Electronic Application Process

Applicants are required to complete and submit the application, including all required attachments to:

MDE-SSOS@michigan.gov

The application and all required attachments must be submitted before 5:00 p.m. on May 21, 2010 to be considered for the first list to be posted on the website. Applications will be received after May 21 on an ongoing basis and will be reviewed in the order in which they are received.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

    Mark Coscarella
    Interim Supervisor
    Office of Education Improvement & Innovation
    OR
    Anne Hansen or Bill Witt
    Consultants
    Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733
Email: MDE-SSOS@michigan.gov

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be reviewed if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be approved if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
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<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
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<tr>
<td>5. Sustainability Plan</td>
<td>15</td>
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<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
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</table>

**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points  **Section 6 must be completed by all applicants.**
The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments
### SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Calhoun Intermediate School District</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Name of Entity as you would like it to appear on the Approved List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calhoun Intermediate School District</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] For-profit</td>
<td>[ ] Business</td>
</tr>
<tr>
<td>[ ] Non-profit</td>
<td>[ ] Community-Based Organization</td>
</tr>
<tr>
<td>[ ] Non-profit</td>
<td>[ ] Educational Service Agency (e.g., RESA or ISD)</td>
</tr>
<tr>
<td>[ ] Non-profit</td>
<td>[ ] Institution of Higher Education</td>
</tr>
<tr>
<td>[ ] Non-profit</td>
<td>[ ] School District</td>
</tr>
<tr>
<td>[ ] Non-profit</td>
<td>[ ] Other</td>
</tr>
<tr>
<td>[ ] Non-profit</td>
<td>(specify): [ ]</td>
</tr>
</tbody>
</table>

#### 6. Applicant Contact Information

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Gehrig</td>
<td>269.789.2471</td>
<td>269.789.9584</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>17111 G Drive North</td>
<td>Marshall</td>
<td>MI</td>
<td>49068</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:gehrigm@calhounisd.org">gehrigm@calhounisd.org</a></td>
<td>calhounisd.org</td>
</tr>
</tbody>
</table>

#### 7. Local Contact Information (if different than information listed above)

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
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<table>
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<tr>
<th>E-Mail</th>
<th>Website</th>
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#### 8. Service Area

List the intermediate school district and each individual district in which you agree to provide services. Enter “Statewide” ONLY if you agree to provide services to any district in the State of Michigan.

[ ] Statewide

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calhoun Intermediate School District</td>
<td>Albion, Athens, Battle Creek, Bellevue, Harper Creek, Homer, Lakeview, MarLee, Marshall, Olivet, Pennfield, Tekonsha, Union City, Calhoun ISD</td>
</tr>
</tbody>
</table>
### 9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

- [ ] Yes
- [x] No

What school district are you employed by or serve: **Calhoun ISD**

In what capacity are you employed or do you serve (position title): **Assistant Superintendent**

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

**IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.**

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services
**SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES**

**Instructions:** Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

**Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)**

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA’s that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.
Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Support system to ensure student and teacher success and sustain improvement.
Calhoun ISD can/will assess district systems currently in place and then facilitate
the design of systems that are not currently in place or deficient. As an example:
1. Develop/refine K-12 assessment system – ELA, Math
   • Assessment calendar – what assessed, who, when, how often, date data submitted, reports due
   • Develop/revise quarterly assessments – linked to standards
   • Input assessments in data warehouse
   • Data analysis process – building level
     • Data collected, reports run, – data warehouse
     • Data conferencing – Principals/ISD/grade level/ teacher – monthly or quarterly dependent upon assessment; principal to superintendent – quarterly basis
     • Intervention plan determined, data and evidence to be collected determined
     • Intervention data collected/analyzed for results/feedback; intervention adjusted to meet student needs
   • Determine PD necessary – building/grade level/individual
2. Develop/refine curriculum process
   • Identify a district/building curriculum team
   • Define a process for curriculum work
   • Align with assessment plan
   • Develop pacing guides – curriculum linked to assessment
3. Develop PD plan based on data – long-term (MEAP, MME) or medium-term (Common assessments) or short term (student work)
4. Data interpretation and use
   • Accessing data
   • Collaborative group discussions – plan development
   • Development/implementation/assessment plan based on data

Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
Examples of proven practices that we have implemented in Calhoun County and specifically in our high priority schools are:
   • Readers/Writers workshop
   • Small group instruction
   • Comprehension strategies – narrative and informational text
   • Reading/writing conferencing
   • Reading Apprenticeship
• Writing across curriculum – informational writing
• Modeling instructional practices
• Video analysis of teaching episode
• Examination of student work
• Common lesson planning
• Observational dialogue/observation
• Coaching – on site, classroom and leadership
• Co-teaching

We have data that shows improved student performance as a result of implementing specific practices in the list above.

Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement. This PD would be delivered on an as needed basis. It could be during staff meetings, building PD days, etc. It would be supported in every day life by the leadership, content and data coaches. In working with CISD districts, we find that the following modules are typically the first when looking at needs. These are just a few examples of job embedded PD.

• Data 4SS module: Creating Conditions for Professional Learning – focuses on high expectations/rigor, an accountable culture, collaboration and collective inquiry
• Data 4SS module: Data Conferencing – focuses on data use, data process cycle, data conversations
• Data 4SS module: Leadership – focuses on building leadership capacity, roles and responsibilities

CISD will build sustainability by establishing leadership teams who will learn to “do the work” together. We will incorporate the data process, put in place a system for monitoring instructional change, provide on-going needs-based PD and support with gradual release of responsibility and attend SIP meetings for support and questioning.

Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan

CISD will assist buildings in creating a balanced assessment system. It begins by identifying an assessment process that focuses on students learning, learning targets, and formative and summative assessments. Using student assessment data to inform instruction, groups identify next steps for students and teachers.

• Why do we assess? What are the components of quality assessments? (combination of short, medium and long-term assessments)
• How do we match assessment types to the learning targets?
• How does our assessment system match our school mission?
• How does our assessment system support our school improvement goals?
• What are the various types of assessments and what is their purpose?
• How do assessments fit into the teaching and learning cycle?
How do we use assessment data and why?

Articulation meetings – map content and requirements between courses and vertically. Development of a monitoring tool that will identify what data teachers need to collect and analyze as a team to monitor class and school progress on student achievement goals. School teams will determine what data they want to capture in their data warehouse and plan how they will use the data.

Scheduled time for collaboration with department and course alike groups. Provide external support for state assessment procedures and requirements.
Exemplar 2: Use of Scientific Educational Research
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and provide data that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.
Use of Scientific Educational Research

"Data-driven decision making does not simply require good data; it also requires good decisions." ("The New Stupid." Educational Leadership Dec/Jan (2009))

In order to support educators in a cohesive, coherent sustainable school improvement, all content, delivery, and services provided are based on educational research. The initiatives described have been designed based upon the positive impact on the academic achievement of students in both Mathematics and English Language Arts. The following content, delivery and services determined as critical elements for sustainable school improvement would be provided to the local districts dependent on need.

· Reader’s Apprenticeship: Reading Apprenticeship is a coherent instructional and professional development model based on research-based practices in reading instruction. The framework provides literacy support, promoting adolescents’ engagement and achievement in reading and writing in their content area classes. Based on the research from WestEd, Strategic Literacy Initiative has demonstrated growth locally when implemented. The increase in student achievement in reading and writing at proficient level of 15% as measured by the 2009 MME. The reduction in performance level achievement is partially proficient and not proficient in reading and writing decreased in a range of 6% - 9%.

· Co-teaching is an imperative service delivery model that helps reduce the fragmentation of past instructional services for students with IEPs and students who are identified as at-risk. The model provides a wider range of instructional options than would be possible in a classroom with just one teacher. The emphasis on study skills, learning strategies as well as increase individualized and small group instruction is likely to increase with two professionals working collaboratively (Whitten & Hoekstra, 1997).

· Student benefits of co-teaching include an increase in participation in the general education curriculum, improved academic performance for students with IEPs and others identified as at-risk (Luckner, 1999; Pugach & Wesson, 1995; Rice & Zigmond, 2000; Yoder, 2000).

· Few students fail to succeed in co-taught classes (Walther-Thomas, 1997).

· Research indicates teacher professional development in the model areas of co-teaching and instructional practices is necessary for successful implementation (Dieker & Murawski, 2003)

· The role of coach is driven by the needs of the school and the school improvement plan. The coach acts as a change agent and provides job-embedded professional development linked to the district’s instructional priorities. At the center is the idea of students as proactive learners: readers, writers, thinkers, and mathematicians. The primary role of the coach is to be in classrooms to support teacher’s learning by observing and providing rigorous feedback through instructional dialogue. The coach also provides resources for teachers and models best instructional practices. The coach facilitates study groups, provides ongoing professional development based on the needs of the entire school, grade level groups,
and professional learning communities. A positive relationship between the principal and the coach is not a lofty ideal—it is the key factor that determines the efficacy of coaching. Schmoker (1997) states that “unless the administrator expresses pride and interest in the success of the project, unless the coaches are carefully selected and given support and encouragement, the effort will probably die”. The coach and the principal collaborate by building a Leadership Team to plan support for teacher learning. The principal participates in classroom visits with the coach, the coaching sessions, and in the professional development sessions. Teachers need to know that their principal is learning along with them and is involved in their learning. Roland Barth calls the principal the head learner of the school. As teachers see the commitment of the principal’s active support of the coach, the reform effort is accepted and implemented.

Coaching is not yet broadly implemented: as a result, the hard data linking the coaching process to student achievement is in the development stage, as well. There is evidence that coaching can produce the following outcomes, which are likely to improve instruction:

• Better targeted school based professional development that addresses teachers’ and principals’ learning needs in light of students’ learning needs
• Teacher learning that carries over into classroom practice because the coach helps teachers implement what they have learned
• A willingness among teachers to share their practice with one another and seek learning opportunities from their peers and their coaches, and a willingness to assume collective responsibility for all of their student’s learning
• High quality principal leadership of instructional improvement

• School cultures in which instruction is the focus of much teacher and principal discussion, and in which teachers and principals reflect on their practice and its impact on students and use achievement data to drive instructional improvement. (Neufeld and Roper, 2003) There is reason to believe that coaching, thoughtfully developed and implemented within a district’s coherent professional development plan, will provide teacher’s with real opportunities to improve their instruction, principals with real opportunities to improve their leadership, and districts with real opportunities to improve their schools.

• Mathematics: Work with district math teams has included both the superintendent and the high school principal. The professional development has focused on “Math-Talk” (Hufferd-Ackles, Fuson, & Gamoran Sherin, March 2004) to build and sustain components of a mathematics learning community. The integration of high cognitive demand tasks, the kind and level of thinking required of students in order to successfully engage with and solve mathematical tasks. (Fuson, Kalchman, & Bransford, 2005) The professional development provided locally, on site, and job embedded has demonstrated growth in student achievement. The increase in student achievement in mathematics at the proficient level improved 20% as measured by the 2010 MME.

• Data for Student Success: The professional development modules, Using State data to Identify School Improvement Goals, Using School Data to Clarify and Address the Problem, Examining Student Work to Inform Instruction, and Using Classroom Data to
Monitor Student Progress were designed based on the work and research from Harvard University. “The Data Wise Improvement Process” (Data Wise, 2005) was the foundation for development of the modules.

· Data for Student Success Assessment Module: This professional development module focuses on how we ensure students are learning. This module supports district teams in investigating the components necessary for a quality assessment system. An assessment system that is built with coherence and balance. Districts are supported in identifying an assessment process that focuses on students learning, learning targets, and formative and summative assessments. Designed using the research of Stiggins’, Classroom Assessment for Student Learning; Ainsworth’s, Common Formative Assessment; Popham’s, Transformative Assessment, this module provides the basis for districts to build an assessment system that will ensure students are learning. The professional development provided locally, on site, and job embedded has demonstrated growth in student achievement. The increase in student achievement in mathematics at the proficient level improved 20% as measured by the 2010 MME.

· Data for Student Success Data Conferencing Module: This professional development module focuses on the what, how, and why of a data conference. To support a culture of quality data, school teams are supported in creating opportunities for data dialogues to begin the systematic process of data analysis and conversations around the data to inform the school improvement process. This module was designed based on the work and research from Harvard University. “The Data Wise Improvement Process” (Data Wise, 2005) and Holcomb’s, “Getting Excited About Data” were the foundation for the development of this module.

· Data for Student Success Creating Conditions for Professional Learning: This professional development module focuses on the creation of a culture for professional learning. In order for schools to become a professional learning community conditions must be established to build the culture critical for adult learning. To engender reform that will make the difference requires incentives primarily in terms of teachers learning about their teaching, about what is working and for whom, and from sharing evidence of the effectiveness of their methods. (Hattie, 2009) This module was designed based on the work and research of DuFour and Eaker to support schools in becoming learning organizations.
Exemplar 3: *Job Embedded Professional Development*  
(15 points possible)

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff
Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Job Embedded Professional Development

Job-embedded professional or staff development comes from research on effective staff development. While the concept of job-embedded staff development is not new, recognizing what it is and utilizing job-embedded methods is relatively new. Sparks (1994) calls for a paradigm shift in staff development. A shift that will improve staff development which is usually “educators sitting relatively passively while an “expert” “exposed’ them to new ideas or “trained” them in new practices” (Sparks, 1994, p. 26). Most research on instructional improvements has indicated that staff development consisting of a single session is ineffective (Sparks, G.M., 1983).

In order to support educators in a cohesive, coherent sustainable professional development all content, delivery and services provided are based on educational research and is job-embedded.

• Data for Student Success: The professional development modules, Using State data to Identify School Improvement Goals, Using School Data to Clarify and Address the Problem, Examining Student Work to Inform Instruction, and Using Classroom Data to Monitor Student Progress were designed based on the work and research from Harvard University. “The Data Wise Improvement Process” (Data Wise, 2005) was the foundation for development of the modules. (Principals, School Leadership Teams, Teachers)

• Data for Student Success Data Conferencing Module: This module focuses on the what, how, and why of a data conference. To support a culture of quality data, school teams are supported in creating opportunities for data dialogues to begin the systematic process of data analysis and conversations around the data to inform the school improvement process. Designed based on the work and research from Harvard University. “The Data Wise Improvement Process” (Data Wise, 2005) and Holcomb’s, Getting Excited About Data, were the foundation for the development of this module. (Principals, School Leadership Teams, Teachers)

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• Data for Student Success Leadership: This module focuses on leadership that is necessary at all levels of a school district and highlights what leadership looks like at all levels, what type of questions leaders need to ask, and the importance of collaboration (Marzano, 2003, Hattie, 2009). (Principals, School Leadership Teams)

• Classroom Walk-throughs: Walk-throughs provide a school-wide snapshot of classroom environments, and the resulting reflective questions stimulate inquiry (NSCD, 2008). By visiting classrooms and walking around campus, a gauge of what is going on in schools is gleaned. Walk-throughs allow educators to collect valuable information not necessarily evident during a formalized observation or evaluation. For purposes
of professional development, reasons for conducting walk-throughs are, but not limited to: To consider possible areas for reflective discussions with full staff, groups of teachers, or individual teachers; To identify possible areas for staff development; To determine if teachers are progressing in utilizing new practices after professional development activities (NSCD, 2008). (Principals, Teachers)

• Superintendents in Classrooms is a PD opportunity designed from the work of Richard Elmore. In the beginning years it was focused solely on working with superintendents as instructional leaders. This year the PD will be focused on district teams including the superintendent, high school principal, high school math teacher leaders, and curriculum directors. The goals of this PD are: To develop knowledge and skills to lead large-scale instructional improvement; To assist district leadership teams in developing distributed leadership throughout their districts - building a cadre of knowledgeable and skilled leaders who assume responsibility for developing their own practice around the pursuit of improvement; To enable district leadership teams to build an infrastructure that supports the work of improvement – evaluation, professional growth, networks and opportunities for collaboration. Team members go into schools to observe teaching and learning directly and then support one another in solving problems that have been previously identified through what they have seen in practice.

• Cognitive Coaching: Education is in a time where schools are pressed for time and money. There are several compelling reasons why coaching is so important: 1. Teachers need and want support, 2. Cognitive Coaching enhances the intellectual capacities of teachers, which in turn produces greater intellectual achievement in students, 3. Few educational innovations achieve their full impact without a coaching component, 4. Feedback is the energy source of self-renewal, 5. Beginning teachers need mentors who employ Cognitive Coaching, 6. Working effectively as a team member requires coaching, 7. Coaching develops positive interpersonal relationships that are the energy sources for adaptive school cultures and productive organizations, 8. Coaching supports and makes more successful school renewal programs (Costa & Garmston, 2002). (Principals, Teacher Leaders, Instructional Coaches)

• Coaching 4 Learning assigns literacy and math coaches to our schools to support their continuous improvement strategies with fidelity.

• ParaReading: ParaReading is a supplementary LETRS module designed to provide essential knowledge and skills to paraeducators (paraprofessionals and classroom assistants) who are working with struggling readers in grades K-3, as well as older students reading below grade level. This training includes information on the five essential components of reading instruction (phonemic awareness, phonics, vocabulary, fluency and comprehension), along with research-based instructional strategies and communication and management skills. It equips interventionists with the tools and confidence they need to increase their effectiveness when working with students.
Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Exemplar 4: Experience with State and Federal Requirements

The School Improvement Framework drives the system of support we provide our locals. Our system of support revolves around Curriculum, Instruction, Assessment, Instructional and Shared Leadership, Professional Learning, Data and Information Management. Information regarding state and federal requirements is shared at regularly scheduled meetings with a variety of audiences which included Superintendents and Special Education Implementation team members at ABCs, District Instructional and Curriculum Leaders at ICC, Principals at Passport to Success meetings and Counselors at Counselors Connect meetings.

Facilitated school and district improvement sessions are offered throughout the year where teams, consisting of the building principal and teacher leaders from buildings or districts, gather to work on continuous improvement related tasks. These sessions include an overview of the stages and steps of the continuous improvement process, “One Common Voice – One Plan” including both NCA and MDE school requirements. The Data for Student Success (Data 4SS) Inquiry tool and our local data warehousing system, Data Director, along with local data collection plans are used for accessing and collecting state, local and classroom data, as well as demographic and perception data which result in the completion of School/District Data Profiles. Local processes have been developed to collect the data necessary for the School/District Process Profiles. Valuable resources and ISD support are available for locals to analyze the data upon collection to better inform the development of their school and district improvement goals.

Individualized as well as facilitated sessions are held to support the creation of Title I Targeted Assistance and Schoolwide plans. Several sessions for district leaders provide time and support to complete their District Process Rubrics, District Improvement Plans and LEA Planning Cycles. This format allows for professional learning and sharing of experience regarding the use of State and Federal funds.

Collaboration has become a cornerstone of practice at Calhoun ISD. Recently, the need for closer collaboration between the Department of Curriculum and Instruction and the Department of Special Education has become apparent. Continuous Improvement must be all inclusive, “One Common Voice–One Plan”. IDEA, PA 25 and the Elementary and Secondary Education Act requirements must be integrated for locals to successfully navigate the continuous improvement process and to meet the needs of all students. Calhoun ISD planned and implemented the integration of the continuous improvement process with the SPP indicators from CIMS-2. This process involves local improvement teams consciously integrating areas of improvement provided in the CIMS-2 workbook. Our initial emphasis has been on creating a process to seamlessly integrate special education concerns and issues into the ongoing continuous improvement process.

The Michigan Curriculum Framework also drives the system of support we provide our local schools. A common social studies curriculum has been developed over the last two years which includes participation from the majority of local districts and includes common assessments. Support has been provided for significant curriculum and assessment work in Albion, Harper Creek and Battle Creek Area Learning Center.
(Calhoun Community High School). This work includes clearly articulating the enacted curriculum, the development of common local assessments, the use of assessment data to inform instructional decisions, and the implementation of research based instructional strategies based on the data analysis. Calhoun ISD is also participating in the MAP Project sponsored by the University of Berkeley where tasks linked to the common core are designed to make student thinking visible and provide teachers with opportunities to determine what students know and what they learn from a mathematical task.

All of our curriculum and instruction initiatives have emphasized the collection and analysis of data as an essential component of continuous improvement. With the Regional Data Initiative and the ongoing work of Data for Student Success, the continuum of data collection and analysis is becoming more robust. The Data 4SS Inquiry Tool begins the process of inquiry around state data. The Data 4SS Professional Development Modules provide the support for schools to dig deeper into local and classroom data as well as examining student work. With the addition of the Regional Data Initiative, focusing on using formative assessments with the support of local data warehouses to inform instructional decisions, the continuous improvement process is moving deeper and reaching the point of access, teacher interaction with students. Curriculum and Assessment sessions will be held to develop a viable and aligned curriculum and assessment system using Larry Ainsworth and Rick Stiggins’ material. It is designed to help set up a system of continuous improvement in curriculum, assessment and instruction. Data Director will be used to examine assessment results.

Consortium teams are supported to write common curriculum and assessments with the goal of increasing student learning. District teams are supported to create LEA Planning Cycle goals, objectives and strategies tied to federal and state funds with the goal of increasing student learning. Leadership teams are supported to collect and analyze data with the goal of increasing student learning. School improvement teams are supported to create school improvement plans that integrate SPP indicators and Title I requirements with the goal of increasing student learning. Grade level or department teams are supported to create formative assessments, based on the High School or Grade Level Content Expectations or the Common Core with the goal of increasing student learning. All of these initiatives proceed with the goal of increasing student learning. With this goal in mind, Calhoun ISD is able to support local schools as they navigate the road to meet State and Federal Requirements.

This year at Albion HS we provided training in writing across the curriculum with the following strategies: Very Important Words (VIP), Frayer Square, Most Important Points, Dialogue Journals, and summarizing/Inference techniques. We introduced and coached teachers in several instructional strategies such as reciprocal teaching, question/answer/response, and rubric scoring. Time was spent with the ELA department working on culture by establishing our norms, concrete agendas, and meeting minutes. We developed 2nd and 4th quarter assessments for ELA, and have helped the teachers look at the data in order to inform next steps in instruction. We have also analyzed MME data to find areas where students perform poorly and discussed ways to improve in those areas. We have also conducted classroom observations with pre and post observation discussions and looked at delivery and content in those observations.
Exemplar 5: *Sustainability Plan*
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.
Sustainability Plan

Schools that can successfully implement professional learning communities have the most promising path for sustained and substantive improvement of their schools. The following research from Revisiting PLCs at Work support this statement:

- Only the organizations that have a passion for learning will have an enduring influence (Covey, Merrill, & Merrill, 1996).
- If schools want to enhance their organizational capacity to boost student learning, they should work on building a professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff (Newmann & Wehlage, 1995).
- Outcomes for both staff and students have been improved by organizing PLC. For staff, the results include: Reduction of isolation of teachers. Increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission. Shared responsibility for the total development of students and the collective responsibility for students' success. Powerful learning that defines good teaching and classroom practice, that creates new knowledge and beliefs about teaching and learners. Increased meaning and understanding of the content. Commitment to making significant and lasting changes. Higher likelihood of undertaking fundamental, systemic change. (DuFour, DuFour, & Eaker, 2008)

A sustainability plan begins by developing a Building Leadership Team. This team would need to be trained to facilitate the work of a professional learning community. We have learned that the most successful teacher in a classroom still needs support in building their skills in order to become an effective teacher leader. Teacher leaders need support in working with adult learners, working with difficult people, running effective meetings, establishing group norms, data collection and analysis, and the list goes on. Calhoun ISD would work side by side with the Leadership Team to help build their skills and then support them as they begin their work as teacher leaders. Gradual release of support would occur over time.

The leadership team would conduct a check of the school's culture. One must determine how ready a school is to truly take on the work of improvement. After determining a school's beginning point, then work begins to move the school from where they are at to that of an accountable community (in the words of Jim Warnock - The Skillful Leader II). Calhoun ISD would use the resources from the Data 4SS module entitled Creating Conditions for Professional Learning to support schools as well as many other resources available on this topic.

Collaborative communities have the ability to acknowledge their current reality and have the willingness to move beyond. They use data to determine where their students are performing, put research based strategies in place to address the needs and then monitor the strategies for success. Calhoun ISD would support the School Leadership Team in helping their teachers learn the process and skills necessary to do this work (PLCs).

Attention to celebrating short term wins is important in order to recognize that the efforts put forth by staff have been fruitful and recognized. People appreciate.
knowing that what they do matters.

The work of sustainability has its roots in data, PD linked to the data, teacher leadership, assessment - both formative and summative, instruction, improvement with support, reflection, PLCs, etc. It is the work of continuous improvement which has been discussed throughout this proposal. The external provider must understand that it is our job to help the district determine what systems are non-existent or not functioning and to help them get these systems in place, analyze the data, create an improvement plan and provide continuous focus and support. This focus and support is intensive at the beginning always refocusing and supporting to keep on the path. As teacher leaders become more effective leaders, external providers gradually release the support (while constantly monitoring) so as not to lose touch. By the end of the third year, external providers should be only asking questions that help school leadership teams "tweak" processes, procedures and protocols. The school has become an accountable community.
Exemplar 6: Staff Qualifications
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA’s. Provide criteria for selection of additional staff that are projected to be working with LEA’s. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.
Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Elizabeth Brophy, M.A., Western Michigan University, Biology
Jan Munther, M.A., Western Michigan University, English Language Arts/Art
Joseph Liberato, M.A., University of Michigan, Mathematics
Julie McDonald, M.A., Western Michigan University, Educational Leadership
Mary Gehrig M.A., WMU, Administration, ELA, Social Studies, Elementary Education
Maureen Slamer, M.A., Western Michigan University, Reading
Susan Townsend, M.A., Western Michigan University, Educational Leadership
Tammy Schiller, M.A., Western Michigan University, Mathematics
Timothy Hall, M.A., Western Michigan University, Educational Leadership
Jennifer Senkmajer, M.A., Michigan State University, Educational Administration

Hiring procedures will be aligned with Board policy. The process consists of developing a job description, posting the position, interview team holds interviews, references checked, background checks completed, select top two candidates who meet with HR Assistant Superintendent, finalist chosen and presented to Board of Education for approval. Once on board, training, mentoring and support.
Elizabeth Brophy  
119 S. Ridgeway Dr.  
Battle Creek, MI 49015  
269-441-4742 or 269-789-2456  
brophye@calhounisd.org

Objective  Share my knowledge of teaching, learning, assessment, continuous improvement, data analysis and the use of the Data4ss website as an Educational Consultant.

Experience  
March 2009- present  Calhoun ISD  Marshall, MI  
Educational Data Consultant – Data for Student Success
  Assist schools and ISDs/RESAs statewide to plan, develop and implement continuous improvement
  Assist with coordination, management, budget expenditures and creation of materials for Data 4SS
  Assist Title I High Priority Phase I and II schools, ISDs/RESAs in their understanding and use of data
  Support and exhibit lifelong learning and knowledge and use best practice in educational improvement
  Provide information to local districts regarding state and federal initiatives and legislation

2008 – March 2009  Harper Creek Schools  Battle Creek, MI  
District Data Support
  Participate in Data For Student Success Cohort 1 and Cohort 3 as we institute Collaborative Action Teams district-wide that focus on the use of data to inform instructional practices
  Train and support Administrators and Teachers in using Data Director
  Train and support Administrators and Leadership Teams in using Data4SS data inquiry tools, professional development modules and support materials
  Support Administrators and Teachers in using a reflective coaching model to enhance student learning
  Instructional Coaching experience listed below

2005 – March 2009  Harper Creek Middle School  Battle Creek, MI  
Instructional Coach
  Lead our Data For Student Success Leadership Team as we institute Collaborative Action Teams school-wide that focused on the use of data to inform instructional practices
  Collaboratively work with teachers to align curriculum with state standards
  Coach teachers to use formative and summative data to influence instructional practices
  Model instructional strategies and provide job-embedded professional development

1989 - 2005  Various Schools  Michigan and North Carolina  
Instructor
  Taught 9th Grade Physical Science (Pennfield HS, Quail Hollow JH)
  Taught 8th Grade English, Reading, and Drama (HCMS)
  Taught 8th Grade Science (HCMS)
  Taught 7th Grade English (HCMS)
Education 1995 – present Various Universities and ISD MI
Continuing credits towards recertification
SB-CEUs towards recertification
Focus on literacy, Instructional Coaching, Cogntive Coaching, Instructional Practices
1992 - 1995 Western Michigan University Kalamazoo, MI
M.S. in Biological and Environmental Science
1985 - 1988 Michigan State University East Lansing, MI
B.S. in Biology and Secondary Education Certification
Minors: Physical Science and English
1981 - 1984 Kellogg Community College Battle Creek, MI
General Education Courses
Janice Munther  
3869 N 36\textsuperscript{th} St, Galesburg MI 49053  
269-665-9413  
muntherj@calhounisd.org

PROFILE  
Teacher educator for 30 years in the public school system in inner-city urban schools. For the past 10 years, and currently, literacy coach in a variety of chronically underperforming public school districts for Coalition of Essential Schools, and as a contracted employee through the Calhoun Intermediate School District.

EXPERIENCE  
SPRINGFIELD HIGH SCHOOL  
1968-1990  
ELA and Art teaching positions.

BATTLE CREEK CENTRAL HIGH SCHOOL  
1990-1998  
ELA and Art teaching positions

COALITION OF ESSENTIAL SCHOOLS  
2000-2007  
Literacy Coach

Milwood Middle in Kalamazoo, Michigan  
Fennville Middle in Fennville, Michigan  
Benton Harbor Fair Plain Middle in Benton Harbor, Michigan  
Benton Harbor Morton K-5 Elementary School in Benton Harbor, Michigan  
Lewiston K-8 in Lewiston, Michigan  
Lansing Pattengill Middle in Lansing, Michigan

CALHOUN ISD  
2007-present  
Literacy Coach in Calhoun Area Career Center  
Literacy Coach in Albion Middle School and High School

EDUCATION  
Western Michigan University, Kalamazoo, Michigan  
BS/MA degrees

Further training in Cognitive Coaching, Differentiated Instruction, Cooperative Learning, and as a trainer in Reading Apprenticeship through West. Ed.

REFERENCES:  
Chris Jenkins  
CTE director / CISD  
Shug Brandell  
Director CES

Mary Gehrig  
Assistant Superintendent of Curriculum, Instruction, and Assessment  
CISD

Dan Luciani  
ELA and Advanced Ed Coordinator  
CISD
JOSEPH J. LIBERATO  
125 Peachtree Place  
Mason, MI 48854  
(517) 244 0420

EDUCATION  
September 2006  Continuing education and professional development through  
PROM/SE, an NSF funded  
June 2009  Michigan State University program  
June 2001  Master of Arts in Education  
University of Michigan  
Certification in Mathematics and Computer Science  
Sept. 1990  Bachelor of Science in Operations/Strategic Management  
May 1994  Boston College  
Dean's List  

EXPERIENCE  
August 2006  Educational Consultant  
To present  Calhoun Intermediate School District  
Marshall, MI  
Provide educational services to member district in Mathematics, data use, and  
school improvement. Develop and deliver professional development opportunities  
for k-12 educators in the area of Mathematics and assessment.

Accomplishments  
• Facilitated several district teams in developing quality aligned common  
assessments in mathematics and science  
• Provided training and supported teachers in using Data Director to analyze  
MEAP and MME data, transcript data, and to record and analyze exam results  
• Presented exam analysis at Achieve’s Data Director Michigan conference  
• Designed and facilitated the Assessment module for the Data4SS state-wide  
grant  
• Designed and facilitated Improving Middle Math Assessment Project (IMMAP)  
funded by a state of Michigan grant  
• Participated in Calhoun ISD’s school improvement process  

March 2004  Prom/se Facilitator  
June 2009  MSU, East Lansing, MI  

Assisted with professional development in PROM/SE initiative to build capacity in  
teachers. Provided professional development in both one day sessions and in 4 day  
Summer Institutes.

September 2001 to  Teacher  
June 2006  Waverly High School, Lansing, MI  

Taught in the Mathematics and Technology departments at Waverly High School.
Accomplishments
• Member of the School improvement Profile and goal committees
• Advised the Latino Club
• Represented Ingham ISD in PROM/SE, an NSF funded Math and Science program designed at improving teacher content capacity for five intermediate school districts.
• Member of Waverly’s district Mathematics curriculum committee

Jan 2001 to June 2001  Teacher Intern
John Glenn High School, Westland, MI

Taught Unified Mathematics and Integrated Mathematics classes.
• Involved in PASS program providing help for students after school

July 1997 to May 1999  Business Development Manager
WearGuard, Norwell, MA
Business Apparel Supplier

  Responsible for sales territory design and analysis. Responsible for contact management system (GoldMine) rollout and administration, including training and technical support for 90 sales representatives. Developed curriculum and trained 75 sales representatives on GoldMine. Developed and supported database application to track and calculate sales force commissions.

Aug. 1996 to July 1997  Project Manager for Electronic Imaging
Gartner Group, Stamford, CT
Information Technology Advisory Service Provider

  Responsible for fulfillment of CD-ROM, Lotus Notes, web-based, fax, and e-mail delivery of Gartner research. Department management responsibilities included; staffing, and defining new processes. Provide delivery and fulfillment support to the training division of Gartner Group.

Nov. 1994 to Aug. 1996  Manager of Operations
Relational Courseware, Boston, MA
Software developer for IT professionals.

  Overall responsibility for the Operations Department. Managed marketing material delivery process including multimedia CD-ROM collateral. Departmental responsibilities included; staffing, budgeting, and direction of department. Provided company-wide technical support for Access databases and contact management software.
Julie McDonald  
20850 East Avenue North  
Battle Creek, MI 49017  
269-964-1834 (home)  
269-209-6048 (cell)  
mcdonalj@calhounisd.org

Employment History
Educational Consultant  
2004-present  
Calhoun Intermediate School District, Marshall, MI  
• Assist local school districts in the development and maintenance of comprehensive school improvement/school development programs. Provide leadership and coordination for a variety of educational and student services offered by the Calhoun Intermediate School District.  
  o Regional Data Initiative  
  o High School Redesign  
  o Leadership Support  
  o School Improvement  
  o Instructional Coordinating Council  
  o Data Director  
  o District PD  
  o Branch ISD Liaison  
  o MiBLSi Behavior Coach  
  o Data for Student Success  
  o Leadership Coach/Process Mentor  
  o Adjunct faculty for CISD programs through Western Michigan University and Spring Arbor University  
  o Personal Curriculum Liaison  
  Principal  
1999-2004  
LaMora Park School, Battle Creek Public Schools, Battle Creek, MI  
• Responsible for 32 faculty and staff supervision and evaluation  
• Responsible for the merger of 120 students from a closing elementary school into LaMora Park in 2002  
  General Education Teacher  
1998-1999  
Verona School, Battle Creek Public Schools, Battle Creek, MI  
• 3/4th grade combination classroom  
  Special Education Teacher  
1988-1998  
Southwestern Junior High School, Battle Creek Public Schools, Battle Creek, MI  
• Inclusion/Resource Room/Co-teaching 1993-1998  
• Crisis/EI Intervention Program 1992-1993  
• Self-contained EI classroom 1988-1992

Education  
2004-present  
Western Michigan University, Kalamazoo, MI  
Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application
Ph.D. Candidate (A.B.D.) in Educational Leadership
• Anticipated completion December 2010

1991-1993
Western Michigan University, Kalamazoo, MI
Master of Arts in Educational Leadership
• Hold current State of Michigan Administrator Certificate
  o Central Office
  o Elementary and Secondary K-12
• North Central Association of Colleges and Schools approved as Principal
• Elementary K-8 Administration
• Special Education Supervision

1984-1988
Central Michigan University, Mount Pleasant, MI
Bachelor of Science in Education
• K-8 All subject certification
• K-12 Special Education
• 9 Psychology
• Highly Qualified K-5 special education (NCLB)

Other Experience
Michigan’s Principal Fellowship and Coaches Institute - MSU
NCA Standard Chairperson
Mi-LIFE Continuous Improvement Model Training
GLCE work with Michigan Department of Education
Assessment Alignment with GLCE
Elementary Restructuring Committee
WMU Investigations Math training
MLPP training
Reading Recovery Training
Leadership Academies at WMU, KRESA, CISD
CT/RT Basic Week Training
The Learning Network
District Trainer/Consultant – Kagan Cooperative Learning
Member of Area Wide Assessment Team
School Improvement Team
Tenure Committee
Mary A. Gehrig  
18992 18 Mile Rd, Marshall MI 49068  
269-789-2349 (H)  
269-420-0656 ©

Education  
M.A. Western Michigan University, Kalamazoo MI – Administration  
December 1997 Emphasis: Elementary Administration, Curriculum Development  
Michigan State University, Lansing MI

Western Michigan University, Kalamazoo MI  
Emphasis: Methodology of Teaching, Early Childhood Education  
B.A. – Olivet College, Olivet MI – Elementary Education  
May 1976 Emphasis: German, English, History

Michigan Provisional Elementary Teaching Certificate

Administrative Experience

Present Assistant Superintendent, Curriculum, Instruction, and Assessment  
Calhoun Intermediate School District  
Marshall, Michigan Superintendent: Terance Lunger

1995-2001 Elementary Principal  
Olivet Community Schools  
Olivet, Michigan Superintendent Christopher Wigent

2000-2001 Curriculum Coordinator  
Olivet Community Schools  
Olivet, Michigan Superintendent Christopher Wigent

Teaching Experience

1999-2001  
Spring Semester Adjunct Professor, Masters of Arts in Teaching Program Creating Responsive Classrooms  
Olivet College- Olivet Michigan  
Supervisor: Dr. Wayne Millette

1994-1995 Second Grade Team Teaching  
Fern Persons Elementary, Olivet  
Supervisor: Marilyn Weeks

1991-1994 First Grade Teacher  
Fern Persons Elementary, Olivet  
Supervisor: Marilyn Weeks

1985-1991 Kindergarten Teacher  
Fern Persons Elementary, Olivet  
Supervisor: Marilyn Weeks

Honors/Awards

1993 & 1999 Kellogg Foundation Excellence in Education Award  
1991 Olivet Teacher of the Year Finalist

Focus Projects Projects are based on a three-county area: Barry, Branch, and Calhoun. There are also statewide projects lead by the Department of Curriculum, Instruction, and Assessment.

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application
• Superintendents in Classrooms (Elmore’s work)
• Data 4SS (Data for Student Success)
• Title 1 Accountability Grant – Data Coaches
• PROM/SE
• Integration of Early Childhood Work into Curriculum, Instruction, Assessment
  • Birth to Grade 3 Project
  • Coaching 4 Learning
  • Tri-County Literacy Position Paper
  • Monthly Tri-County Superintendent’s Meetings
  • Instructional Professional Development at Superintendent’s Meetings
• PLCs at work
• Using Data
Maureen Slamer  
76 Laurel Drive  
Battle Creek, MI 49017  
(269) 964-4917

Summary  
MA in Reading and BS in Elementary Education from Western Michigan University combined with extensive training as a Learning Network Coordinator, Teacher Leader and facilitator; also teaching experience at the elementary and college level.

Experienced Learning Network Coordinator with responsibility for mentoring other schools in support of The Learning Network model.

Experienced Teacher Leader with responsibilities for mentoring other classroom teachers in the understanding of reading, writing and learning processes.

Education  
Western Michigan University, Kalamazoo, MI  
Master of Arts, April 1993  
• Major Area of Study: Reading  
• GPA: 4.0  
Bachelor of Science, April 1987  
• Minors:  
Elementary Education – Early Childhood Emphasis  
Integrated Creative Arts  
Communication Arts and Sciences  
• GPA: 3.87

Certification  
Michigan Continuing Certification (K-8 all subjects; 9: speech; K-12 Reading)  
ZA endorsement  
Subject Area Endorsement in Reading

Experience  
Harper Creek Community Schools, Battle Creek, MI, 1994-2007  
Learning Network Coordinator, Katonah, NY, 2002-present  
Lakewood Public Schools, Lake Odessa, MI, 1987-1994

Director of Professional Development, Data 4SS, June 2008-present  
• Plan, develop and facilitate state-wide rollout Data 4SS for ISDs.  
• Plan, develop and facilitate Data 4SS Sustainability Conferences.  
• Plan, develop and facilitate local Data 4SS professional development.  
• Plan, develop, and field test new professional development modules.  
• Support ISDs implementation of Data 4SS action plan for local districts.  
• Plan, develop and facilitate Data Driven Decision Making for High Priority Schools

Educational Consultant, July 2007-present  
• Provide professional development for area kindergarten and first grade teachers.  
• Plan and facilitate on-site professional development for area schools.  
• High Priority Schools, MEAP and Literacy consultant.

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application
Professional Development and Assessment Coordinator, August 2004-June 2007
- MEAP Coordinator
- Coordinate district assessments K-8.
- Provide professional development for area kindergarten teachers through the Calhoun Intermediate School District.
- Provide instructional support in reading and writing K-6.

Learning Network Coordinator, 2002-2008
- Responsible for developing Teacher Leaders and Principals to implement The Learning Network model.
- Plan and facilitate ongoing focus meetings with Teacher Leaders, Coordinators, and teachers from four area school districts.
- Attend ongoing Learning Network Coordinator trainings.

Literacy Staff Development Specialist, March 2004-August 2004
- Provide professional development in writing for sixth and seventh grade teachers.
- Provide support in writing for at risk students.

Teacher Leader, Teacher -Kindergarten-Second Grade, 1994-March 2004
- Responsible for serving as a Teacher Leader in the support of The Learning Network understandings K-6.
- Attend ongoing focus meeting with Learning Network Teacher Leaders, Coordinators and teachers from four area schools.
- Responsible for classroom teaching.
- Chair of the Language Arts Committee for School Improvement.

Kindergarten Teacher, 1987-1994
- Developed and established a developmentally appropriate curriculum
- Served on the Language Arts Committee to redesign and implement PA25 core curriculum outcomes K-12.
- Authored outcomes for the kindergarten level.
- Served on the Early Childhood Restructuring Committee.

Western Michigan University, Kalamazoo, MI
- Associate Member of the Graduate Faculty (appointment: 1994).
- Faculty and administrative load included:
  - ED 516: Professional Symposium in Reading.
  - ED 597: Reading and Related Language Experiences.
  - ED 501: Effective Literacy in Kindergarten
  - ED 612: Strategic Literacy Learning in Elementary School
SUSAN B. TOWNSEND  
16480 17 ½ Mile Rd.  
Marshall, MI  49068  
sbtown6102@aol.com  
269-781-6102  
269-209-6183

EDUCATION

Ph.D  Educational Leadership, Western Michigan University, anticipated completion June 2012  
M.A.  Educational Leadership, Western Michigan University, 2000  
B.A.  Child Development and Elementary Education, Michigan State University, 1986  
B.S.  Audiology and Speech Pathology, Michigan State University, 1984

PROFESSIONAL EXPERIENCE

Leadership Consultant Aug. 2009-present  
Calhoun Intermediate School District

• Leadership/Mentor/Coach for area principals  
• Responsible for planning, organizing and facilitating Leadership Series for Tri-County (Calhoun, Barry and Branch) Area “Principals Passport to Success”.  
• Coaching 4 Learning Project Leadership Consultant and Lead Positive Behavior Support Coach. Responsible for planning seminars for coaches with the other lead coaches, responsible for budget  
• Data 4 Student Success presenter on Data Conferencing  
• Data-Driven Decision Making Team - Title 1 Assistant Grant data coach and presenter  
• High Priority Schools Wayne RESA Data Coach  
• Leader for Albion Public Schools Phase V planning. In charge of K-12  
• Michigan State Fellowship Attendee for High Priority Schools

Marshall Public Schools, Marshall, MI

• Instructional leader for 400 students with over 40 professional & non-professional staff members.  
• Planned and facilitated opening of this new building  
• Trained staff in building to analyze and use data through a data warehouse system and data conferencing  
• Continuously lead groups to work with curriculum alignment  
• Develop educators to become Skilled Teachers  
• Created and Implement S.T.R.I.V.E. Character Program with students  
• Developed Scope and Sequence Process for staff  
• Responsible for building budget

Principal, Shearman Elementary School Nov. 1999 - June 2003  
Marshall Public Schools, Marshall, MI

• Instructional leader for 200 students with over 20 professional & non-Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application
professional staff members.
- Planned and facilitated closing of this building
- Train staff in building to analyze and use data through a data warehouse system
- Continuously lead groups to work with curriculum alignment
- Develop educators to become Skilled Teachers
- Created and Implement S.T.R.I.V.E. Character Program with students
- Created a Book Room for leveled readers
- Trained District staff in Guided Reading and MLPP
- Responsible for building budget

Principal, Bellevue Elementary School  July 1999 - Nov. 1999
Bellevue Community Schools, Bellevue, MI
- Worked with staff to build a cohesive and collaborative team

Western Michigan University-“The Master Teacher”, Ed. 636  Spring 2005
- Taught Graduate Students about good instructional techniques
- Used the book Classroom Instruction that Works as our guide

1st and 2nd Grade Teacher 1986 – 1999
Fern Persons Elementary School
Olivet Community Schools, Olivet, MI
- Implemented Multi-Age Team Teaching
- Developed a parent handbook of classroom procedures and objectives that matched the Michigan Curriculum Frameworks
- Implemented Team Teaching
- Implemented Looping
- Developed F.L.O.W. Program engaging Howard Gardner’s Seven Multiple Intelligences
- Implemented Parent Chats
- Developed a grade book that kept record of objective standard based testing, remediation and parent notification
- Implemented a tutoring program for students
- Implemented Student led Parent-Teacher Conferences
- Implemented video taped project presentations
- Implemented “Whole Language” with a phonics base concept

CERTIFICATION

Michigan Administrator Certification issued April 2008
Michigan Continuing Certificate (K-8, Grade 9 Social Studies)
Early Childhood Endorsement
Michigan Literacy Progress Profile Certification
Lenses on Learning Trainer Certification
BOARD, COMMITTEE, AND COMMUNITY SERVICE

National Association of Elementary School Principals State Rep. present
Marshall School Bond Committee present
Marshall Coalition Agains Substance Abuse present
Marshall Area Community Service-Youth Enrichment Committee 2007-2009
MSU China Elementary Delegate 2006
Region 4 President
MEMSPA Awards Committee 2005-present
MEMSPA Region 4 President-Elect 2003 - 2005
MEMSPA Region 4 Membership Committee 2004 - present
MEMSPA Camp Kett Committee 2002 - 2003
Calhoun Intermediate School District Data Assessment Team 2007
CISD Pride Award Grant Reader 2007
CISD Peer Review Team for Continuous School Improvement 2002-2004
Documents for schools in the CISD
CISD Calhoun County Administrators Network 2000 - present
Michigan State University K-12 Outreach Program 2006 - present
Marshall Public Schools Instructional and Curricular Changes present
Marshall Public Schools K-3 Michigan Literacy Progress Profile present
Marshall Public Schools Balanced Literacy Curriculum present
Marshall Public Schools Developed leveled book room present
Marshall Public Schools K-5 Grade Level Curricular Learning Focuses present
Marshall Public Schools Report Card Revision K-4 present
Marshall Public Schools present
Professional Development Activities-Planning, Presenting, Evaluating
Marshall Public Schools Student Learning Assessments present
and Evaluation of Programs
Marshall Public Schools District Math Assessments present
Marshall Public Schools MPS District Writing Assessment 2005
Marshall Public Schools K-3 Language Arts Continuum 2005
Marshall Public Schools Curriculum Mapping, Writing and Alignment 2005
Marshall Public Schools Data Director Warehouse 2005
Member of NCA Accreditation Site Team
Reviewer for Kellogg Foundation Pride Award Grants
Olivet Community Schools Curriculum Coordinator for Social Studies
Olivet Community Schools School Improvement Chair for Language Arts

HONORS

MEMSPA Region 4 Principals Award 2006
Calhoun Intermediate School District Pride Award 2006
Marshall Community Foundation Recycling Grant 2004
Vyda Mumby Accelerated Reading 2002
MEEMIC Grant Informational Texts and Reading 2001
Kellogg Foundation Pride Award
To become a trainer for K-3 MLPP 1999
Kellogg Foundation Outstanding Educator Chosen by former student 1997
Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application 39
To get trained in Multi-age/Looping

PRESENTATIONS / CONSULTATIONS

- Calhoun Intermediate School District, K-6th grade Literacy with Data Director Series, 2009-2010
- Calhoun Intermediate School District, Principals Passport to Success Leadership Series, 2009-2010
- School Improvement Conference, Data Conferencing, March 2010
- NAESP Webinar, Adult Learning, Jan. 2010
- Data 4 Student Success “Data Conferencing” presentations, Dec. 2009 & May 2010
- Michigan Elementary Middle School Principals Association State Conference, Let’s Really Look at Our Student Work and Data, Jan. 2006
- Plainwell Public Schools, Let’s Really Look at Our Students Work and Data, Jan. 2006
- Marshall Public Schools, K-3 Michigan Literacy Progress Profile Trainer, 1999 to present
- Marshall Public Schools, Guided Reading Trainer/Facilitator, 1999-2000
- Marshall Public Schools, Curriculum Mapping/Writing, 1999-present
- Olivet Community Schools, Guided and Shared Reading, Multiple Intelligences and F.L.O.W., Team Teaching, Multi-Age classrooms and practices, Teaching with Stations/Centers, 1986-1999
- Olivet Community Schools, Guided Reading to H.O.S.T. Program Volunteers, Fall 1998
- Olivet College, The Magical Night of Reading, January 1998
- Olivet College, The Rewards and Stresses of Teaching, Fall 1997 and Winter 1998
- Calhoun Intermediate School District, Reading/Writing and the MEAP, Fall 1996
- Several Area Districts (Cedar Spring, Jackson, Bellevue), Whole Language/Thematic Workshops, 1995-1997
- Michigan Reading Association, Individualized Reading Instruction, March 1996
- Michigan Elementary and Middle Schools Principals Association State Conference, Teaming with Outcomes, October 1994

TRAININGS AND WORKSHOPS - which have impacted my educational leadership, knowledge and skills:

Kagan Cooperative Learning  Assessment Training
Leadership Academy  Student Assistance Program
Nancy Coflesh Leadership Methods  Multi-Age Training
Guided Reading  Writing Process with Jerry Jennings
Project First Step Training  Data Director
Michigan Department of Education
Instructional Design
Michigan Literacy Progress Profile K-3 and 3-5
Accelerated Reading
Lenses on Learning: Mathematical Experienced Based Approach
Data Analysis and Statistics for Administrators
Tammy Schiller
263 Jacaranda Drive
Battle Creek, MI 49015
(269) 579-7918
schillet@calhounisd.org

Objective: To utilize my skills and knowledge to assist school personnel in improving classroom instruction and student achievement.

EDUCATION
Master of Arts, Teaching in the Middle School
August 2004
Western Michigan University, Kalamazoo, MI
Capstone Focus: Long-term impact of interdisciplinary teams at the middle school level

Bachelor of Arts, Secondary Education
April 1994
Western Michigan University, Kalamazoo, MI
Major: Mathematics
Minor: Psychology

General Studies
1989 to 1991
Kellogg Community College, Battle Creek, MI

EXPERIENCE, Calhoun Intermediate School District
February 2009 to Present
Mathematics Educational Consultant

Battle Creek Public Schools
1994 to February 2009
Mathematics Teaching Assignments
Springfield Middle School, 2005 to Present
Battle Creek Central High School, 1999 to 2005
Southwestern Junior High School, 1994 to 1999

Leadership Roles
Action Research Coach for math and science teachers
Springfield Middle School Leadership Team Member
MCTM Conference Presenter
IMPACT Presenter
Data Director for Beginners Professional Development Facilitator
Grade Level Collaboration Professional Development Facilitator
CMP2 and CPMP Professional Development Facilitator
Instructional Coach for math teachers grades 6 through 12
Small Learning Communities Planning Committee Member, BCCHS
9th Grade Academy Team Leader
New Teacher Institute Presenter
Additional Education
   IMMAP, Calhoun ISD
   CMP2 grades 6 through 8, Michigan State University
   Cognitive Coaching 8-day workshop
   CPMP Courses 1,2 and 3, Western Michigan University
Tim Hall
9611 Stony Point Hwy.
Bellevue, MI  49021
hallt@calhounisd.org
269-763-9537

Objectives
To secure a higher level position in the field of education.

Education
May, 2010 | Western Michigan University
•   Masters Degree, Educational Leadership

May, 1995 | Ball State University
•   Bachelors Degree, Elementary Education

Experience:
1995 - 1998 | Second, Fourth, and Fifth grade teacher
Tara Elementary | Morrow, Georgia
1998 - 2000 | Fifth grade teacher
Washington Park Elementary | Monticello, Georgia
2001 - 2004 | Fifth grade teacher
Ann J. Kellogg Elementary | Battle Creek, Michigan
2004 - 2007 | Sixth grade, Title I, Computer teacher
Bellevue Schools | Bellevue, Michigan
2007 - 2009 | Technology Director
Bellevue Schools | Bellevue, Michigan
2009 - Present | School Data Consultant
Calhoun ISD | Marshall, Michigan

•   Introducing a broad range of subjects and developing students' numeracy and literacy skills.
•   Organizing learning resources and the classroom environment at elementary school to facilitate a positive learning experience.
•   Identifying children's individual and collective learning needs and planning, preparing and delivering instruction that caters for the full ability range within the class.
•   Employing a variety of teaching methods designed to capture students' interest and maximize individual learning.

Skills
•   A talent for fostering children's appetite for learning and for motivating them through enthusiastic, imaginative presentation.
•   High levels of creativity and resourcefulness, combined with strong planning and organizational skills.
•   Highly developed communication skills.
•   A genuine interest in children and respect for their individuality.
•   The ability to establish positive relationships with parents and other professionals.
Jennifer Senkmajer  
4329 Old Forge Drive, Fort Gratiot, Michigan 48059  
810/966-6976  
email: jen.senk@comcast.net

PROFESSIONAL EXPERIENCE

Educational Coach and Consultant, Data 4 Student Success - Fall 2009 - Present  
Co-facilitated Data 4 Student Success professional development for Title I High Priority Schools  
Provided data coaching services for focused intervention in Detroit Public Schools

Educational Consultant, Everyday Mathematics - Fall 1999 - Winter 2009  
Customized professional development opportunities for elementary teachers  
Ensured quality implementation of mathematics through Indiana Mathematics Initiative  
Authored curriculum correlation for State of Michigan Benchmarks

Private Consulting and Coaching Fall 1999 - Present  
Developed focused interventions for mathematics based on local and state data  
Facilitated use of best practices in the classroom  
Conducted in-services for “constructed response” in mathematics  
Authored curriculum correlation for Wyoming Public Schools (Wyoming, Michigan)  
Tutored students in grades 3-6 (remediation and enrichment)

Teacher, Grades 4 and 5 - Olivet Middle School, Olivet, Michigan. Fall 1993 - Spring 1999  
Implemented and interdisciplinary curriculum including differentiated instruction for students  
Utilized knowledge of current educational research in planning for instruction  
Taught in both self-contained and in team-teaching classroom settings, grades 4 and 5  
Assisted in writing curricula:  
language arts, computer, mathematics, science, human growth and development  
Actively participated in and lead a wide variety of school committees

Teacher, Grade 5, Mosby Woods Elementary School, Fairfax, VA. Fall 1990 - Spring 1992  
Developed and implemented an integrated language arts curriculum  
Utilized cooperative learning to enhance interactive instruction  
Accommodated ESL students through modified instruction  
Participated in a variety of seminars to enhance teaching strategies  
Presented county-level in-services:  
science instruction; the use of math manipulatives with computer software  
Authored and was awarded grant for use of instructional technology in the classroom  
Actively participated in and lead a wide variety of school committees

Mathematics Curriculum Coordinator, grades K-12, Olivet Community Schools, Olivet, Michigan.  
Fall 1998-Spring 2002.
Researched effective math programs and lead district purchase of new math texts & materials
Provided for training for all K-12 mathematics teachers
Assisted teachers in the implementation process for new math programs

EDUCATION
Master of Arts Degree, Michigan State University Summer 1998
Major: Educational Administration

Bachelor of Arts Degree, Michigan State University June 1990
Major: Elementary Education Minors: Language Arts and Social Studies
The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.

2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.

3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.

4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.

5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.

6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.

7. assures that they have accurately and completely described services they will provide to the LEA.

8. assures they will comply with SEA and LEA requirements and procedures.
SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).

- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.