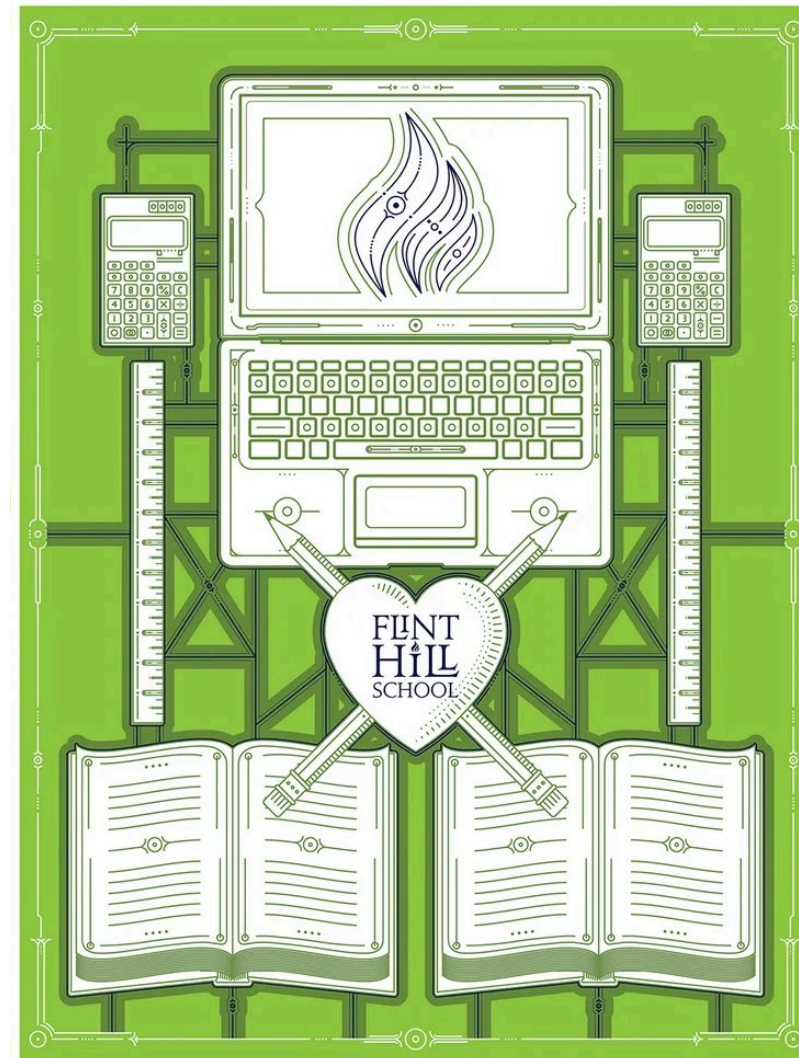
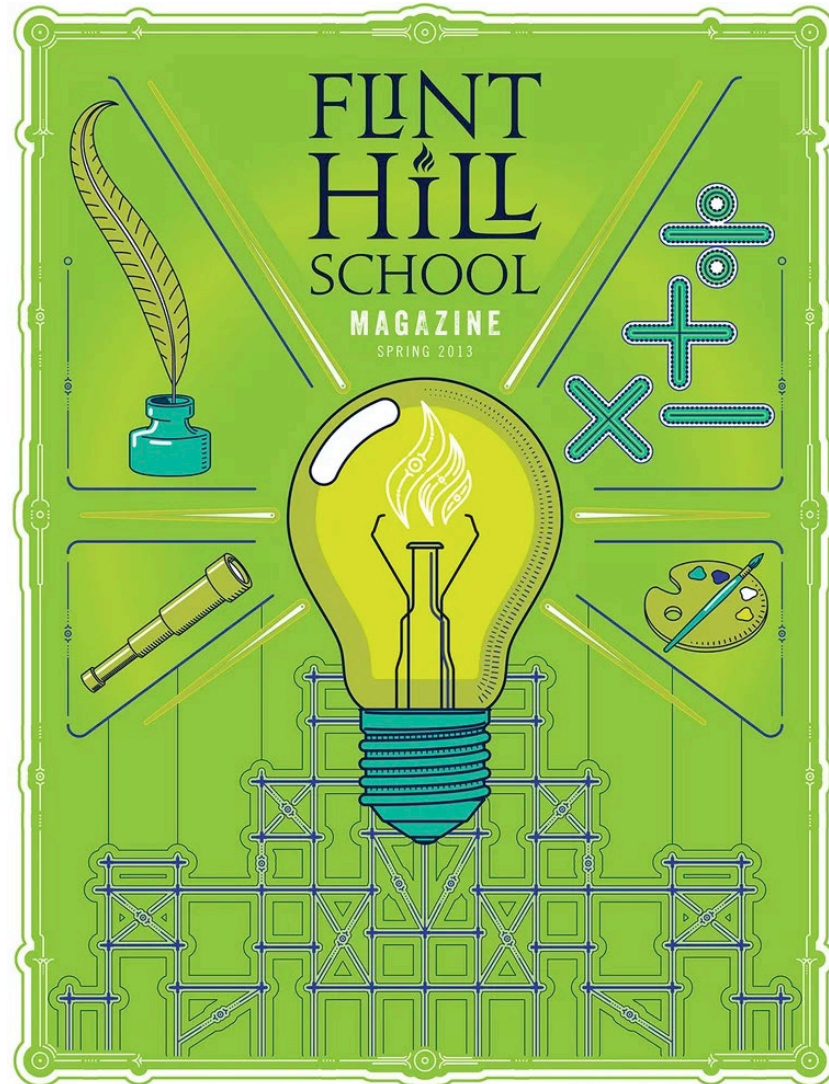
**Grand Arts**

Art Direction, Branding, Design, Illustration

RYANCOREY1975@GMAIL.COM



# FLINT HILL SCHOOL



### SUPPORTING EVERY STUDENT

Flint Hill teachers and learning specialists are constantly exploring how to move teaching from good to better to best. The approach to learning differences is not seen as a hindrance but an opportunity to reinvigorate. When identifying students who require additional support, teachers and specialists become part of a problem-solving team to determine the best ways to support each student. We asked several teachers if strategies initially suggested for students who use the Learning Center have been implemented classroom-wide.

**LOWER SCHOOL**  
Specialists address emerging learning issues and implement accommodation plans.

"Many of the strategies that I've learned come from the Learning Center and positively impact the entire class." — Laurie Roberts, Grade 2

- Graphic organizers for writing
- Highlighters/colored markers to guide reading so kids can keep their places
- Using manipulatives in math to present concepts in concrete ways
- Offering pencils to the entire class for privacy or to eliminate distractions
- Breaking down a task into its parts and writing them down as directions are given
- Using checklists to keep track of portions of a project
- Allowing extra response time—prepping a child with questions prior to doing so in a large group

**MIDDLE SCHOOL**  
Specialists teach students how to study and organize their materials as well as how to recognize their own learning styles. The goal for each student is to learn strategies that allow a successful transition to independent learning during the Middle School years.

"My mini-lessons are taught in small increments and passed out to be glued into notebooks for later reference...accommodations that benefit all of my students in terms of attention to task, reduced note taking, and executive functioning." — Denise Kassine, Grade 5

**UPPER SCHOOL**  
Specialists support students with learning differences so they participate fully in a college preparatory curriculum through a wide continuum of services. The goal is autonomy in learning that reflects greater self-awareness and consistent usage of individualized supportive learning strategies.

"Absolutely I redesigned my exam so that the format was easier to read and process. I provide word banks for all students. I model examples in class anytime I worry that my directions are at all tricky to understand. I scaffold note taking and organizational models in class. I review the weekly calendar to support long- and short-term planning. I post all handouts electronically so that students can choose the format they prefer—paper or digital. And, the list goes on. Whatever is a good teaching and learning strategy for one student can surely be good for others in the classroom." — Karen Davis, English

### HOW DO YOU LEARN?

everyday expectations, to have the learning specialists teaching all faculty about good teaching and what would help," says Headmaster John Thomas, "allows us to not only have an impact with the kids in the Learning Center but with all the students who are here. That has made us an even stronger institution."

**SCAFFOLDING STRATEGIES**

Scaffolding serve as temporary support, an image that matches well with the intent of the Learning Center. It helps give students the confidence to steps into new levels of learning. It provides the best strategies and tools they need according to their age-group and for the way they learn best.

Progression of reading skills is one area that demonstrates the learning scaffold being built from the ground up. For example, in the Lower School, specialists work to make students better readers so once they get to the Upper School, the focus is on the reading process and analytical skills used with themes, concepts, and characters.

"Working with the Learning Center over the years has shown me how important it is to give instructions and structure lessons that meet the needs of visual, auditory, and kinesthetic learners," says Professor Laurie Roberts, who teaches second grade. "I try to write, demonstrate, and have kids practice a skill or task before setting them off to work on their own."

Self-advocacy is also a key skill nurtured throughout the divisions. It teaches students to recognize their own learning strengths and weaknesses and to empower them to communicate with teachers about their specific needs for accommodations or extra help. "From working with learning specialists, my child is very proactive with her homework and very willing to go ask for help in any subject in which she is having trouble," says Shelly Trimble, a current parent.

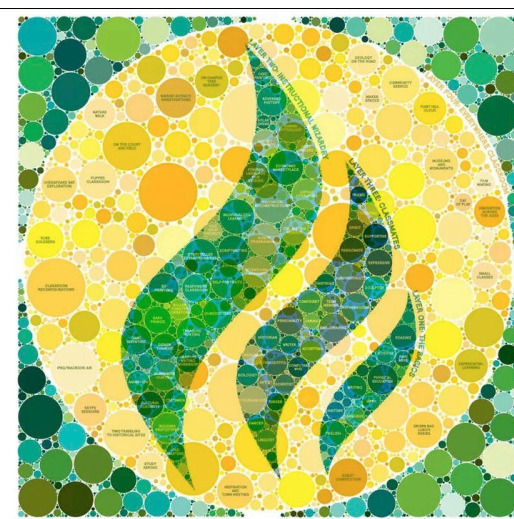
When it benefits a student for the long-term, classroom accommodations are provided, with care taken to avoid over-accommodation. Testing accommodations—extended time, test preparation, and test-taking strategies—are also offered when needed, as well as assistive technologies—Dragon Dictate, Par Notes, audio and ebooks, and calendaring—tools which, in some cases, have been found useful for students who are not part of the Learning Center. A laptop or iPad for every student has made it possible for those who use the Learning Center to access assistive software and for specialists to suggest resources, easily communicate, create new tools.

How are your grapho-motor skills (grapho = writing; motor = movement)? It's related to the movement and control it takes to form letters and the difficulty of writing thoughts on paper. Since most of us don't think twice about the action of picking up a pen and writing, it's easy to forget that handwriting is a learned skill. Grapho-motor issues may have implications on other areas of learning, and detecting it is only one small example of a learning difference that may appear when evaluating how a student learns. In brief, the specialists' world is intricate.

"Lazy learner: needs to apply him/herself!" Those are "old school" ways of describing some misunderstood students with grapho-motor or other learning differences. Such descriptors are unsatisfactory at Flint Hill. Here, specialists probe

## DO CONNECTORS

Flint Hill is a community of learners, explorers, creators. We see and experience education that way too. Incorporated into comprehensive subject areas are dots that connect to other subjects, experiences, and skills. It's interdisciplinary with much more oomph. There are also some umbrella constants that help, e.g. technology, an integrated faculty model, instructional coaches and learning specialists, a dynamic counseling team, daily community building moments, and the highest anticipation for students to wildly achieve. It's a curriculum that is tailored and layered on purpose.



FLINT HILL SCHOOL

WHERE TEACHING IGNITES A PASSION FOR LEARNING

WHERE INSTRUCTION IS INNOVATIVE

FLINT HILL SCHOOL

# Flint Hill School

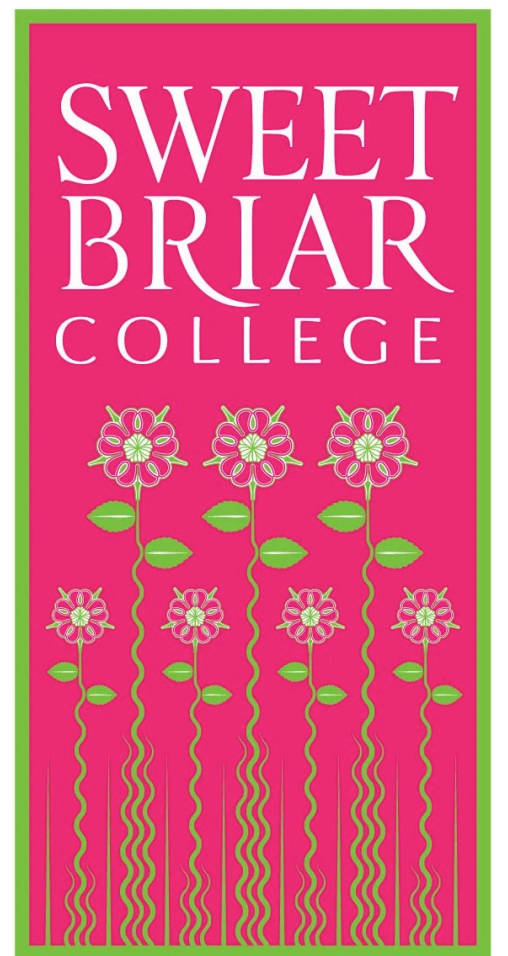
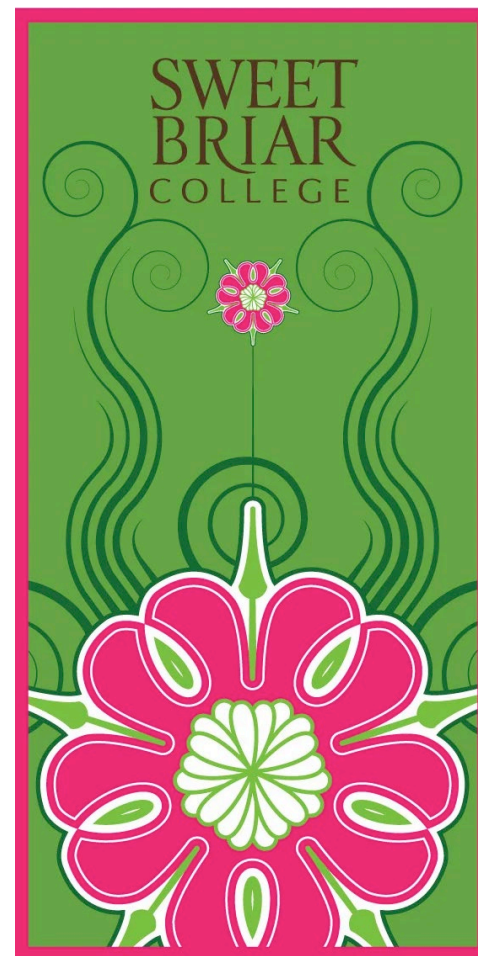
Art Direction, Design, Illustration

RYANCOREY1975@GMAIL.COM



**{ AT A GLANCE }**

<p><b>{ CAMPUS }</b></p> <p>9,490 acres in the foothills of the Virginia Blue Ridge Mountains 39 buildings, 414 nature sanctuaries, two lakes Home to the Blair Ridge Summer Theatre Festival</p> <p>On-campus students: 623 Off-campus students: 125 Total Population: 748</p>	<p><b>{ FACULTY }</b></p> <p>Full-time: 70 Ph.D. or terminal degree: 65% Student/faculty ratio: 8:1</p> <p><b>{ STACKING UP THE NUMBERS }</b></p> <ul style="list-style-type: none"> <li>#3 Most Accessible Professors</li> <li>#4 Professors Get High Marks</li> <li>#6 Most Beautiful Campus</li> <li>#8 Best Classroom Experience</li> <li>#8 Best Career Services</li> <li>#12 Great Discussion Encouraged</li> <li>—“The Best 373 Colleges” Princeton Review, 2017</li> </ul> <p>One of the 50 “Best Value” private colleges and universities —Princeton Review/USA Today, 2016</p> <p>“#9 America’s Best Colleges” —Forbes.com, 2009</p>	<p><b>{ HISTORY }</b></p> <p>A private women’s liberal arts and sciences college founded in 1901 by Indiana Fletcher Williams in memory of her only daughter Daisy, who died at age 10</p> <p><b>{ RIDING }</b></p> <p>130-acre riding center on campus</p> <p><b>{ MOTTO }</b></p> <p>Rosam quae maritum fecit She who sows the rose may bear it</p> <p><b>{ FINANCIAL ASSISTANCE }</b></p> <p>Students receiving institutional financial assistance: 63% Total scholarship/grants awarded: \$6,058,061 Total from Sweet Briar funds: \$6,543,818</p>	<p><b>{ MASCOT }</b></p> <p>The Sweet Briar Venus</p> <p><b>{ AFTER GRADUATION }</b></p> <p>Six months after graduation, 96% of Sweet Briar students have jobs or are pursuing graduate degrees, more than 12% above the national average</p> <p><b>{ ATHLETICS }</b></p> <p>Lacrosse, Field Hockey, Soccer, Softball, Swimming, Tennis, Volleyball</p> <p><b>{ NAMESAKE }</b></p> <p>The Sweet Briar rose, which was grown on the founding family’s estate</p>
<p><b>{ CLASS OF 2014 }</b></p> <p>Represents 153 high schools Traveled a combined 115,012 miles to Sweet Briar from locations throughout the Midwest and East Coast, California, Idaho, Montana and South Dakota, and as far as Singapore, Afghanistan and China</p> <p>Average GPA: 3.4 SAT Middle 50%: 1980-1990 ACT Middle 50%: 21-29 Top 10% of high school class: 30% Top 50% of high school class: 85%</p>	<p><b>{ ACADEMIC DISCIPLINES }</b></p> <p>More than 40 major, minor and certificate programs Pre-professional programs in pre-law, pre-medicine and pre-veterinary Graduate degree programs in Differentiated Curriculum and Instruction offering Master of Arts in Teaching and Master of Education</p>		



**Sweet Briar College**

Various

Art Direction, Design, Illustration

RYANCOREY1975@GMAIL.COM



**Echo Horizon**  
 Roots & Wings Publication  
 Art Direction, Design, Illustration



## Gifts in Focus

At Echo Horizon, gifts come in many forms—acts of kindness, sparks of creativity, moments of courage, and the lasting impact of community. This visual journey celebrates the many ways our students, educators, and families give and receive every day. From honoring cultures and traditions to nurturing confidence and connection, these gifts shape who we are and the future we continue to build together.

### Gifts of Cultures and Traditions

How fortunate we are to be part of such a vibrant and diverse community—one that celebrates the many cultures and traditions of our families. Through shared stories, music, food, and festivities, our scholars gain a deeper understanding of one another and the world around them.

### Gifts of Exploration

Exploration fuels imagination and discovery. At Echo Horizon, students learn that every question leads to new possibilities—from hands-on science investigations to outdoor adventures—and every experience deepens their understanding of their surroundings.

### Gift of Exceptional Educators

Our passionate and dedicated educators inspire curiosity, nurture confidence, and encourage scholars to take purposeful risks. They model lifelong learning and help our students grow into compassionate, innovative thinkers.

### Gift of Confidence

At Echo Horizon, confidence means more than standing tall—it's the courage to try new things, explore fresh ideas, and become bold explorers of new possibilities. Our students learn that growth comes from curiosity, effort, and belief in themselves.

### Gifts of Creativity and Expression

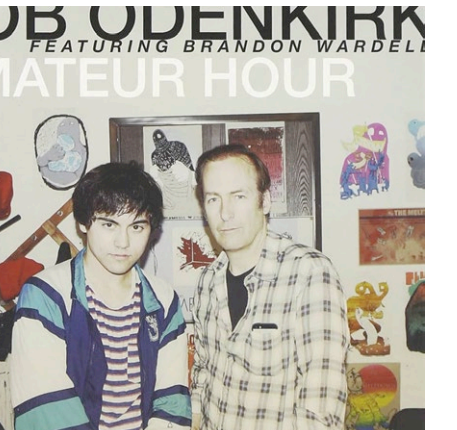
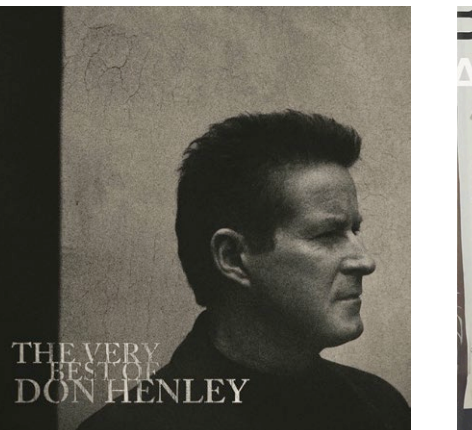
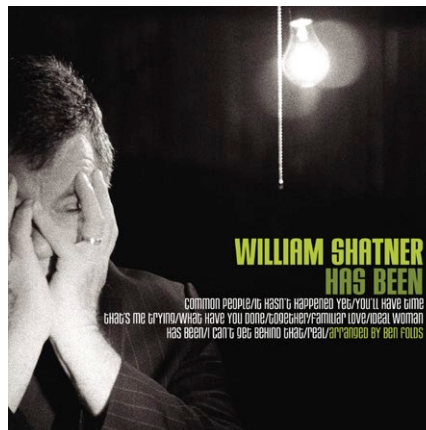
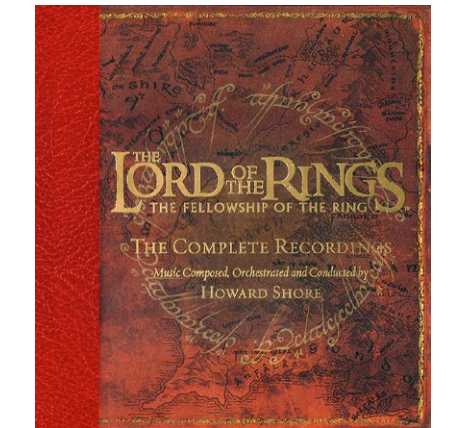
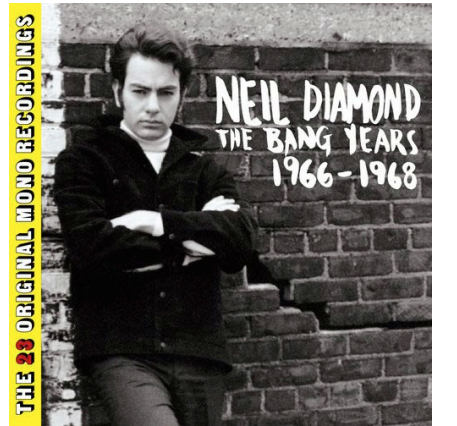
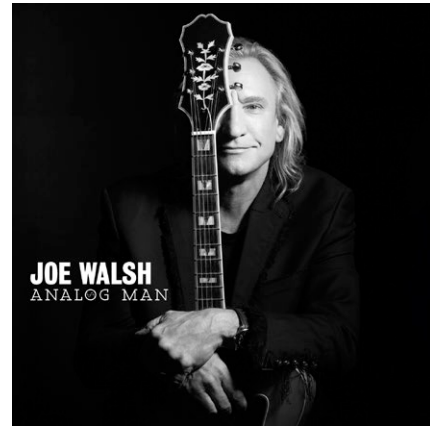
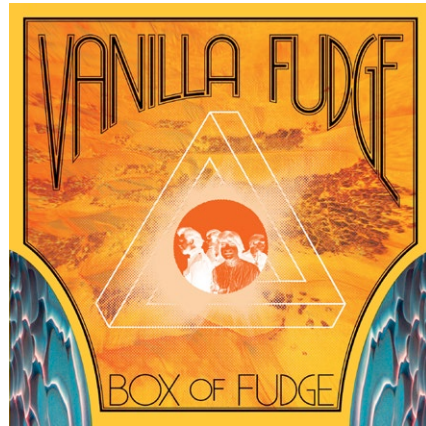
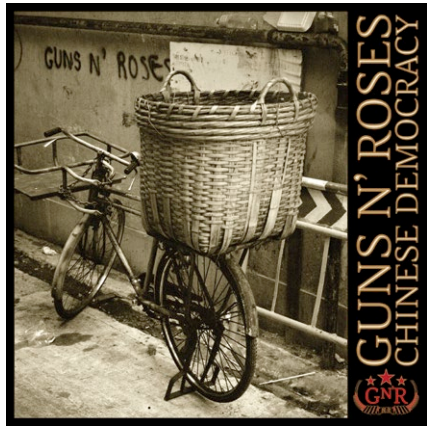
From the visual arts to the performing arts, creativity thrives at Echo Horizon. Sixth grade Echo Center student Eloise used her passion for design to create our 2025 yearbook cover, while Mrs. Cohn's love of choir led our Echo Singers to another gold rating. And through our Global Arts program, students are encouraged to explore their unique voices and discover the joy of creative expression.

### Alumni—Gift of Legacy

Our greatest gift is our alumni—the compassionate leaders who carry forth the spirit of Echo Horizon. They spread kindness, advocate for others, and maintain bonds that last a lifetime. Their legacy reminds us that the connections made here continue to shape hearts and communities for years to come.

### Gift of Community

We are proud to be part of the thriving Culver City community, which we give back to in meaningful ways throughout the year. Our students learn that when you contribute to your community, you help it flourish—and that giving back is one of life's greatest gifts.

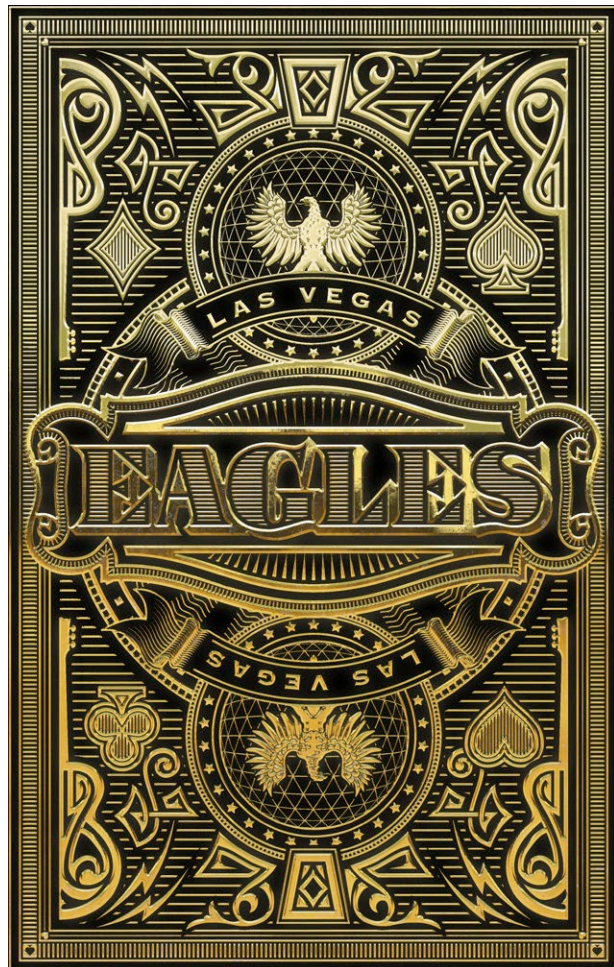


# Various Artists

## Packaging Design

Art Direction, Design, Illustration, Type Design

RYANCOREY1975@GMAIL.COM



**Eagles**  
Sphere Merch  
Design, Illustration



RYANCOREY1975@GMAIL.COM

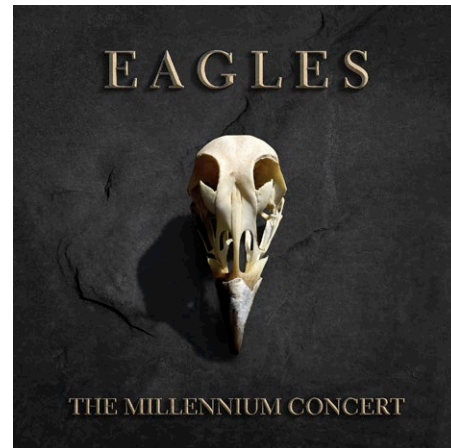
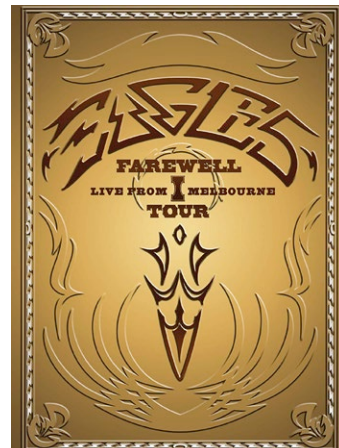
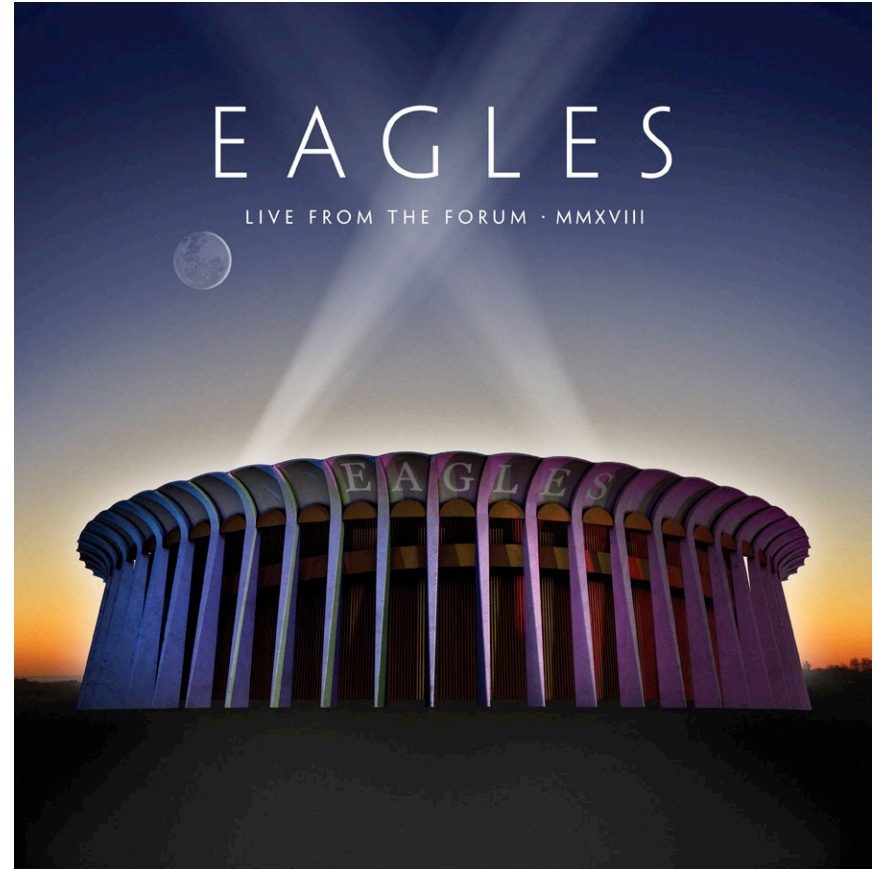
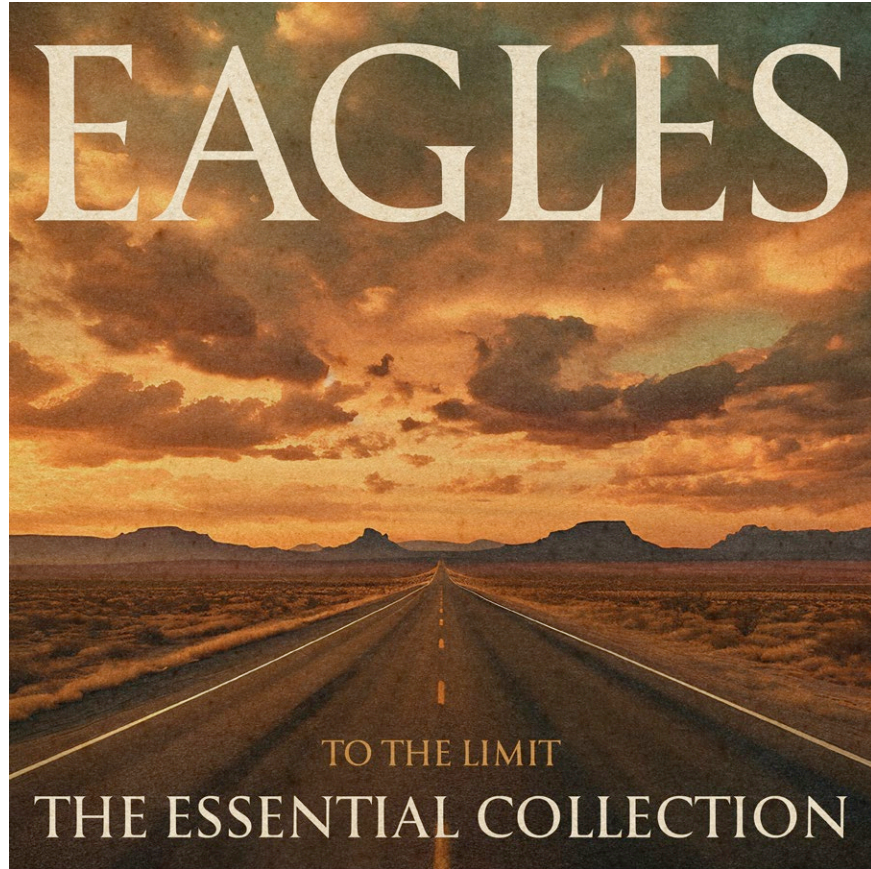
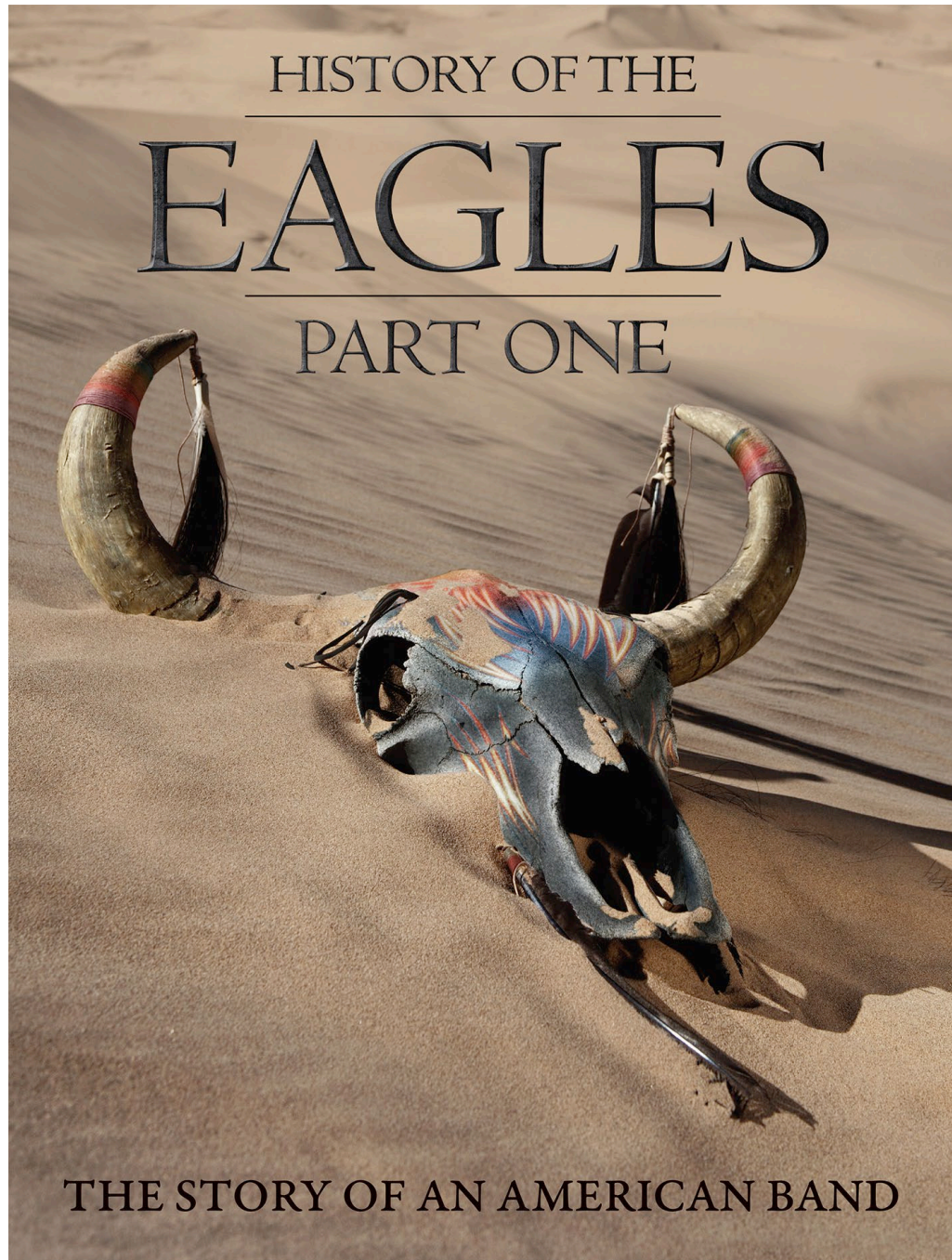


**Garbage**

Let All That We Imagine Be The Light

Art Direction, Design, Type Design

RYANCOREY1975@GMAIL.COM

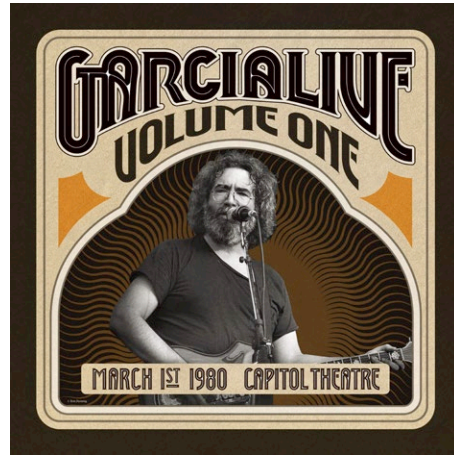


# Eagles

Album Packaging/Key Art

Art Direction, Design, Illustration

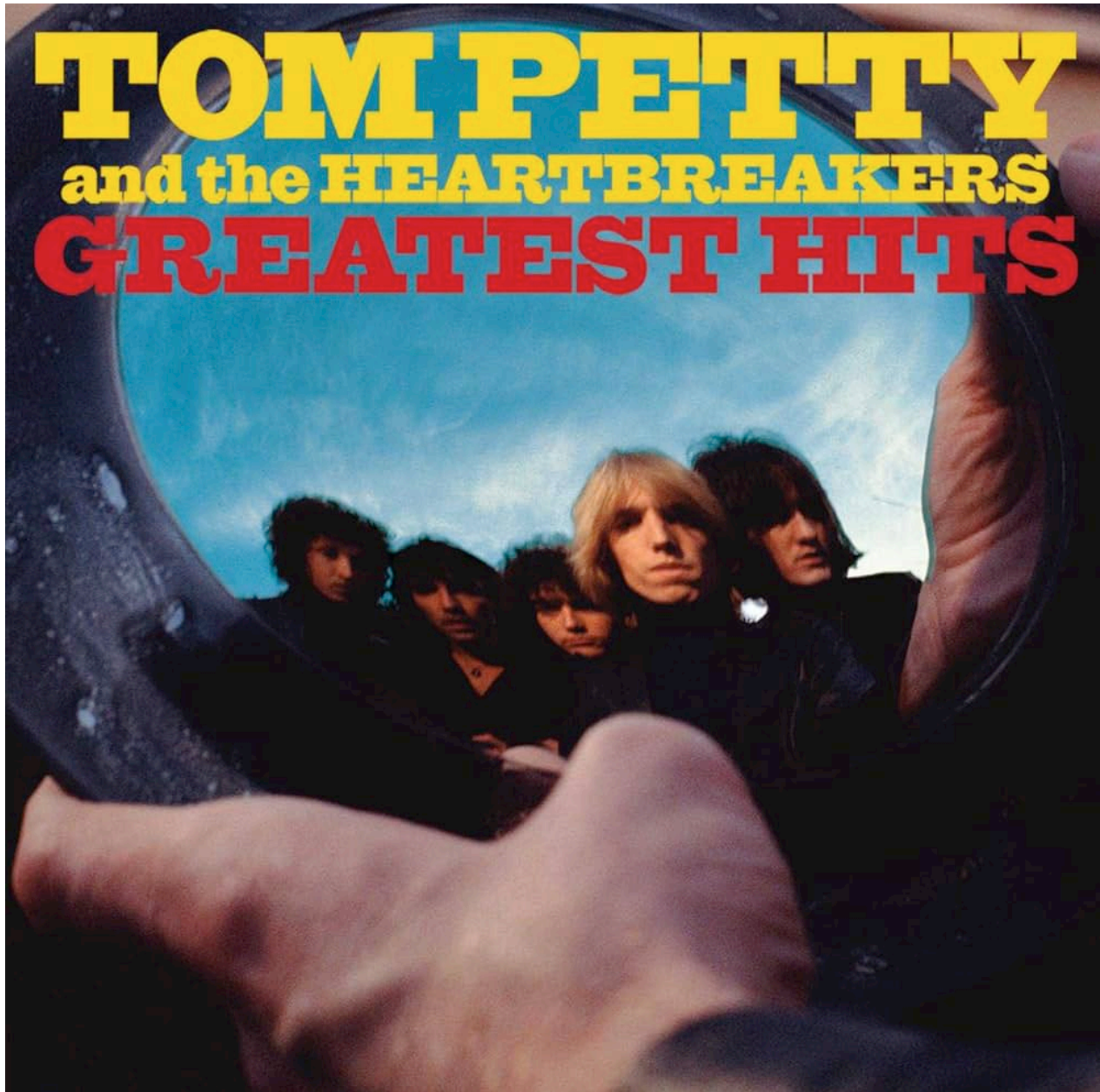
RYANCOREY1975@GMAIL.COM



# GarciaLive

Series

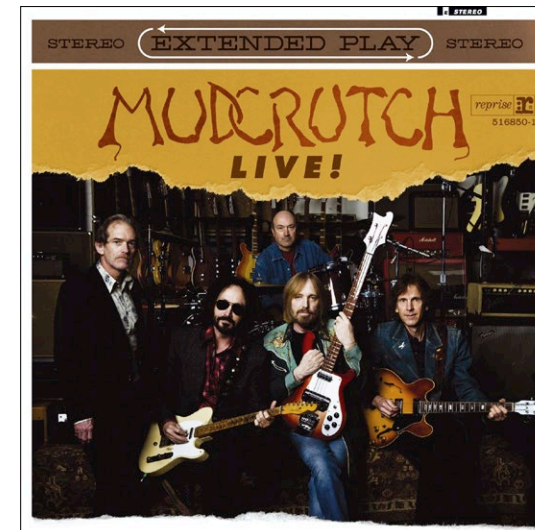
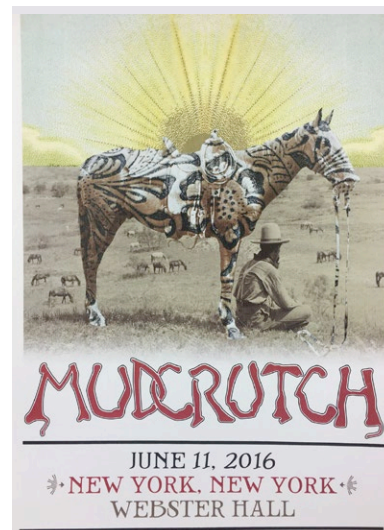
Art Direction, Design, Illustration, Type Design



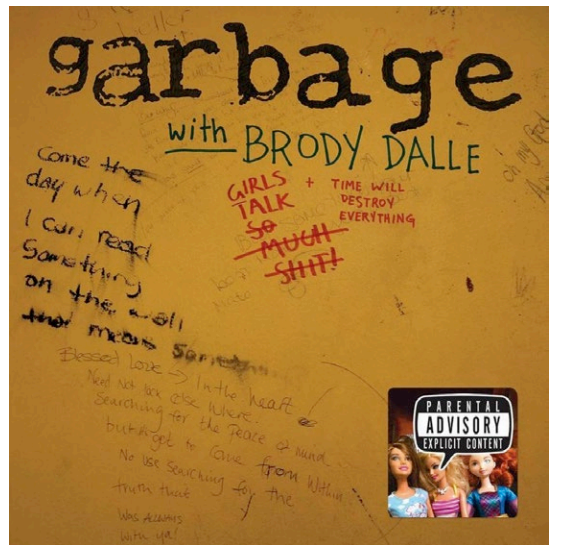
# Tom Petty & the Heartbreakers

Various

Art Direction, Design, Illustration



RYANCOREY1975@GMAIL.COM

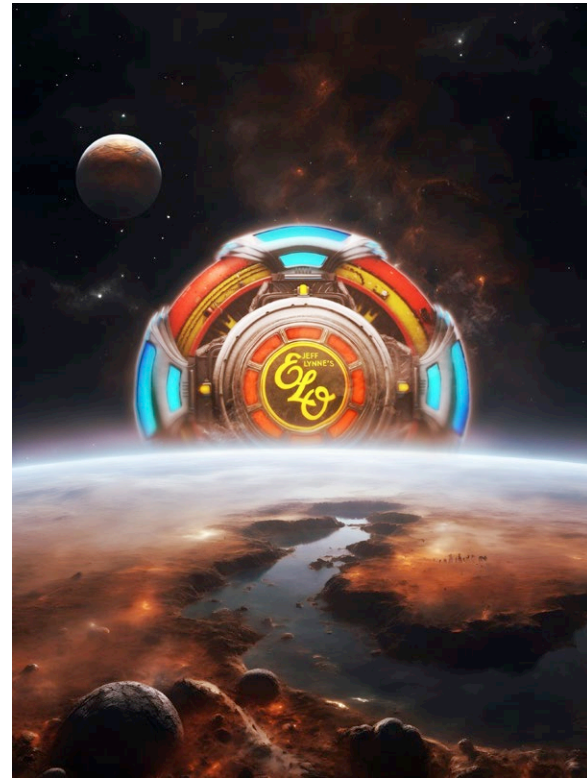
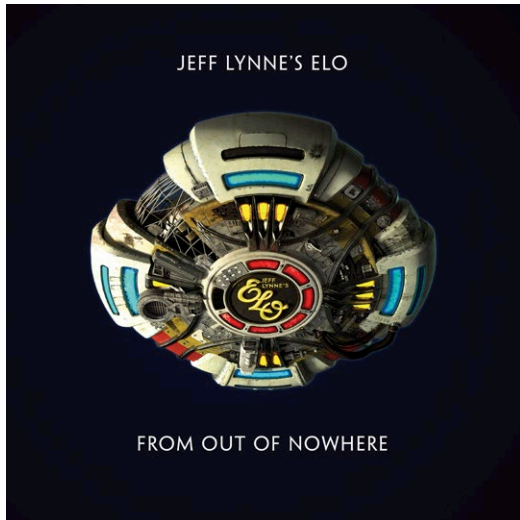
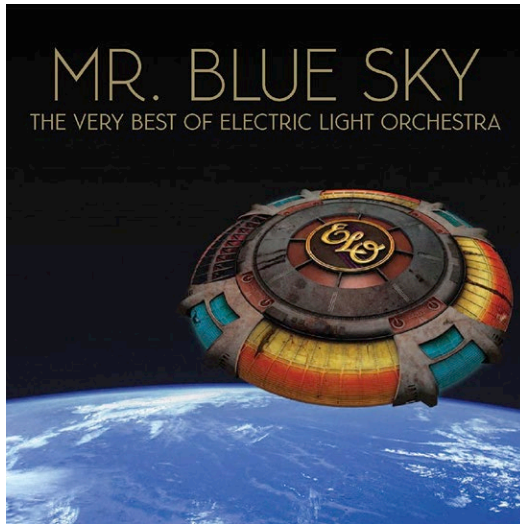


# Garbage

Album Packaging

Art Direction, Design, Illustration, Type Design

RYANCOREY1975@GMAIL.COM

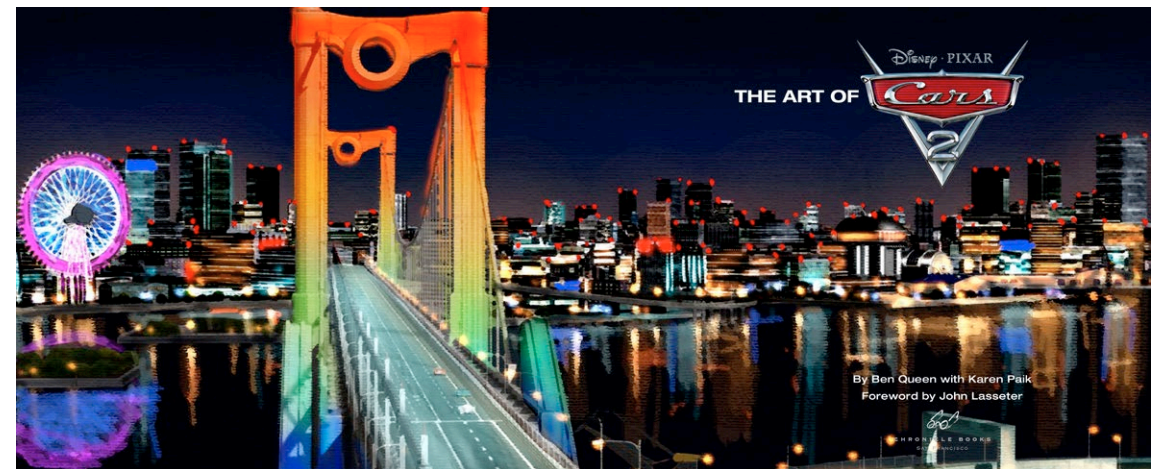
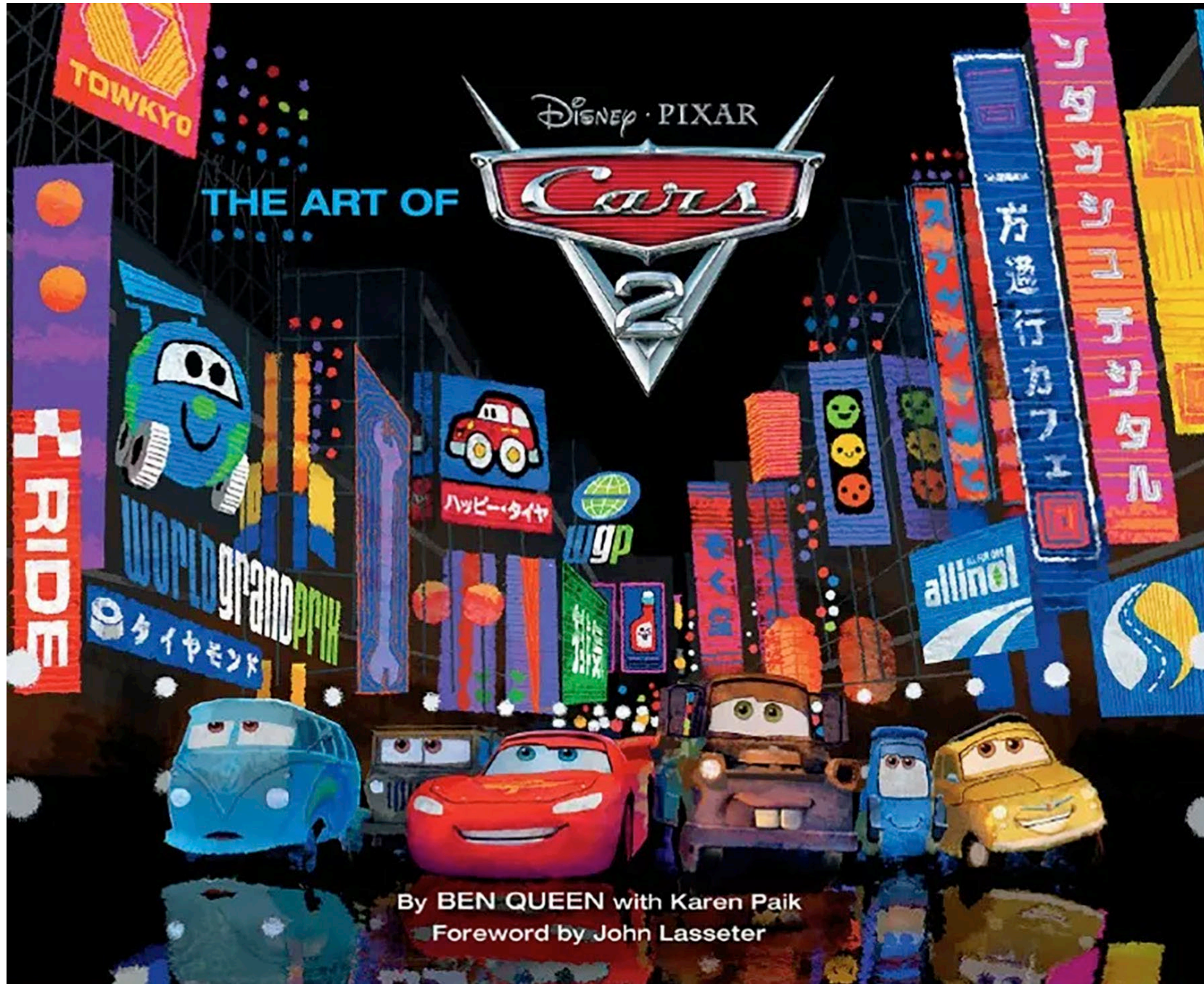


# Jeff Lynne's ELO

Album Packaging/Key Art

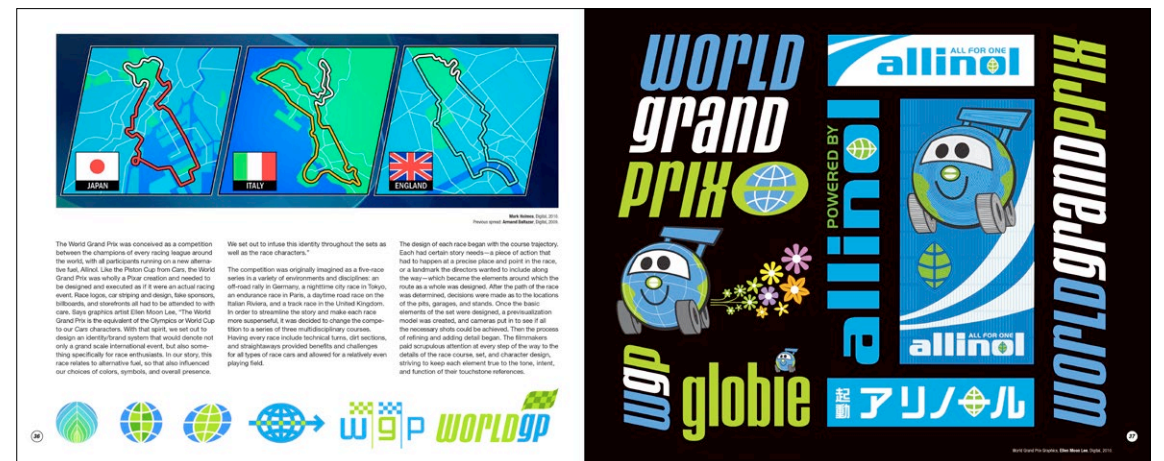
Art Direction, Design, Illustration, Type Design, Animation

RYANCOREY1975@GMAIL.COM



# The Art of Cars 2

Art Direction, Design

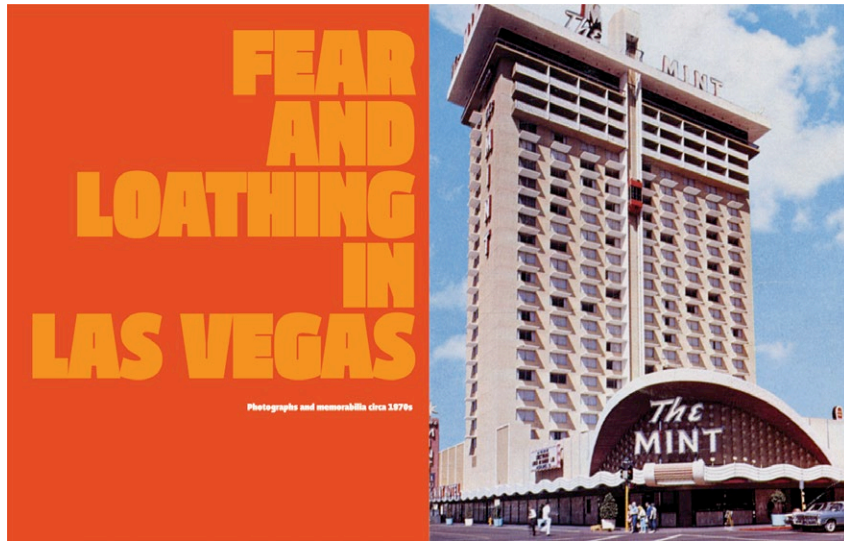


RYANCOREY1975@GMAIL.COM



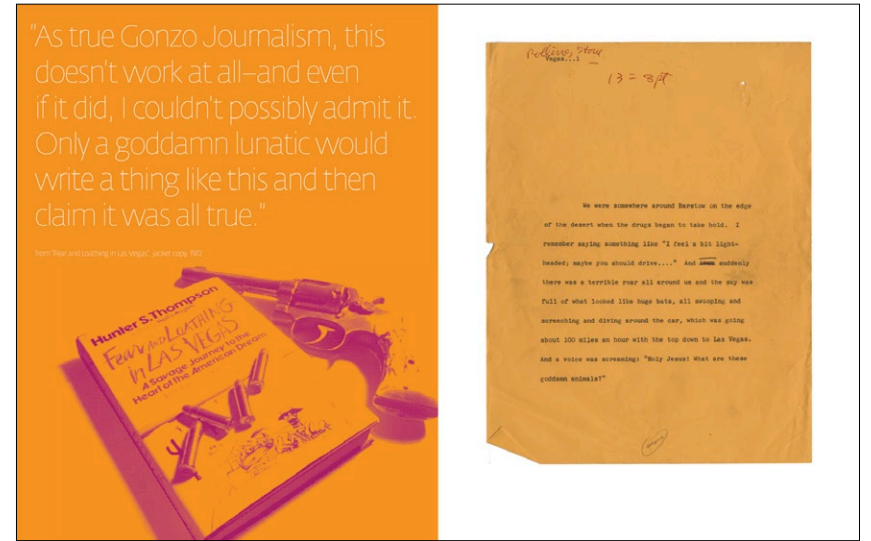
# GONZO

Hunter S. Thompson



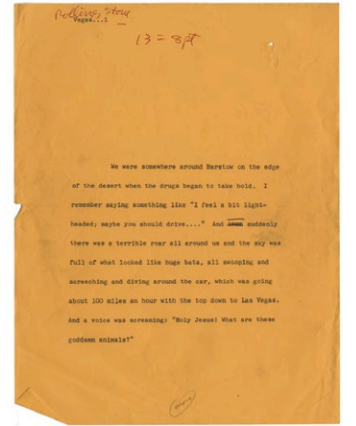
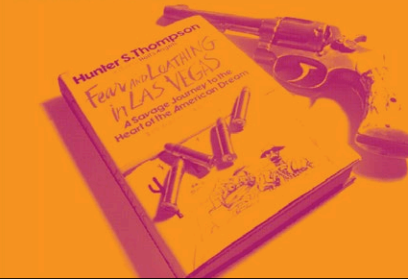
# FEAR AND LOATHING IN LAS VEGAS

Photographs and memorabilia circa 1970s



"As true Gonzo Journalism, this doesn't work at all—and even if it did, I couldn't possibly admit it. Only a goddamn lunatic would write a thing like this and then claim it was all true."

from "The encyclopedia in Las Vegas" (first copy 1971)



# BIG SUR

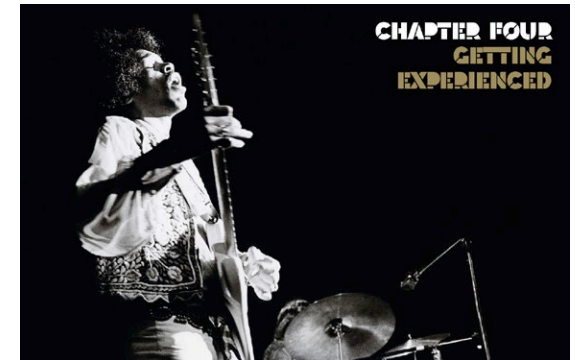
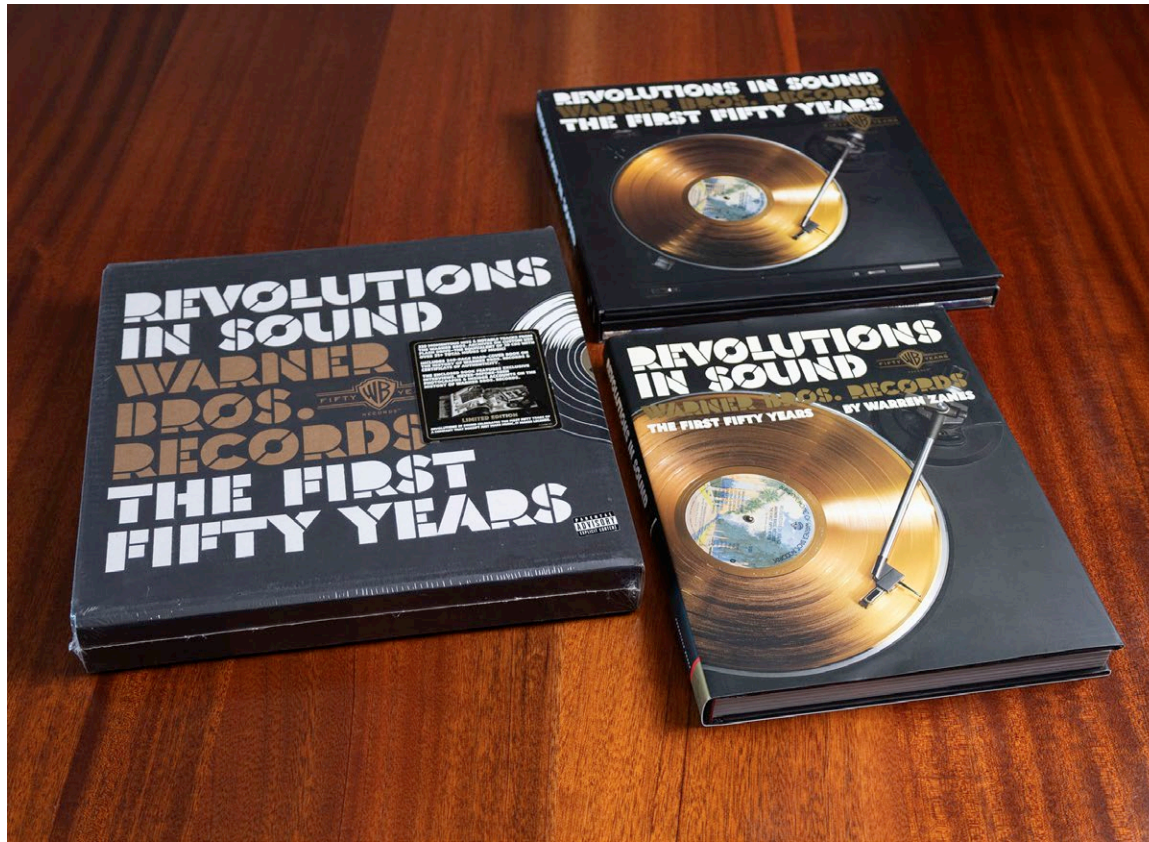
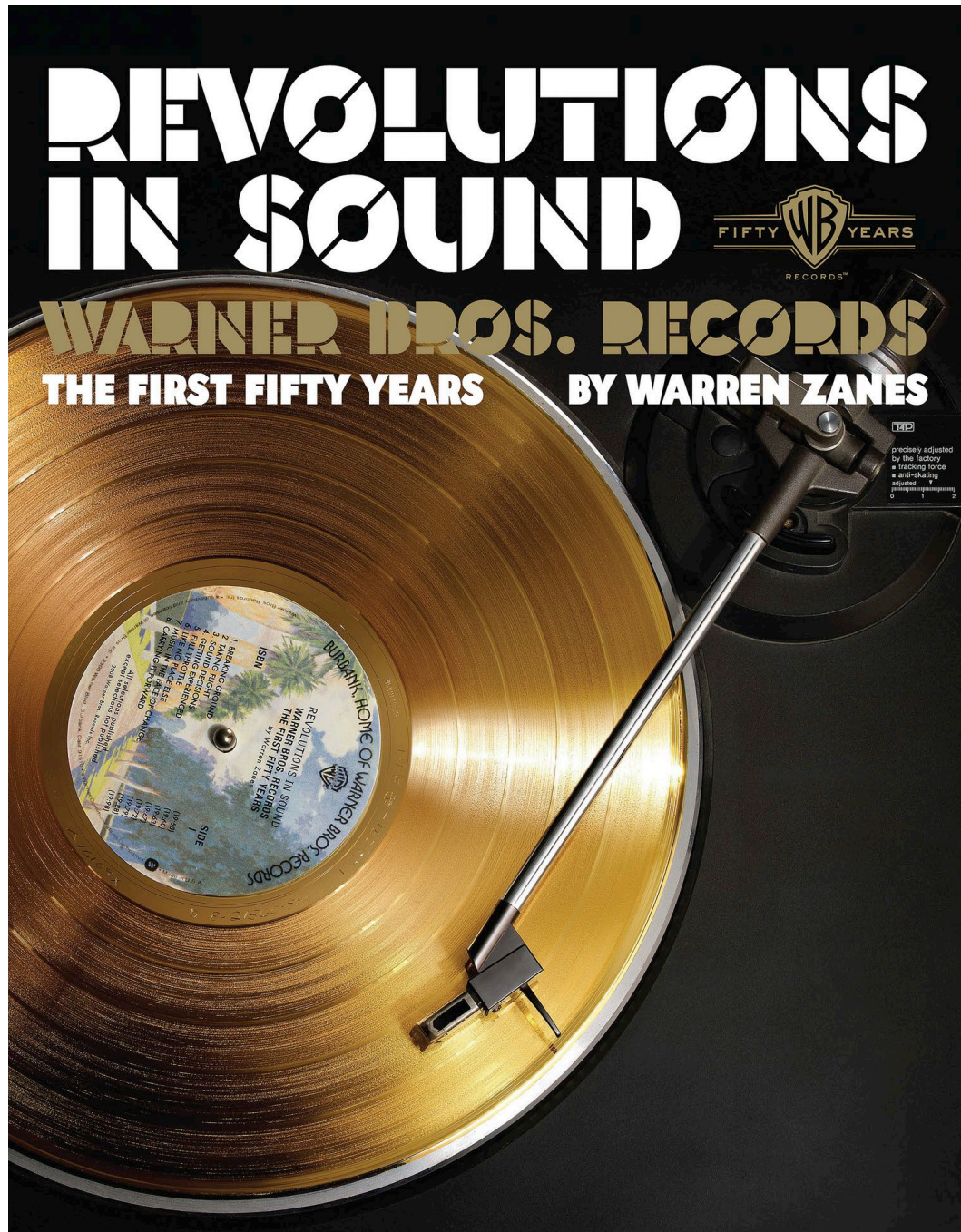
Photographs circa 1960-1968



# Hunter S. Thompson

Gonzo

Art Direction, Design

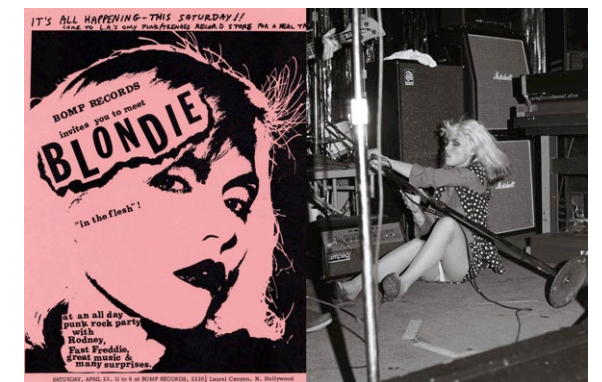
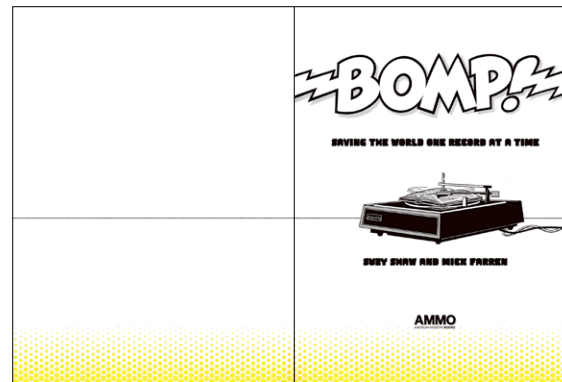
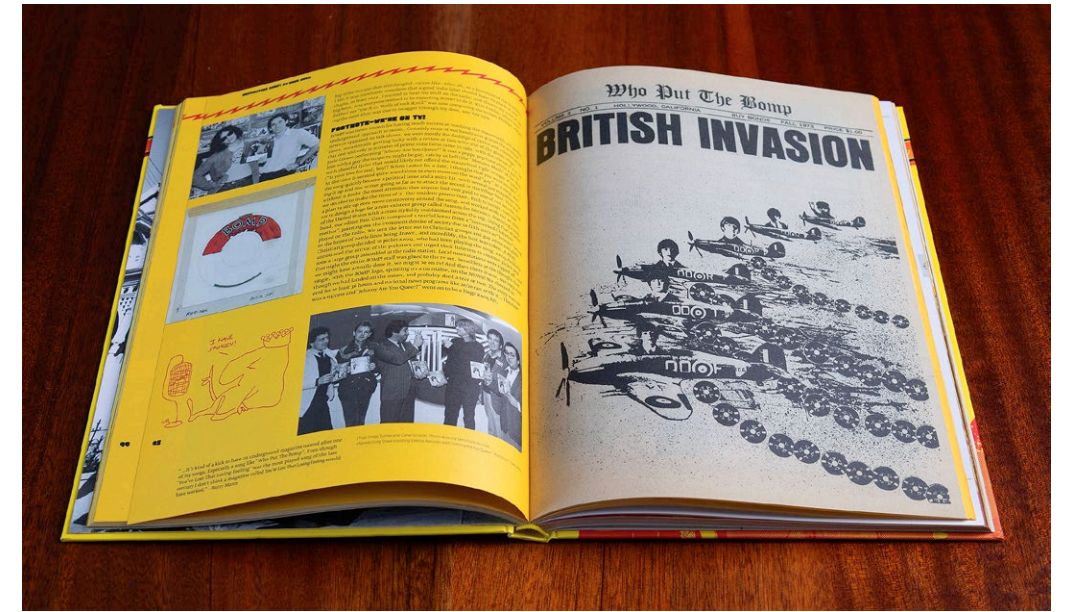
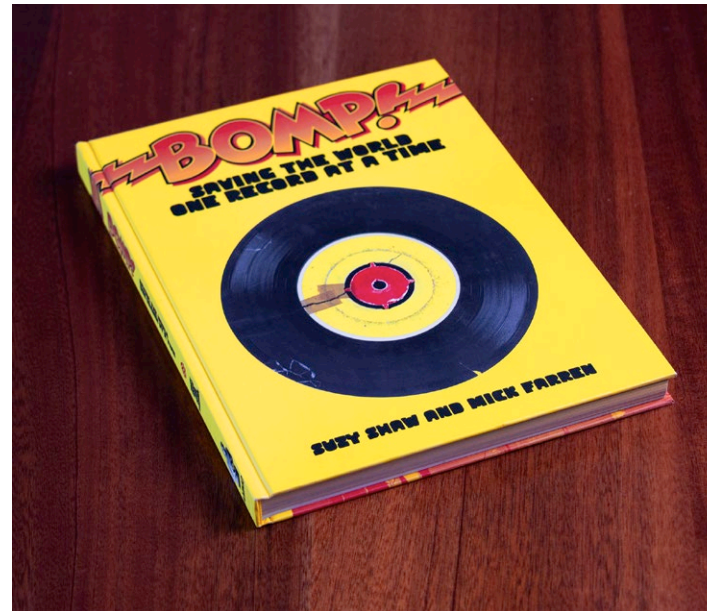
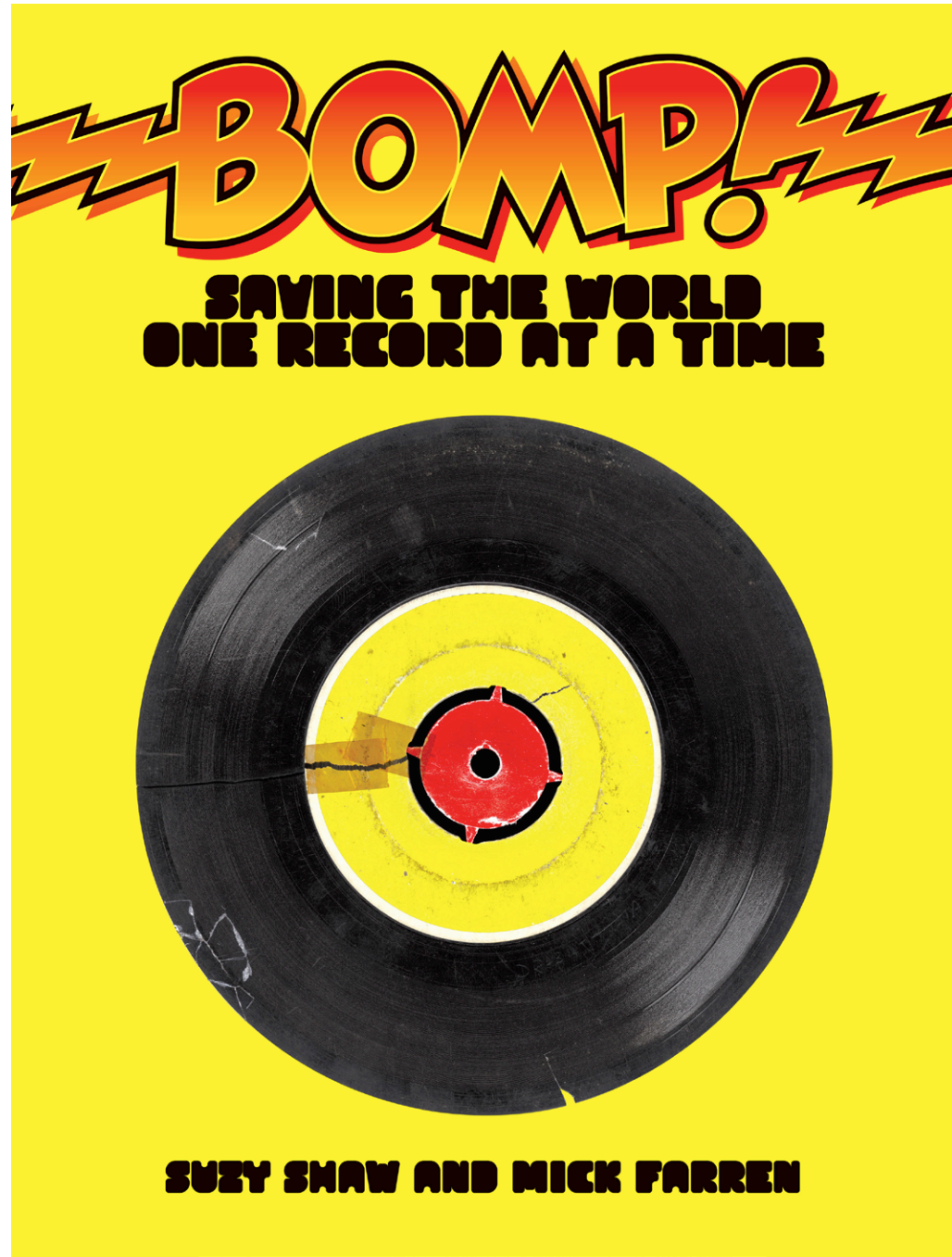


# Warner Bros. Records

Revolutions in Sound

Art Direction, Design, Illustration, Type Design

RYANCOREY1975@GMAIL.COM

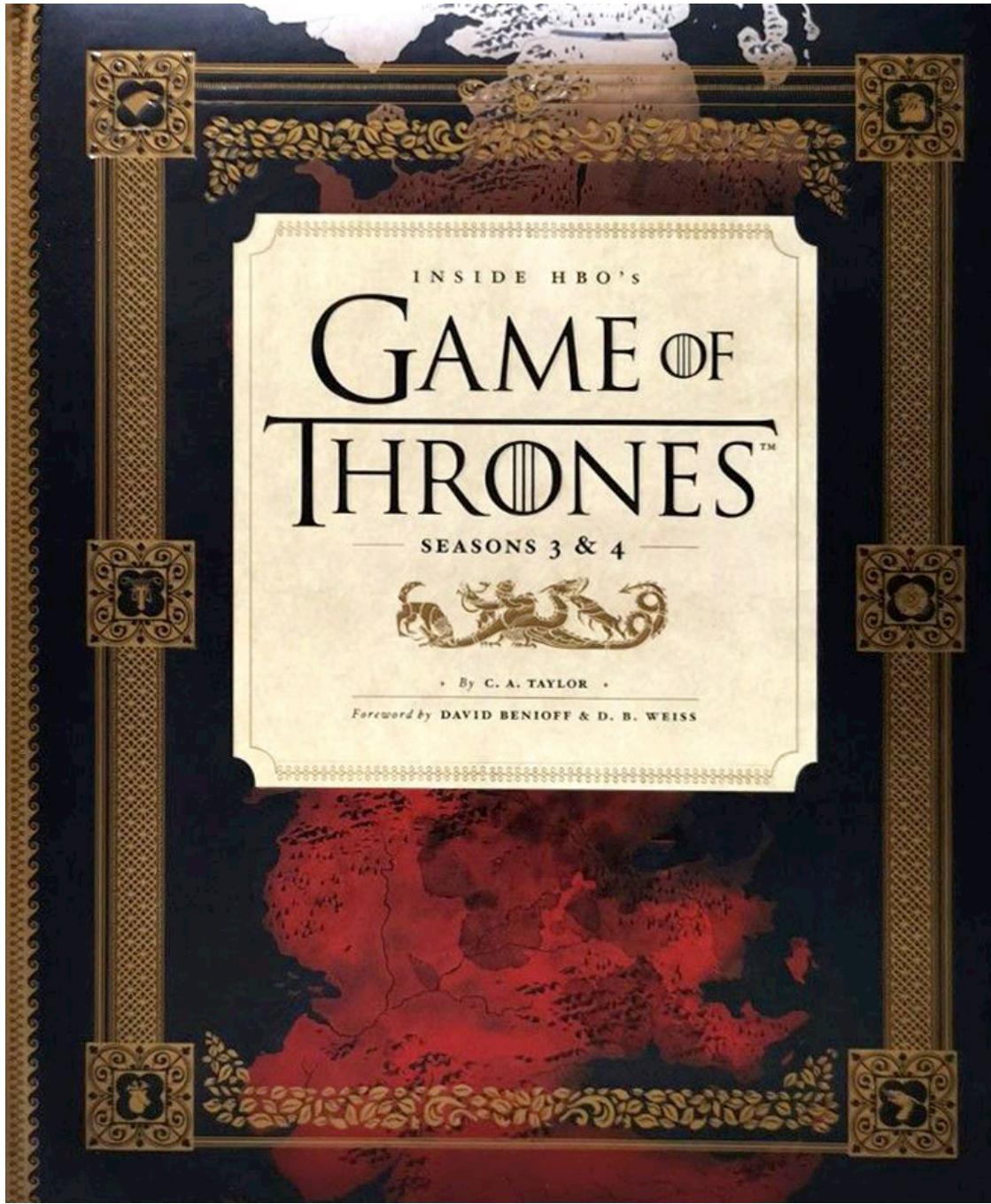


**Bomp!**

Saving the World One Record at a Time

Art Direction, Design, Illustration

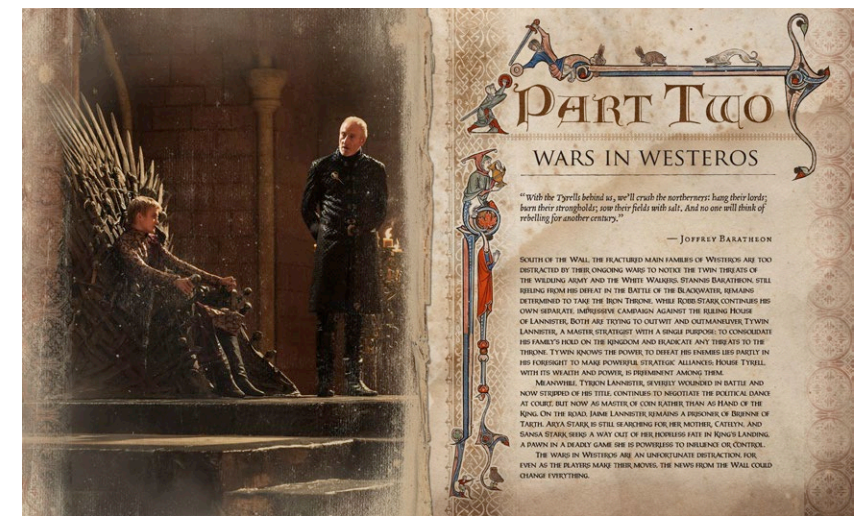
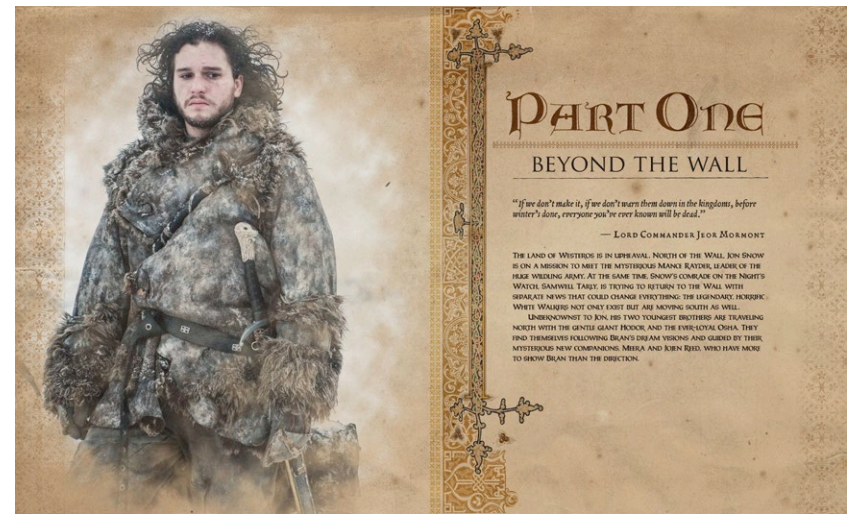
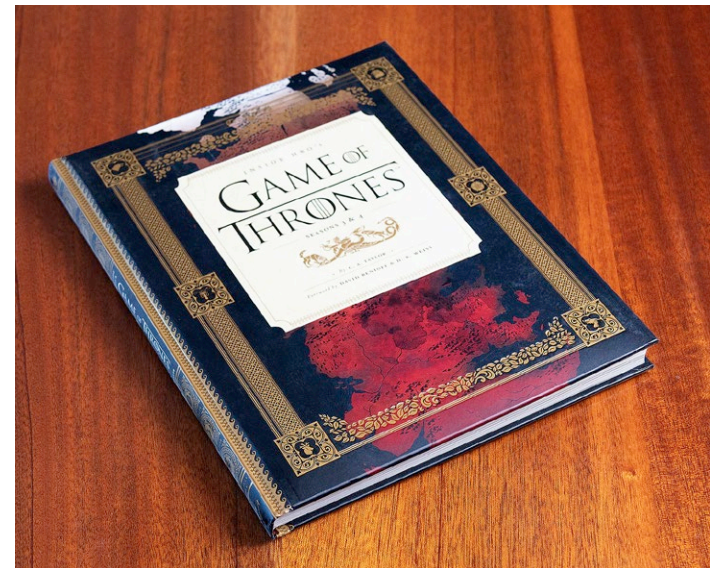
RYANCOREY1975@GMAIL.COM



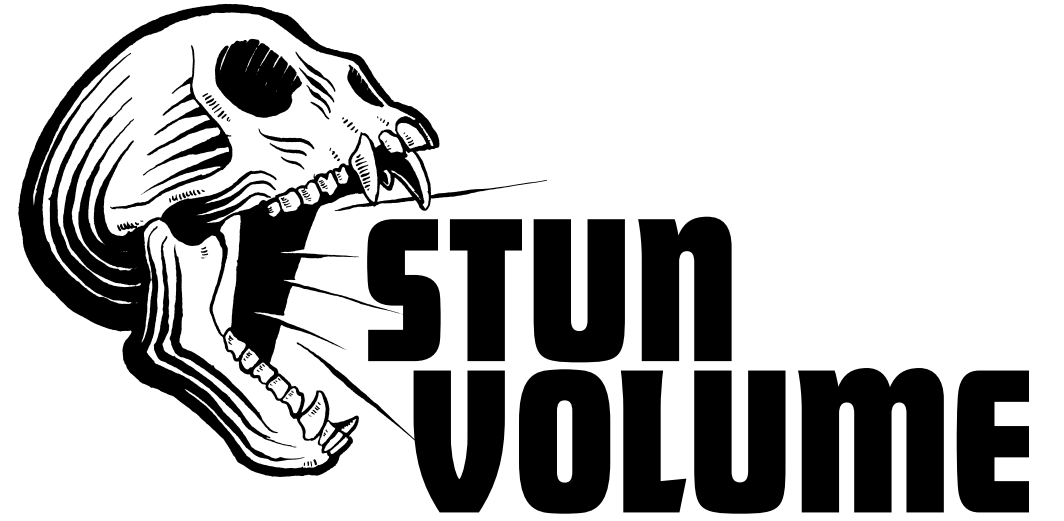
# Game of Thrones

## Seasons 3 & 4

Art Direction, Design, Illustration



RYANCOREY1975@GMAIL.COM



FLINT HILL SCHOOL

The Doobie Brothers



Logos

Miscellaneous



RYANCOREY1975@GMAIL.COM