Electronic Application Process

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

hatfieldt@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

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

Technical support will be available Monday – Friday, 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:

Anne Hansen
Consultant
Office of Education Improvement & Innovation

OR

Tammy Hatfield
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733
Email: hatfieldt@michigan.gov
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
### Exemplar

<table>
<thead>
<tr>
<th>Description</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>
</tr>
<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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<td>6. Staff Qualifications</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
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</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
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**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.
APPLICATION OVERVIEW

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>
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</thead>
<tbody>
<tr>
<td></td>
<td>Cambium Learning, Inc.</td>
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</table>

3. **Name of Entity as you would like it to appear on the Approved List**

Cambium Learning and National Academic Educational Partners

4. **Entity Type:**
   - For-profit
   - Non-profit
   - Business
   - Community-Based Organization
   - Educational Service Agency (e.g., RESA or ISD)
   - Institution of Higher Education
   - School District
   - Other (specify): ___

6. **Applicant Contact Information**

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Ramsey</td>
<td>(800) 547-6747, ext. 271</td>
<td>(888) 819-7767</td>
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<table>
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<th>Zip</th>
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<tbody>
<tr>
<td>4185 Salazar Way</td>
<td>Frederick</td>
<td>CO</td>
<td>80504</td>
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<table>
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<tbody>
<tr>
<td><a href="mailto:erinr@cambiumlearning.com">erinr@cambiumlearning.com</a></td>
<td><a href="http://www.cambiumlearning.com">www.cambiumlearning.com</a></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>
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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>
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</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  ☒ No

What school district are you employed by or serve: n/a

In what capacity are you employed or do you serve (position title): n/a

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)

The Foundation of Our Approach and Philosophy of School Improvement

Cambium Learning and National Academic Educational Partners (NAEP) are hundreds of passionate individuals with an unrelenting zeal to turn failing schools into institutions of high achievement. We have sourced decades of combined practitioner experience to create a highly focused, research-based school turnaround model that has proven to accelerate students and schools to high levels of achievement, increase graduation rates, decrease dropout rates, and reduce disproportionate rates of referrals to special education. Together, our organizations, staff members, and consultants have more than three decades of experience working side-by-side with administrators and educators across the country to customize, implement, monitor, and adjust school turnaround plans that result in measurable and sustainable school turnaround success.

Not only is our philosophy of school improvement and turnaround founded on decades of experience working across the nation to turn around low-performing schools, but it is also built upon scientific research, proven best practices, and national standards. Fully aligned with research from Marzano, Bridgespan, Chicago AUSL network, and the Mass Insight Education and Research Institute’s “Turnaround Challenge Report,” our model provides an action-based, coherent solution for districts and schools that has proven to increase the performance of all students.

Through rigorous research and direct experience, we have discovered that increasing the concentration of support and resources where they are needed is the most critical step towards substantially improving student achievement and college readiness. In order to ensure students reach their full potential, instructional leaders must look closely at current systems, processes, and structures to identify strengths and weaknesses. For systemic change to occur, schools must also be supported by leadership that is committed to a continuous process of improvement based upon comprehensive planning, ongoing data collection, and sustained professional learning—through which the local capacity is built to sustain measurable and meaningful change. And critically, to sustain reform and continually realize improvements, educators must be imparted with the expert knowledge, practice, and mastery that scientific research correlates with high levels of academic performance. Our model design ensures that the capacity of district and school leadership and teaching staff is built and appropriately supported so that long-term achievement is sustained after the partnership period is completed.

Most imperative and at the very foundation of all that we do is our belief in the power and capability of all students to perform at high levels. Ending a legacy of low performance requires courage, will, and an unrelenting belief that all students have the capacity to be discerning critical thinkers. We stand ready and eager to help states and districts across the nation realize their goals to ensure no child continues to languish in a low-performing school. The approaches and solutions within our model are designed to unite all stakeholders around common goals so that all children achieve academically and behaviorally and are prepared for college and a rewarding career. Through our work and with our solutions, we enable educators to unlock every child’s potential through learning, no matter where their journey begins.

The Global Educational Transformation System (GETS) Comprehensive Model

The Global Educational Transformation System (GETS) is the memorialization of more than three decade’s worth of research and practitioners’ experience supporting the transformation of struggling schools into high performing educational institutions of teaching and learning. Aligned with our philosophy of support for schools, GETS is built upon the knowledge that curricula, interventions, professional development, and strategies delivered in isolation—without appropriate integration, coordination, collaboration and stakeholder buy-in—cannot efficiently or effectively support the degree of academic and organizational improvement needed to support struggling students and turnaround low performing schools.

Delivered across five integrated phases that yield customized district and individual school-level plans, GETS is solidly founded on scientific research and derived from proven practice that has demonstrated evidence of producing rapid, significant, and sustainable school turnaround results.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
Phase 1—District and School Instructional Review, Audit and Needs Analysis: This Phase is diagnostic in nature—our teams work with local teams to examine current practices; gain an understanding of the cultural landscape; evaluate and assess resources; establish norms and baselines; and identify gaps and key needs at district, school, classroom, administrator, teacher, and student levels. The central outcome of this Phase is our shared ability to clearly articulate the challenges that are holding back schools, teachers, and students from achieving high performance standards and the specifics regarding what is needed in order to achieve RESULTS: Review of data systems, student data, and provisions for data-driven improvement; Review extended learning opportunities for leaders, teachers, and students; Review of school and district curriculum and assessment materials’ alignment to standards; Evaluate organizational climate data and disciplinary procedures; Gauge community and parent perception, involvement, and contribution to school climate; Evaluate the effectiveness of school leadership and leadership teams; Review teacher and principal evaluation and support systems, professional learning opportunities, and teacher effectiveness; Review expectations for students and available academic and behavioral data; and Gauge perceptions and engagement of all stakeholders.

Phase 2—Comprehensive Planning: This Phase is creative, developmental, and solutions-oriented in nature—together, we collaborate with local teams to create a shared vision and develop a comprehensive school improvement plan that is fully responsive to the discoveries and key findings of Phase 1. The central outcome of this Phase is delivery of a customized, actionable, and coherent school turnaround plan designed to achieve systemic change, improve teaching and learning, and accelerate schools’ ability to realize RESULTS. This over-arching turnaround plan supports a unified culture of excellence and high performance expectations for students by establishing essential goals and measurable objectives for:

- **Real-Time Data Driven Improvement Process**
- **Extended Learning Opportunity**
- **Standards Based Curriculum and Assessment**
- **Unified Culture of Excellence**
- **Leadership Effectiveness**
- **Teacher Effectiveness**
- **Student Performance and Engagement**

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
Phase 3—Getting Started: Laying the Foundation for Successful School Turnaround: This Phase is preparatory in nature—laying the foundation of turnaround and launching preliminary activities for the successful implementation of the measurable strategies and tactics established within the RESULTS-driven school improvement plan. During this Phase, we ensure school leaders and teachers have the knowledge and skills needed to implement practices, strategies, programs, and instructional curricula with fidelity and treatment integrity so that all stakeholders experience rapid RESULTS. Based upon the actionable strategies articulated as a cohesive plan through Phase 1 and Phase 2, during this Phase we: Deploy professional development staff to ensure that leaders and teachers have the fundamental building blocks to deliver quality, responsive, and standards-based instruction to students; Ensure all stakeholders are able to effectively use data to diagnose, prescribe, and contribute to a continuous cycle of improvement for all processes in place; Provide foundation training and kick-off activities for leadership, teachers, parents, and community stakeholders; Map the chronological sequence and interdependency of each action step to a resulting change or outcome; Delineate key milestones and benchmarks with priority placed on fast-tracking wins to build momentum and stakeholder buy-in for the initiative; Prepare resources and secure the infrastructure necessary to support the improvement plan with fidelity, continuous improvements, and long-term sustainability; and Launch a communications plan to ensure all plan stakeholder efforts are aligned.

Phase 4—Pre-Implementation Activities: Benchmarks and Initial Training: This Phase is implementation and action-oriented in nature—we begin intentionally moving each of the results-oriented levers of the school turnaround plan, effectively kicking off the full-scale implementation of the school turnaround plan. We continue the process of imparting leaders and teachers with essential information and the knowledge needed to ensure fidelity of the turnaround plan implementation. During this Phase, we review all benchmarks, and perform implementation training and kick-off activities across the essential areas that research confirms has a direct effect on accelerating improvement and a clear correlation to high performing schools and students’ achieving RESULTS: High Expectations for Student Learning; “Bottom-Line” Benchmarks; Aligned Curriculum, Instruction, and Assessment; Research-Based Instructional Leadership; Positive School Climate and Culture; High-Quality Classroom Instruction; Effective Interventions for Struggling Students; Data-Driven School Improvement; School-Family Partnerships for Learning; and Classroom Discourse and Authentic Learning.

Phase 5—Ongoing Implementation Support: Local Capacity Building for Sustainability: This Phase is continuous improvement and sustainability building in nature—working with administrators, teachers, and all essential stakeholders to ensure that stable and adaptable RESULTS are realized. During this Phase, we provide ongoing support of the comprehensive school improvement plan while ensuring that local expertise and capacity is built within the district and school to sustain a trajectory of accelerated improvement once the initial partnership period has ended: Expectations for student, teacher, and leader effectiveness are increased in step with growing achievement; Stakeholders effectively use a cycle of continuous improvement against all aspects of the school improvement plan and have mechanisms in place for reporting measurable outcomes; Training of Trainers opportunities, a teacher certification process, and Professional Learning Communities are occurring; and Administrators and teachers demonstrate the local capacity to move research-based best practice to school and classroom teaching practice, thereby moving the needle of student achievement and successfully unlocking every child’s potential, no matter where their journey begins.

Comprehensive and Short Cycle Assessment Systems

During every Phase, across all project years, we use measurable performance-based targets; appropriate qualitative and quantitative metrics; measures of implementation accountability; and annual performance outcomes to provide an accurate gauge of alignment to standards and expectations at all levels and to ensure overall fidelity of the turnaround implementation. Our staff and consultants work in concert with administrators and educators to guarantee a coordinated set of goals and measures for all project tasks. A cycle of continuous improvement is used during our projects and professional development activities: (a) plan; (b) benchmark; (c) implement; (d) manage/monitor; (e) analyze; (f) if needed, adjustments/modifications; (g) benchmark; (h) implement adjustments/modifications; and (i) continuous cycle repeating (d)–(h) with renewal and improvements continuously built into the project management plan.

For other specific assessment measures, please see Exemplar 5.
Why Our Model GETS RESULTS
Deeply woven into each of the five Phases of GETS are seven essential focus areas and elements that have demonstrated effectiveness in producing systemic improvements and getting RESULTS. GETS transforms the way teaching and learning take place so that today’s educational goals become a successful reality for the 21st century learner and beyond—a reality that is universal, global, and collaborative. The sustained, lasting, and proven effect of our model is that it GETS RESULTS.

1. **Real-Time Data Driven Improvement Process** Strategies: Develop a system to enable staff to quickly and effectively collect and analyze critical data regarding school and student performance that includes multiple measures, such as academic, attendance, and behavior indicators; Collaborate with and build the capacity of stakeholders while setting measurable targets for improved instructional practices and student outcomes; and Assist schools with the development and/or acquisition of research based assessment tools that place student’s academic proficiency and progression at the forefront of all the data collected.

2. **Extended Learning Opportunity** Strategies: Conduct an analysis of student challenges to be addressed through supplemental instruction that is significantly different from instruction provided during official school hours; Assist schools with community and parent outreach efforts as well as the planning and setup of logistics necessary to implement successful Extended Learning Opportunity programming; Support schools with the Extended Learning staff selection process through interviews, providing guidelines, and coaching and mentoring new personnel; and Implement a system of continuous feedback to track the success of students in before- and after-school programming to ensure successful implementation of extended learning opportunities.

3. **Standards Based Curriculum and Assessment** Strategies: Provide support and leadership for the development of the curriculum framework in order to align curriculum, instruction and assessment to state and national standards; Support teachers and administrators through structured mentoring and coaching to ensure the alignment of curriculum, instruction, and assessment; and Provide job-embedded support to school leaders and teachers to ensure the effective implementation of the curriculum.

4. **Unified Culture of Excellence** Strategies: Develop and implement an Organizational Climate Survey to assess and determine the organizational and climate needs of the environment; Conduct a Comprehensive Instructional Program Review to gauge the fidelity of curriculum implementation, instructional quality, and overall learning to ensure a focus on academic excellence and achievement; Coordinate and conduct parent and community meetings to gauge perceptions about the organization and solicit input, feedback, and involvement toward continuous improvement; and Facilitate the development of incentive and recognition programs to increase positive behaviors, decrease suspension rates, increase student attendance, and improve teacher attendance.

5. **Leadership Effectiveness** Strategies: Conduct a needs assessment of principals and school leaders to determine strengths, interests, and opportunities for improvement as instructional leaders; Assist school districts with the process of developing effective school leaders through the Coaching Continuum, mentoring, and various levels of leadership development; Support school leaders and administrators as they develop skills and strengthen their capacity for garnering the support of school stakeholders in achieving school and district goals; and Provide quality, effective, and job-embedded professional development to principals and school leaders to have measurable impacts on school effectiveness and student learning.

6. **Teacher Effectiveness** Strategies: Assist schools in the recruitment, development, and retention of newly hired staff members; Implement a customized professional development plan to provide real-time, individualized professional learning opportunities for teachers and staff; Provide in-class, job-embedded and sustained professional development and support; Assist schools with the planning, developing, implementing and monitoring of a Performance Improvement and Accountability System; and Promote an environment for continuous professional learning through study groups and learning communities.

7. **Student Performance and Engagement** Strategies: Develop, implement, and support a system of high expectations for student learning and success; Assist schools with the planning, implementation, and monitoring of a measurable action plan to promote and increase student engagement and performance within the school, including specific strategies that will directly increase student engagement in the classroom; and Implement a multi-phased, research-based effort aimed at significantly preventing high school dropouts and increasing the graduation rate.
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.
Our GETS model has been informed by the best minds in education from across the country and those who have determined through rigorous research what works in education reform. Our model is aligned with the findings from the Mass Insight research report, entitled “The Turnaround Challenge.”

Central to our belief and guiding everything we do is: (1) all children have the cognitive ability to master challenging academic standards; (2) to ensure all students reach their full potential, leaders must look closely at systems, processes, and organizational structures to identify strengths and weaknesses; (3) for transformation to occur, schools must be supported by leadership that is committed to a continuous process of improvement based upon planning, ongoing data collection, and professional learning; and (4) to sustain transformation and continually realize improvements, educators must be imparted with expert knowledge, practice, and mastery in the key areas that scientific research findings correlate with higher levels of academic performance.

Although not an exhaustive list of research, selected citations for the theoretical and empirical research base of our GETS model include:

Additionally, all Cambium Learning products and services are supported by rigorous research:

- **Reading**: The evidence from two decades of educational and medical research supported by the National Institutes of Health (NIH) and the U.S. Department of Education shows that most reading problems are preventable (Lyon, 1998; McCardle and Chhabra, 2004; Torgesen et al., 2001). When appropriate instruction is delivered in kindergarten and 1st grade, and when intensive help is provided for poor readers by third grade, the number of students who read below average can be reduced to about 5% (Denton & Vaughn, 2003; Mathes, Torgesen, & Allor, 2001).

- **Math**: The National Center for Educational Statistics (NCES) reports that 73% of 8th graders and 83% of 12th graders are below proficiency in mathematics (U.S. Department of Education, 2000). Only 5% of high school seniors demonstrate a level of geometry and algebra proficiency that indicate preparedness for advanced math (Pullis, Dossey, Owen, & Phillips, 1991).

- **Behavior**: Research indicates that students’ ability to interact with teachers and peers in positive social and emotional environments significantly contributes to academic success (Berliner, 1988; CASEL, 2002; Cawelti, 1995; Wang, Haertel, & Walberg, 1993/1994; Ysseldyke & Christenson, 2002). Academic research has also determined that learning outcomes increase when students feel connected and supported by their peers (Fraser, 1991; Goodenow & Grady, 1993; McNeely, Nonnemaker & Blum, 2002).

**Efficacy of Turnaround Model**

Having led successful school reform efforts for nearly two decades, Jeffrey Hernandez of NAEP brings unprecedented experience and reform leadership to our Turnaround and Transformation initiatives.

**Miami-Dade County Public Schools: School Improvement Zone Turnaround Initiative**

With Mr. Hernandez as principal in the School Improvement Zone, Lakeview Elementary went from a “D” to an “A” (first “A” in the Zone), and the school met all criteria of Adequately Yearly Progress under No Child Left Behind. The performance was sustained and improved over three years. Key elements of the transformational change were: differentiated compensation for teachers; change in leadership and instructional staff as needed; extended year and day for both teachers and students (10 days and 1 hour daily); aligned Saturday Program for low-performing students and high-performing students; Common Core curriculum and core interventions; departmentalization at elementary schools and block scheduling at secondary schools; strong Parent Academy participation and community involvement; and cohesive professional development program for teachers consisting of 56 hours (Professional Learning Communities).

**Effectiveness of Turnaround Model in Lakeview Elementary**

(3 years of support)

- Accountability Points: 316 to 590 From "D" to "A"
- Mr. Hernandez was principal of this school

**Facilitating Academic Success Together (F.A.S.T.) in Miami-Dade County Public Schools Regional Center VI**

As Administrative Director, Mr. Hernandez created and initiated F.A.S.T. in Regional Center VI. The program consisted of 20 schools (10 critically low-performing). One hundred percent (100%) of the critically low-performing schools in the F.A.S.T. program improved at least one letter grade after one year of support with this initiative. Key elements of the transformational change were: 20 schools in the cluster (elementary and secondary); Cohesive and consistent coaching for principals and leadership teams; Extended Learning Opportunity of one hour daily for under achieving students; Aligned four hour Saturday Program (two hours reading and two hours math) sponsored by community agencies; Professional Learning Communities for school leadership team and subject area teachers; block scheduling for secondary schools and departmentalized scheduling for elementary schools; comprehensive progress monitoring process consisting of common assessments to use data to drive instruction, enrichment, and interventions; Common Core interventions; and educational technology support programs.
Effectiveness of Transformation Model in Elementary Schools
- Accountability Points range from 100 to 800 after one year of support.
- Mr. Hernandez was Administrative Director for these schools.

Effectiveness of Transformation Model in Middle Schools (after one year of support)
- Accountability Points range from 100 to 800 points
- Mr. Hernandez was Administrative Director for these schools.

Effectiveness of Transformation Model in High Schools (after one year of support)
- Accountability Points range from 100 to 800 points
- Mr. Hernandez was Administrative Director for these schools.

Additionally, nearly all of the schools shown below have mobility rates of 45% or higher. All of the Miami-Dade County Public Schools served within the School Improvement Zone Turnaround Initiative described earlier, for example, have student mobility rates of 36% or higher. To address fluctuating student enrollment and mobility, we worked with district-wide school feeder patterns to ensure vertical and horizontal instructional plans and student transition plans were in place at the student, school, and district level. Some of the schools that Mr. Hernandez led during the transformation process are listed below. For more efficacy, see Exemplar 3.

**Miami-Dade County Public Schools, FL**
- South Miami Senior High (2008-2009) went from "D" to "B"
- Liberty City Elementary (2008-2009) went from "F" to "A" - made AYP
- Holmes Elementary (2008-2009) went from "F" to "C"
- Pine Villa Elementary (2007-2008) went from "F" to "C"
- Pine Lake Elementary (2007-2008) went from "D" to "B"
- Lakeview Elementary (2005, 2006, 2007) went from "D" to "A"; maintained for 3 years & met AYP
- Homestead Middle School (2007-2008) went from "D" to "B"
- Redland Middle School (2007-2008) went from "D" to "C"
- Mays Middle School (2007-2008) went from "D" to "C"
- North Miami Senior (2008-2009) went from "F" to "D"
- Miami Carol City Senior (2008-2009) went from "F" to "D"
- Miami Central Senior High (2008-2009) went from "F" to "D"
- Homestead Senior High (2008-2009) went from "F" to "D"
- West Homestead Elementary (2007-2008) went from "F" to "C"
- M. A. Milam K-8 Center (2000-2001) went from "D" to "A"
- South Dade Senior High (2007-2008) went from "F" to "D"
- Miami Southbridge Senior High (2007-2008) went from "F" to "D"

**Broward County Schools, FL**
- Larkdale Elementary (2008-2009) went from "D" to "B" (State Intervene School that exited the status in one year) and Coconut Creek High School (2008-2009) went from "F" to "D"

**The School District of Palm Beach County, FL**
- John F. Kennedy Middle School (2008-2009) went from "D" to "C" (State Intervene School that exited the status in one year)
- Glades Central Senior High (2008-2009) went from "F" to "D"
- Boynton Beach High (2008-2009) went from "D" to "C"
- Pahokee Elementary (2008-2009) went from "D" to "A"
- Pahokee Middle-Senior (2008-2009) went from "D" to "C"
- Lake Worth High School (2009-2010) went from "D" to "C" (State Intervene School that exited the status in one year)
- Santuluses High School (2009-2010) went from "D" to "A"
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
Having helped thousands of school systems and their educators move from research to practice, the breadth and depth of Cambium Learning and NAEP’s professional services are unparalleled. In our more than 30 years of experience working with schools and LEAs to bring about systemic change to improve student outcomes, it is apparent there are no “canned” solutions, which is why we will provide job-embedded professional development to support the unique needs and cultures of principals, school leadership teams, teachers, and support staff. Our professional development models are organized based on the specific needs and resources of LEAs/schools; supported with blended distance learning opportunities; driven by progress monitoring; honed with strategic coaching; and aligned with National Staff Development Center (NSDC):

- **Develop Professional Learning Communities:** We work with leadership to identify practical ways to allow teachers time to participate in these activities and support their efforts.
- **Train Leadership to Guide Continuous Instructional Improvement:** Through our professional development models, leadership is trained on the importance of quality professional development in support of distributed leadership.
- **Provide Resources to Support Adult Learning and Collaboration:** We provide well-designed professional development to ensure school-wide sustainability and support ongoing learning and continuous improvement.
- **Allow Disaggregated Student Data to Establish & Prioritize Adult Learning Needs:** Our professional development supports the collection of data from a variety of sources to inform adult learning priorities, monitor progress, and advise continuous improvement.
- **Offer a Variety of Sources to Guide Improvement:** We work with schools to evaluate the impact of professional development on student learning.
- **Engage Practitioners in the Use of Research-based Decision-Making:** The bedrock of our company’s development stems from our partnership with the National Diffusion Network whose mission was focused on publishing and distributing research-based solutions.
- **Train Educators in Appropriate Learning Strategies to Accomplish Intended Goals:** Our comprehensive model includes the initial training of a skill, strategy, or strand; job-embedded coaching; opportunities and strategies for learning via PLCs and collaboration; and print and video resources.
- **Promote Collaboration Skills:** While our work in this area is primarily focused on the implementation of a strategy/skill or content that the team is working on, our consultants also help teams learn to work together.
- **Practice Equity:** Our company is exclusively focused on at-risk and special student populations. Our success working with teachers who instruct these students is dependent on our education and support of teachers and leadership to cultivate an understanding and appreciation of all students, create safe, orderly and supportive learning environments, and hold high expectations for academic achievement.
- **Develop Quality Teachers:** For teacher training to build sustainability, we provide teachers with the “how” and the “why” (the research) behind instructional changes.
- **Assist with Classroom Assessment Measures:** Based upon what is being measured, our consultants work with teachers and coaches to identify the appropriate assessment method.

**Evidence Supporting the Success of the GETS Model**

In Montgomery, Alabama, we provided professional development for reading instruction and coaching for all teachers K–5. Onsite literacy coaches and administrators received specialized training to ensure sustainability of efforts. These onsite literacy coaches, along with site principals, led grade-level PLCs. The purpose of these communities was to evaluate student data to (a) pinpoint instructional needs, (b) modify instructional delivery, and (c) identify additional areas of professional development to support student growth.

K–5 reading teachers primarily used DIBELS for benchmarking and progress monitoring data. Scores from unit assessments for the mastery-based reading program were triangulated to fully assess student progress. These data were analyzed at weekly PLCs to identify common trends between classrooms and across grade levels indicating areas needing instructional improvement. Specific coaching, demonstration teaching, teacher-observation of successful teaching, and incorporation of research-based strategies for instruction, grouping, and classroom management were implemented. Key to success in Montgomery was the willingness of teachers to (a) change programs, instructional methods, and expectations of...
student behavior, (b) carefully administer and evaluate normed reading data and student mastery data, (c) develop collaborative efforts among teachers for the success of all children versus viewing students as “mine” vs. “yours.” Grouping for interventions crossed classroom boundaries ensuring that pinpointed small-group instruction with the appropriate intensity and density was provided to each student. Providing multi-classroom intervention services required common understanding of standards, reading targets, and student behavior expectations across the grade level. Student success in reading was the key priority championed and supported by the building administrator. Research-based assessments (DIBELS) as well as a research-based reading program were implemented with fidelity.

The student population was remarkably homogenous across the campuses with similar student profiles, including high numbers of the following: minority, recipients of free and reduced lunch, and non-proficiency on state reading assessments. Montgomery designed their professional development with a three-pronged approach. (1) A three-year training plan was designed with input from teachers, principals, and district personnel. This plan identified critical “must know” items that had to be covered before implementation, such as training on the identified research-based reading program and training on administration and interpretation of DIBELS benchmark and progress monitoring data. (2) Professional development was provided on differentiated instruction, small group instruction, and identification of correct interventions based on data, progress monitoring, and modification of instruction based on student data and classroom management. (3) Concurrent with the two prongs noted above was the training of site-based administrators and coaches. Classroom demonstrations, modeling, and conducting data meetings were observed by coaches and later debriefed with the consultant to ensure increased coaching skills to build sustainability and consistency. Mentoring of principals provided increased skills at (a) understanding and recognizing good reading instruction; (b) evaluating student data to provide quick support for teachers and students; and (c) leveraging all resources—monetary, time, staff—to guarantee student success. After one year of implementing this model, students were tied for the most growth achieved in any one year in the state, moving them from 118th in the state ranking to 17th.

In Knox, Tennessee, in support of their adoption of the LANGUAGE! intervention curriculum, Knox chose to work with our company to provide a blended sustainability model that included face-to-face training, job embedded coaching, and distance learning resources. While providing teacher-level professional learning, we prioritized leadership training (administrators and coaches). This training included deep content training; data interpretation; differentiation strategies; use of extended resources via distance learning; and collaboration activities to support teachers and administrators within the structure of learning communities.

The Knox implementation was focused on building sustainability to support their Tier III implementation. In addition to teacher training and coaching, Knox invested training and resources for their administrators, coaches, and district personal to provide local site-based support. These teams received advanced, in-depth content training in reading, data interpretation and differentiation, working with special populations (ELL and students with significant learning disabilities). After 9 months of implementation, middle and high school students made an average gain of 1.8 years in word reading fluency. At a classroom level, students in 9 of 36 middle school classrooms averaged more than 2 years gain. Students in 38 of 53 high school classrooms averaged more than 2 years gains.

In Philadelphia, Pennsylvania, participants in the Philadelphia Empowerment Project were organized into regional learning communities led by LEA liaisons. The regions met together with our company’s consultants on an ongoing basis to focus on the common learning goals set forth by the LEA. The teams learned effective reading strategies and skills, discussed and reflected on this new information, and developed classroom applications. Our consultants and LEA liaisons maintained a weekly connection to each school—visiting each school weekly, modeling and observing in classrooms, and meeting with school leaders and individual teachers to ensure continual and sustained learning. Empowerment Schools and regional groups analyzed curriculum-based benchmark data to identify student strengths and weaknesses. Professional goals and learning priorities were developed based on gaps in student achievement. Job-embedded professional development activities provided opportunities for teachers to see, hear, and effectively apply the new learning and strategies. Coaching and follow-up provided by our consultants and district staff provided the opportunity to practice the new skills with feedback and reflection. At benchmark 2, sixth grade level students gained 113 Lexiles exceeding expected growth by 91. Seventh grade level students gained 98 Lexiles, exceeding expected growth by 76. Eight grade level students gain 93 Lexiles, exceeding expected growth by 98.
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)
Throughout our more than 30 years experience designing and delivery school improvement strategies across the United States, Cambium Learning and National Academic Educational Partners have extensive experience with District, State, and Federal Requirements.

School Improvement Framework
Our GETS model aligns with the five strands of Michigan’s School Improvement Framework: Teaching for Learning, Leadership, Personal and Professional Learning, School and Community Relations, Data and Information Management. Below are the following Phases of our GETS model, each of which support Michigan’s School Improvement Framework and can be custom-tailored to suit the needs of Michigan’s districts and schools (for more detail on the Phases, please see Exemplar 1):

- **Phase 1: Leadership Planning Team Session, Instructional Review, Audit and Needs Analysis, and Benchmarking** (Year 1) – Involves a full audit and analysis that incorporates all five strands of Michigan’s School Improvement Framework
- **Phase 2: Comprehensive Planning and Collaborative School Turnaround Plan Development** (Year 1) – Involves the development of a Comprehensive 3-year Turnaround Plan incorporating all elements of the School Improvement Framework
- **Phase 3: Getting Started: Laying the Foundation for Successful School Turnaround** (Year 1) – Involves sessions on data and information management, curriculum-free professional development, and school and community relations
- **Phase 4: Pre-Implementation Activities: Student Academic Benchmarks and Initial Training and Professional Development** (Year 1) – Involves data administration and preparing the necessary classroom environment to meet the needs of all students
- **Phase 5: Implementation and Ongoing School Turnaround Support** (Years 1–3) – Phase 5 is focused on sustainability of the plan and involves assessment, data, surveys, fidelity evaluation, general maintenance and responsive changes to the comprehensive Turnaround Plan

Comprehensive Needs Assessment and Individual School/District Improvement Plans
Cambium Learning and NAEP have extensive experience in conducting comprehensive needs assessments, and we can perform the Comprehensive Needs Assessment utilizing our already developed tools, Michigan’s tools (i.e., Michigan’s Comprehensive Needs Assessment and Summary Report) or a combination of the two, depending upon the needs of the state, district, and school.

Historically, we have performed a comprehensive needs assessment through the utilization of the Instructional Program Review framework and rubric, which are tools we use to assess needs; identify and develop a site-specific plan; and gauge and develop a plan to address student performance on the academic excellence indicators, and other appropriate measures of performance. Our research-based review includes an assessment of the following seven (7) critical areas for school reform and improved student outcomes in selected schools: (1) Continuous School Improvement Planning Process; (2) Teacher and Leader Effectiveness Systems; (3) Curriculum Plan; (4) Assessment and Data Process; (5) Culture of Excellence focused on Academics, Data, Behavior and Climate; (6) Extended Learning Opportunity Plan; and (7) Stakeholder Involvement and Communication Plan.

Once this process has been completed, a plan of action for comprehensive school reform and improvement will be collaboratively developed that is specific and responsive to the data collected in the Comprehensive Needs Assessment. Each of the criteria are designed to ensure that state-, district-, and site-level goals are achieved (including “One Common Voice – One Plan”; alignment to Michigan’s School Improvement and Curriculum Frameworks; achievement goals for the Michigan Educational Assessment Program and the Michigan Merit Exam, etc.). Furthermore, this plan will be designed with and through the involvement and support of key stakeholders including but not limited to teachers, administrators, parents, students, and community members. We have extensive practical knowledge and experience in not only developing such frameworks as principals, district administrators, consultants and superintendents, but in ensuring that plans are implemented consistently, with uncompromising fidelity. During this process, a collaborative approach will be used to reach an agreement regarding specific formative and summative evaluation procedures and measures that will be used to evaluate the effectiveness of the plan.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
The essential component of our turnaround efforts involves a deep, intense focus on ensuring targeted, specific support for struggling learners. We utilize data to identify these students, develop a plan for differentiation of instruction, and ensure that the appropriate services are provided to those identified as failing, or most at risk of failing, to meet Michigan’s challenging Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCEs), as well as those students that, though proficient, have not demonstrated acceptable academic growth or learning gains over time.

**Title I Targeted Assistance and School-wide Assistance and State-Specific Support**

We have experience in working with Title I Schools and have provided service implementations for both Targeted Assistance and School-wide Models. Our approach to School Turnaround and Transformation is based not simply on program types, but more important, the unique and differentiated instructional strategies that impact teaching and improve student learning. Our overarching goal is to provide on-the-ground, site-based assistance and support to the school or district to improve teaching and learning to enable all students to meet challenging GLCEs and HSCEs, which all students are expected to master. To accomplish this goal, we support an approach that is based on an effective means for improving achievement of participating children, which involves: use of effective instructional strategies that give primary consideration to extended-time strategies, provide accelerated, high-quality curricula, and minimize removing children from the regular classroom during regular school hours; coordination with and support of the regular education program; collaboration to provide instruction by highly-qualified and trained professional staff; and implementation of strategies to increase parental involvement.

The experience and approach of Cambium Learning and NAEP will support the adoption and implementation of rigorous expectations for student learning and performance expected in all schools and for all students in Michigan. We will work collaboratively and support each LEA in ensuring that students in their secondary schools are provided with educational experiences that equip them with the knowledge and abilities needed to be successful in today’s society. We have extensive experience in helping districts and schools develop, implement, and monitor curriculum that is effectively aligned with state standards. We are uniquely qualified to lead, assist, and support the LEA and its schools in developing a curriculum framework that enables them to realize Michigan’s vision for K–12 education in which all students will engage in challenging and purposeful learning that blends their experiences with content knowledge and real-world applications in preparation for their adult roles, which include becoming literate individuals; healthy and fit people; responsible family members; productive workers; involved citizens; and self-directed, lifelong learners.

As with the *Michigan Curriculum Framework*, the process and approach to School Turnaround and Transformation undertaken by Cambium Learning and NAEP affirms the importance and applies the principles of continuous school improvement in aligning all state, district, and site-based initiatives for the purpose of increasing student achievement; building a curriculum based on rigorous content standards and benchmarks; using student achievement data to make decisions about continuous school improvement, curriculum, instruction, and professional development; and incorporating research-supported teaching and learning standards into daily instructional practice.

Our approach, products, services, and solutions address the needs of students with a wide variety of special needs as well as English Language Learners, making Cambium Learning and NAEP uniquely qualified to serve schools and districts that have a density of diversity and high-needs student populations.

**Individuals with Disabilities Education Act**

As Cambium Learning and National Academic Educational Partners are primarily focused on students who are at risk, struggling, and have specific learning challenges, we are intimately familiar with the requirements of the *Individuals with Disabilities Education Act* (IDEA), and we have worked with multiple states and districts on how to differentiate instruction for and provide assistance to many students with a variety of disabilities.
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.
Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Each of the five phases of our GETS model has been carefully crafted not only to ensure that each school is provided a highly targeted and individualized reform plan based upon their unique needs, but also to ensure the school and district build the local capacity needed to sustain meaningful reform beyond initial project years.

During the Phase 1 Audit and Needs Analysis, we use several tools (e.g., CTAG School-Level Benchmark Reference) to determine a school’s current alignment to grade-level expectations and curriculum standards across state, local, and national standards. During the Onsite Visits and Observations that occur in Phase 1, we review student data and professional development plans; interview and observe school leadership and leadership teams; review school and district curriculum materials; review alignment of curricula with standards; observe classrooms; interview teachers, district personnel, staff, parents, and students; evaluate school climate data and disciplinary procedures; and review school and district assessment procedures and data.

With the information gathered throughout Phase 1 activities, during Phase 2 we work with the school collaboratively to create a customized Turnaround Plan that includes specific measures and recurring activities to align instruction, assessments, and curriculum content to state, local, and national standards. In addition, to ensure alignment is maintained during the initiative and in the years beyond, we create an embedded, consistent, and concentrated relationship with each school via on-the-ground, dedicated project support in the form of a Chief Turnaround Officer assigned to the school(s) to lead the School Turnaround initiative and ensure schools develop the capacity to sustain the reform beyond project years and Capacity Development Specialists in such areas as reading, mathematics, science, and data/learning.

Phase 3, Phase 4, and Phase 5 of our model ensure administrative leadership and teachers are supported to develop, build, and sustain the capacity to implement rigorous curricular and instructional practices beyond the life of the model:

- During Phase 3—Getting Started: Laying the Foundation for Successful School Turnaround, our model focuses on topics that will—within the context of the topic—address alignment of instruction, assessments, and curriculum content to state, local and national standards. Sample professional development topics to accomplish this include:
  - Response to Intervention (RtI) and School Turnaround Training;
  - Strategies and Instructional Recommendations to Support Core Instruction Using Tiered Intervention; Technology in Education Overview;
  - Culturally and Linguistically Responsive Teaching Practices;
  - Learning Environment—School-Wide Assistance Teams;
  - Parent and Community Engagement;
  - Administrators and Leadership Training Strands;
  - Instructional Practices in the Classroom and Beyond; and
  - Data Analysis and Data Driven Instruction.

- During Phase 4—Pre-Implementation Activities: Student Academic Benchmarks and Initial Curriculum Training, educators are taught essential information needed to ensure fidelity of assessment administration and curriculum implementations. The coaching and demonstration-teaching aspect of our professional development model ensures that knowledge gained during Phase 3 and Phase 4 professional development activities move from research to classroom practice. This ultimately supports building the capacity to sustain rigorous curricular and instructional practices.

- During Phase 5—Ongoing Implementation Support: Local Capacity Building for Sustainability, we work with the school to ensure a stable, yet adaptable foundation has been built within classrooms and school. As academic performance increases, student and teacher achievement expectations are raised as well. Through Training of Trainers opportunities, a teacher certification process, and Professional
Learning Communities, we ensure schools are able to implement rigorous curricular and instructional practices consistently and comprehensively beyond the life of the model.

**Evaluation of Our Effectiveness and Continuous Improvement for Sustainability**

At the heart of the Cambium Learning and National Academic Educational Partners evaluation is the essential need for clearly delineated methods of evaluating performance and assessing if goals are being achieved. Toward this end, through the collaborative turnaround plan development process that occurs in Phase 2 Comprehensive Planning, specific timelines, benchmarks, assessments and outcomes are addressed, as well as the data collection and analysis plan, and the plan for sharing results.

During every Phase of our GETS model—across all project years—we use measurable performance-based targets; appropriate qualitative and quantitative metrics; measures of implementation accountability; and annual performance outcomes to provide an accurate gauge of alignment to standards and expectations at all levels and to ensure overall fidelity of the School Turnaround implementation. From the project start, our staff and consultants work in concert with administrators and educators to guarantee a coordinated set of goals and measures for all project tasks. To ensure improvements are realized, a cycle of continuous improvement is used during Cambium Learning and National Academic Educational Partners projects and professional development activities: (a) plan; (b) benchmark; (c) implement; (d) manage/monitor; (e) analyze; (f) if needed, adjustments/modifications; (g) benchmark; (h) implement adjustments/modifications; and (i) continuous cycle repeating (d)–(h) with renewal and improvements continuously built into the project management plan.

Cambium Learning and National Academic Educational Partners propose to determine our effectiveness both quantitatively through test scores and related student data, as well as qualitatively through surveys, school walk-throughs, site visits, performance evaluations, and professional feedback. One unique approach to ensuring that the specific needs and learning of school staff are assessed and addressed involve the provision of ongoing mentoring, interactions, site visits, meetings, and conferencing between state, district, and/or school personnel and our staff.

We work directly with the district and schools to ensure fidelity and effectiveness, and our effectiveness will also be gauged, monitored, codified, and published through communications that will be disseminated to participants and shared with district staff. These communications will provide highlights, as well as invaluable information for reflection and action in schools and district offices. The publication will serve as a resource for all educators in the district, and it will provide relevant, research-based strategies and educational solutions for practitioners engaged in the work of district planning.

The success of our services will be measured by the (1) our ability to convey best practice methods, tools, and strategies to district stakeholders (2) coherence of the district’s comprehensive plan; and ultimately, (3) improved student learning and achievement. Specifically, long-term measures of effectiveness will include improvements in the student performance areas identified in the comprehensive plan. Indicators such as reading, mathematics, science, graduation rates, promotion rates, student attendance rates, suspension rates, and parent/community participation measures can be used to judge and evaluate our effectiveness.

Also, in order to further ensure the effectiveness and quality of each consultant, evaluations will be completed and collected by participants. These evaluations will address areas that include, but are not limited to, the instructor or mentor’s knowledge of content; preparedness; methodology and approach; ability and availability to explain and/or clarify; practical based application of concepts; use and incorporation of technology; level of active student participation and engagement; and relevance and practical implications for participants’ work, growth, and development; and provision of meaningful, relevant support.
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)

The following are the job qualifications necessary for each of the leadership positions associated with delivering our GETS model. For specific resumes of individuals who may potentially serve in Michigan's schools, please see the attachments.

**Leadership Job Titles**
- Chief Turnaround Officer
- Turnaround Team Specialist Directors

**Chief Turnaround Officer Qualifications**
1. Master's degree or higher with certification in Administration and Supervision or Educational Leadership.
2. Successful experience in administration as a School Principal.
4. Knowledge of and ability to align curriculum to State Standards.
5. Demonstrated knowledge of budgeting procedures and practices.
6. Demonstrated ability to lead successful school improvement/reform efforts.
7. Demonstrated skills as a successful change agent.
9. Demonstrated ability to select, supervise and evaluate school personnel.
10. Demonstrated ability to develop strong community support.
11. Ability to facilitate the implementation of school improvement initiatives introduced at the system level.
12. Such other qualifications which may be deemed appropriate or required by the Superintendent for a particular area/location assignment.
13. Demonstrated ability to work with diverse groups and effectively communicate, both orally and in writing.
14. Knowledge of current computing technologies and software applications appropriate to the position's job responsibilities
15. Critical thinking and analytical skills for in-depth data analyses, problem-solving, and school improvement initiatives.

**Turnaround Team Specialist Director Qualifications**
- Master’s degree with certification in Educational Leadership or related educational field.
- Successful teaching and/or administrative experience.
- Demonstrated ability to work with diverse groups, and communicate effectively, both orally and in writing.
- Knowledge of current computing technologies and software applications appropriate to the position’s job responsibilities.
- Knowledge of applicable Federal, State and local laws and statutes pertaining to school improvement activities.

**Specific Consultants**
The following are the individuals who may serve in Michigan’s schools. For their specific qualifications, please refer to their resumes, which are included as attachments: Jeffrey Hernandez, Steve Gallon, Douglas P. Rodriguez, Timothy Gadsden, Robert G. Valenzuela, Kathy-Ann Baich, Cecilia A. Gutierrez, Sharon M. Martinez, Paul D. Wojciechowsky, Elena Medina, Ilkka D. Slater, and Dennis Belkofer.
Senior Education Executive

An accomplished senior executive with more than 20 years of leadership and service throughout the state of Florida. Possesses solid experience in all aspects of the educational system, from the delivery of academic curriculum in the classroom, to curriculum development, to overall District administration. Extensive experience in strategic planning, administration, facilities management, collective bargaining and financial management with the ability to lead people and overcome challenges. A visionary with a record of developing innovative methods and approaches to deliver outstanding educational programs and practices. Outstanding track record of building and sustaining positive relationships with students, parents, faculty, the District office, School Board members and local and state government. A skilled consensus builder, decision maker and people-oriented team player with an intuitive sense for creative and analytical problem solving, coupled with strong interpersonal and bi-lingual communication skills. A demonstrated passion and commitment for improving the quality of life for all children through excellence in education and community partnerships. Holds BS in Elementary Education and an MS in Educational Leadership.

Professional Experience:

Chief Academic Officer, the School District of Palm Beach County, FL 2009-2010
210 schools, 170,000 students and a $4 billion budget

Responsibilities include: strategic planning for long-range educational direction; policy deployment; guide the development of curriculum and instruction; assist and support implementation of the goals, core strategies, and priority action steps as contained in the Achievement for All Plan; oversee the development, planning and implementation of educational alternative programs; and, implement school reform initiatives at 38 of the district's most critical schools. Direct responsibility for Area Superintendents and for supervising the following divisions: Curriculum Development and School Improvement; Human Resources; Grants Administration and School Reform Accountability; Performance Accountability; Area Offices/Charter Schools; Public Affairs; Quality Assurance; and Safety and Learning Environment. Serve as advisor for the Superintendent and appropriate personnel on school, operational and academic matters and act on behalf of the Superintendent in his absence. Work throughout the District to build working relationships with community leaders and organizations and model collaborative planning and shared decision-making.

Major Accomplishments

- District was rated an "A" under the Florida A+ Plan.
- Established a common curricular standard across the District that includes a scope and sequence, mini-assessments for progress monitoring, interventions and enrichments, and resource lesson plans.
- Established a reading literacy program and a mathematics intervention program at the middle and high school levels for all students who were not at proficiency.
- Provided web-based educational technology programs such as GIZMO, Reading Plus, and V-Math Live for all students in the District.
- Implemented a district managed Saturday Success Academy attended by 4,600 students in 38 critical schools.
- Creative budget development, budget realignment and use of targeted Stimulus Dollars and Stabilization Dollars resulted in no layoffs and the deployment of a wealth of resources to schools during challenging economic times.
- Implemented a district-managed high school retake academy that resulted in significant statistical improvement in the percent of high school students scoring at proficiency in the October 2009 administration of the FCAT. Improvement in scores are as follows: Reading - 10th and 11th grade, 5%; 12th grade, 2%; Math-- 10th grade, 7%; 11th grade, 4%; 12th grade, 3%.
- Managed over $100 million in grants. Awarded Federal Grant for implementation of the New Teacher Project. Directly responsible for the Gates Grant Application that resulted in Palm Beach placing among the 10 finalists nationwide.
- Placed over 400 excess personnel within 3 month timeframe prior to beginning of school year.
- Served on the State Race To The Top Low Performing Committee.
- Initiated a partnership and became the first school district in the nation to collaborate with the College Board to cover the cost of the SAT and to administer it district-wide across an entire grade level on a school day, promoting a climate of college readiness for all students.
- Implemented an eight period day for students attending struggling high schools so that they would be able to participate in career academies while taking core interventions and enrichments in reading, science and mathematics.
State Regional Director, Regional Center 5, Florida Department of Education  
2008-2009

**Major Accomplishments**

- Enhanced achievement of all students throughout South Florida through implementation of the Differentiated Accountability Plan in Miami-Dade County Public Schools (181 schools), Broward County Public Schools (98 schools), and The School District of Palm Beach County (72 schools). Assistance was provided in the following nine areas: School Improvement Planning, Leadership, Educator Quality, Professional Development, Curriculum Alignment and Pacing, Florida Continuous Improvement Model, Monitoring Processes and Plans, Choice with Transportation, and Supplemental Educational Services.
- Improved low-performing schools by realigning resources and engaging in positive systematic changes through collaboration with district leadership and staff. Under my leadership, 15 out of the 16 targeted schools improved a minimum of one letter grade under the Florida A+ Plan and their Adequately Yearly Progress percentages.
- Improved student achievement by realigning priorities and budget allocations (Title and General Budgets) through direction and oversight.
- Assisted districts in building capacity to critically assess and selectively incorporate evidence-based strategies to support school improvement with strategies such as implementing a rigorous accelerated curriculum.
- Directed development of district professional development plans, staffing plans, and performance appraisals.
- Increased student participation in high level courses throughout the district by utilizing student advanced course placement data.
- Reviewed, approved, and monitored School Improvement Plans, District Improvement Assistance Intervention Plans and K-12 Subject Plans.
- Reviewed and supported district Response to Intervention (RtI) Plans and district data collection systems for Tiers 1-3.
- Provided content-focused professional development with sustained follow-up through modeling, lesson plan development, data analysis and instructional focus calendars.
- Provided professional development that focused on the needs of low-performing subgroups with follow-up on implementation of strategies in the classroom.
- Maintained strong relationships with district staff, school staff, and community entities within Miami-Dade, Broward, and Palm Beach County school districts.
- Provided objective analysis on policy matters and issues related to the Differentiated Accountability at the state Level.

Miami Dade County Public Schools  
355 schools, 345,000 students, $6.5 billion budget

Administrative Director for Curriculum and Instruction, South Regional Center  
2007-2008

**Major Accomplishments**

- Provided leadership in planning, implementing, and evaluating programs and personnel relative to the accomplishment of district goals in accordance with Board priorities.
- Assisted the Regional Superintendent in providing direction to, evaluating and supervising sixty-one principals in the identification and development of curriculum materials and instructional programs, activities and services.
- Managed, supervised and evaluated the implementation of curriculum and instruction initiatives.
- Led continuous student academic performance improvement in the schools – in reading, 91% of the students demonstrated improvement in scoring at Achievement Level 3 or higher, 94% in mathematics, and 89% in science.
- Implemented school reform initiatives in the 13 “D” and “F” schools placed under my direct supervision in July of 2007. The initiatives resulted in all 13 schools increasing by at least one letter grade under the A+ Plan and improving their Adequately Yearly Progress percentages in July of 2008.
- Developed, implemented, monitored, and reported upon effectiveness of all relevant strategies employed to enhance teaching and learning outcomes within the regional center.
- Conducted ongoing school visits to develop standards, establish priorities, and set goals for improving student achievement that were congruent with district goals.
- Communicated and problem-solved with parents and staff members on various issues with schools.
- Designed and implemented an innovative region-wide accountability system to monitor, track, and improve performance on all strategic measures.
- Designed and coordinated Quarterly Benchmark Review meetings with principals within the region to ensure the achievement of annual performance targets and a region-wide culture of continuous improvement.
- Developed a framework for identifying and examining best practices, including organizational culture, in high-performing schools and refined into an ongoing process of knowledge capture and knowledge management.
- Supervised the implementation of the “No Child Left Behind Act” requirements in 16 Schools in Need of Improvement (SINI) and the implementation of the Restructuring Plans for 13 SINI 5 schools in the regional center.
- Coached principals and school leadership teams to maintain student achievement, teacher development, and the performance of schools.
- Responded to instructional, human resource and business needs of 61 schools as identified by principals.
- Facilitated the development and administration of the school budgets and reviewed spending plans to ensure alignment with academic priorities.
Principal, Lakeview Elementary School (School Improvement Zone) (1,100 students) 2003-2007

Major Accomplishments
- Assistant Lead Principal for Miami-Central Feeder Pattern.
- Selected as one of the top 40 schools in the State of Florida for high academic performance.
- Improved school from a “D” to an “A” and maintained the rating for three consecutive years under the Florida A+ Plan. After making AYP for two years, the school was removed from the “Schools in Need for Improvement Plan.”
- Revamped the instructional program ensuring the implementation of the Superintendent’s School Improvement Zone Literacy Plan, incorporation of Sunshine State Standards and use of data-driven decision making.
- Set procedures as outlined in the labor contract for observation and remediation of instructional personnel using Professional Assessment and Comprehensive Evaluation System (PACES).
- Identified and implemented action plans to meet school-wide needs through collaborative efforts with the Educational Excellence School Advisory Council (EESAC).
- Developed the school’s master schedule to comply with all curricular instructional block requirements in a departmentalized manner.
- Developed and monitored all fiscal expenditures with no audit exceptions.
- Coordinated Sunshine State Standards Intervention Programs to increase students’ academic performance on state assessments in compliance with NCLB.
- Promoted parental involvement and increased customer satisfaction within the school.

Assistant Principal, M.A. Milam K-8 Center (1,800 students) 2001-2003

Major Accomplishments
- Increased the school ranking from a “D” to an “A” and maintained the ranking for two consecutive years under the Florida A+ Plan.
- Coordinated the National School Change Award Program (received Honorable Mention Recognition).
- Assisted as an instructional leader of the building through assistance in the selection of materials, assignment and evaluation of teachers and in-service courses.
- Worked with counselors, teachers, students and parents in preparing learning plans for students.
- Worked with the principal, teachers, and staff in the development and implementation of the core components of the school’s curriculum.
- Worked with specialty area teachers and staff to coordinate and integrate curriculum and instruction.
- Assisted in the development, coordination and implementation of the school’s site-based plan, accountability plan, and school marketing plan.
- Assisted in the coordination and implementation of a parental and community involvement program.

Assistant Principal, Jane S. Roberts K-8 Center (1,350 students) 1999-2001

Major Accomplishments
- As Assistant Principal for Curriculum and Instruction planned and administered the elementary and middle school instructional program, ensuring the implementation of the Competency-Based Curriculum and Sunshine State Standards which resulted in two consecutive “A” under the Florida A+ Plan.

Assistant Principal, Blue Lakes Elementary School (1,150 students) 1997-1999

Major Accomplishments
- Assistant Principal for Business Operations responsible for the physical plant, maintaining safety, cleanliness and a sound fiscal status of internal funds and budget.
- Worked cooperatively with students and parents to resolve disciplinary matters and ensured appropriate behavior within the learning environment.
- Ensured compliance with state, district, and Regional Center guidelines with regard to the Exceptional Student Education Program.
- Implemented the School Support Team (SST) alternative strategies program.
- Executive Training Program (Principal Intern Program)

Teacher, Fairlawn Elementary School 1996-1997

Teacher, Frederick Douglass Elementary School 1994-1996

Part-Time Night Teacher, Hialeah Adult Education Center 1994-1997

Paraprofessional III, Fairlawn Elementary School 1993-1994

Office Employee, South Hialeah Elementary School 1988-1993

Adjunct Professor, Elementary Method Courses, Barry University 1998-2004

Education & Training
- M.S. Educational Leadership, Nova University, Ft. Lauderdale, FL. 1997; GPA: 4.0
- B.S. Elementary Education, Florida International University, 1993; GPA: 3.7
- Florida Certifications: State of Florida; Elementary Leadership; School Principal
- Reading Endorsement Certificate
- Executive Principal Training: M.A. Milam K-8 Center, Summer 2003; Nathan B. Young Elementary School, Summer 2002
- Harvard University Principal Summer Institute – one of 50 principals selected to participate (July 2005)
**PROFESSIONAL ORGANIZATIONS**

- Member of the Association for Supervision and Curriculum Development (ASCD) (2008-Current)
- Member, Florida Association for School Administrations (FASA) (2010-Current)
- Co-Chairperson, Gifted Ad-Hoc Committee responsible for creating the REGAL PLAN 2006 District/Board Initiative
- Board Member, Florida Association for Supervision and Curriculum Development (FASCD) (2002-2006)
- Member, Miami-Dade College Baccalaureate in Education Advisory Committee (2006-Present)
- Member, Miami-Dade Association of School Administrators (August 1997 to present)
- Member, Superintendent's District Assistant Principals' Liaison Committee (October 2000 to August 2004)
- Member, Florida Reading Association (2000-2006)

**HONORS**

- Beginning Teacher of the Year for Frederick Douglass Elementary School (1994)
- Regional V Assistant Principal of the Year Nominee (2000-2001)
- Region I Assistant Principal of the Year Nominee (2004-2005)
- Finalist for the Florida School Administrator of the Year (2005-2006)
Objective
To obtain the position of Superintendent of Schools which will enable me to continue to use my leadership, management, and analytical skills proven by 20 years of successful experience as a high performing teacher, urban school principal, and district administrator in a large urban school district, and Superintendent of Schools.

Profile
Passionate, intelligent, and personable educational visionary with earned doctoral degree in educational leadership and successful 20-year track record of urban educational administrative experience as a Superintendent of Schools, District/Central office administrator, principal, researcher, published author, professor, and teacher. Highly perceptive, self-confident, and articulate in educational issues. Extremely knowledgeable, skilled, and adept in the areas of Strategic Planning, specifically, in the areas of analyzing, strategizing, and problem solving.

Professional Experience

Motivating and Inspiring
♠ Inspired and energized
♠ Empowered subordinates
♠ Satisfied unmet needs

Establishing Direction
♠ Created a vision
♠ Clarified big picture
♠ Set strategies

Aligning People
♠ Communicated goals
♠ Sought commitment
♠ Built teams and coalitions

Organizing and Staffing
♠ Provide structure
♠ Made job placements
♠ Established rules and procedures

Planning and Budgeting
♠ Established agendas
♠ Set timetables
♠ Allocated Resources

Controlling and Problem Solving
♠ Developed incentives
♠ Generated creative solutions
♠ Took corrective action

Employment History
2002-Present Founder/President, Tri-Star Leadership Consultation Service
2008-Present Superintendent of Schools, Plainfield, New Jersey
2005-2008 District Administrative Director, Miami-Dade County Public Schools
1998-2005 Senior High Principal, Miami-Dade County Public Schools
1999-2008 Adjunct Professor, Educational Leadership
Florida International University and Florida Atlantic University
1999-2008 Member, Peer Review Visiting Team for Accreditation
Southern Association of Colleges and Schools
1999-2003 Assistant Lead Principal, Miami-Dade County Public Schools
1996-1998 Elementary School Principal, Miami-Dade County Public Schools
1993-1996 Assistant Principal, Miami-Dade County Public Schools
1990-1993 Teacher, Miami-Dade County Public Schools
**Education**

1998  Ed. D., Educational Administration and Supervision Florida International University, Miami, Florida  
1993  M.S., Educational Leadership, Florida International University, Miami, Florida  
1990  B.A., English Education, Magna Cum Laude Honors Florida A&M University, Tallahassee, Florida

**Recognition, Activities, & Awards**

**2006** Published Author, *When Morning Comes: Moments of Struggle, Strength, And Salvation*, Dog Ear Publishing, Indianapolis, IN

**2006** Presenter, National At-Risk Youth Conference, Savannah State University, Savannah, Georgia


**2003** Recipient, Key to the City awarded by City of Miami for outstanding community service and contributions in education

**2002** Award Recipient, NAACP Mary McCleod Bethune Award of Education

**2001** National Recognition and Feature for “Heroes in Education” One of 8 Selected Nationally by the College Board Review

**2000** Principal of the Year Award Region III, Miami-Dade County Public School

1999  Distinguished Alumni Award, College of Education, Florida International University

1999  Miami Northwestern Senior High School Alumni Association Hall of Fame Inductee

1998  Elementary School Principal of the Year Miami-Dade County Media Specialists Association

1998  G.W. Carver YMCA Volunteer Service Award

1998  Youth Education Spirit Award, WMBM Broadcast Network


1996  Educator of the Year Award, Zeta Phi Beta Sorority, Inc.

1996  Rookie Principal of the Year Award Region III, Miami-Dade County Public Schools

**Executive & Post-Doctoral Training**

**2006** Fellow, Stanford University LEADS EPEL Institute for Supporting a Culture for District and School Redesign Stanford School of Business Stanford, California

**2006** Fellow, Harvard Leadership Institute for Large-Scale School Improvement, Harvard Graduate School of Education, Cambridge, Massachusetts

**2000** Fellow, EXCELL Leadership Development Program, Florida Atlantic University

1999  Gallup Principal Perceiver Specialist, The Gallup Organization

**Community Services**
Member, District Senior High School Principal’s Liaison Committee
Member, Teacher Recruitment Team
Miami-Dade County Public School
Board Member, Communities in Schools (CIS)

Task

Member, Educational Administration Advisory Committee, Florida International University
Title I Task Force, Miami-Dade County Public Schools
Construction Management At-Risk Selection Committee, Miami-Dade County Public Schools
District Budget Advisory Committee, Miami-Dade County Schools

Force/Committees

Board Member, College Assistance Program (CAP)
Board Member, G.W. Carver Branch of YMCA
Vice-President, Dade Association of School Administrators
Region III Teacher of the Year Selection Committee, Miami-Dade County Public School
Code of Student Conduct Committee, Miami-Dade County Public Schools
About Dr. Steve Gallon III

Dr. Steve Gallon III is the Founder/President of Tri-Star Leadership, Inc. a Miami-Based corporation established in 2002. Described as a “shaft of light” in one of the nation’s toughest and most impoverished communities, Dr. Steve Gallon III was born and raised in Miami’s renowned Liberty City. After graduating from the public school system Miami, he later attended and graduated from Florida A & M University in Tallahassee, Florida, with Magna Cum Laude Honors with a degree in English Education, becoming the first and only of six older siblings to graduate from college. He furthered his education at Florida International University receiving a Masters in Educational Leadership and a Doctorate in Educational Administration and Supervision. He has also participated in postdoctoral leadership institutes on School Reform and Management at Harvard and Stanford University. Dr. Gallon entered the district as a teacher and later the administrative ranks of the school system as Assistant Principal. He was later appointed principal of Holmes Elementary School. In his third year and after marked improvements in student outcomes and community involvement, he was tapped to become principal of Miami Northwestern Senior High School, where he would serve for seven years—earning the third longest tenure in the school’s 50-year history.

Under his leadership, student attendance, student performance, and graduation rates increased, as well as the provision of programs in honors, advanced placement, and the arts for the over 3,300 students in the comprehensive urban high school housed in a state-of-the-art facility as evidenced by the following data:

- Increased number of graduates by 9 percent (392 to 429) *510
- Increased writing performance by 16 percentage points (77 to 93) *95
- Increased reading performance by 23 percentage points (19 to 42)
- Increased math performance by 17 percentage points (28 to 45) *47
- Increased teacher retention rate by 5.1 percent (82.4 to 87.5)
- Increased student attendance by 3 percent (87.87 to 90.14) *90.71
- Decreased student mobility rate by 3 percent (43 to 40) *35
- Decreased suspension rate by 56 percent (1002 to 569)
- Decreased dropout rate by 55 percent (7.9 to 4.4) *3.9
- Improved School’s State Accountability Rating (Elem. & High)
- Increased scholarships awarded to students
- Increased number of Nationally Board Certified & Advanced Degreed teachers

Also, gains reflected increase in student population from 2,987 to 3,145; SPED students from 344 to 508; F&R Lunch from 47.3 percent to 75.3 percent (*Highest)

In 2005, Dr. Gallon was promoted to the position of Administrative Director in School Operations/Alternative Education in which he is currently charged with supporting the Office of School Operations and overseeing schools and programs for struggling learners. Under his leadership, there were marked improvements in student performance, attendance, suspension reductions, and student and staff satisfaction. After being charged by the Board and Superintendent to redesigning schools and programs serving struggling learners, Dr. Gallon brought innovation to the district through expanded curriculum offerings, single gender education, career themed academies, and technology-based interventions, as well as new program models for elementary school students and grade configurations. Data from his impact at the District level and in working with the most academically and behaviorally challenged students 22 Chronically Failing Targeted Schools Serving At-Risk & Struggling Learners are as follows:

- Developed & implemented School Improvement Strategy for Targeted Schools
- Increase District Graduation rate from 59.2 to 63.9 percent
- Decreased District Dropout Rate from 6.7 to 5.8 percent
Increased number of students tested in all targeted schools
Improved student performance gains in reading in 63 percent of targeted schools
Improved student performance gains in math in 45 percent targeted schools
Improved student performance gains of lowest quartile in 54 percent of targeted schools
Improved student attendance rate in 57 percent of targeted schools
Reduced student suspension rate across schools by 55 percent
Restructured school leadership in schools not improving (3 Principals & 3 Assistant Principals)
Conceptualized, redesigned, & implemented schools & programs-Board Approved, per District Strategic Plan
Reviewed & revised allocations for improved equity, efficiency, & effectiveness

The initiative, Highways to Success, received positive reviews while presented at state and national conferences and showed measurable improvements in educational outcomes for students. In addition, Dr. Gallon served as an adjunct Professor in the area of Educational Leadership at Florida International University, where he has received outstanding reviews from his classes of graduate school level aspiring administrators—many who clamored to get a seat in his courses due to his practical, highly engaging, and inspirational instructional strategies. In 2008, Dr. Gallon was selected unanimously via a nationwide search to be the new Superintendent of Schools for the Plainfield Public Schools in New Jersey.

After developing a comprehensive, 4-year Strategic Plan, Dr. Gallon’s turnaround leadership in the Plainfield Public Schools resulted in the following:

- Decreased Audit Findings
- Increased Enrollment
- Expanded SPED Options
- Increased Partnerships
- Increased Gifted/Honors
- Increased Graduation Rate
- Increased Grant Dollars
- Increased Parent Participation
- Increased Student Attendance
- Increased SEMI Aid
- Increased Textbook Purchases
- Reduced Violence/Vandalism
- Reduced Suspensions
- Adopted Allocation Plan
- Removed District DINI Status
- Removed PDS Status
- Developed Adm. Evaluation
- Developed Leadership Program
- Mandated Student Uniforms
- Developed New School for Arts
- Held Town Hall Meetings
- Also, under Dr. Gallon’s leadership and through his strategic efforts, his district realized double-digit gains on the State’s School and District Accountability System known as QSAC—with the area of Curriculum and Instruction increasing from 8% to 68% within 18 months of his tenure.

Dr. Gallon has received numerous awards for his outstanding professional and community service. He was recognized as Region III’s “Rookie Principal of the Year”, Elementary School “Principal of the Year”, and “Educator of the Year” by Zeta Phi Beta Sorority, Inc. Dr. Gallon was also the recipient of the NAACP Mary McCloud Bethune Educator’s Award. The College Board recognized Dr. Gallon as one of eight Americans featured nationally in their publication entitled “Heroes of a Different Kind” for leadership and service in education. In 2003, Dr. Gallon released his first book entitled The Principalship: Tribulation and Triumphs which was featured in the national educational publication Education Week, as one of three new titles for principals. His second book, When Morning Comes: Moments of Struggle, Strength, and Salvation provided the second installment in his urban education trilogy, which marks a work of personal and professional revelation. It was released in the fall of 2006. In August, 2010, Dr. Gallon released his third book, Education with Love and Without Compromise, Having been featured in numerous media venues, and because of his spirit of enthusiasm, intellect, and dynamism, Dr. Gallon remains one of the most respected educational speakers and consultants in the country.
Curriculum Vitae

Douglas P. Rodriguez
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Miami, Florida 33131
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EDUCATION

1997  Barry University, Miami Shores, Florida
Specialist of Education in Educational Leadership

1996  Nova Southeastern University, Davie, Florida
Master of Science in Social Science Education

1988  Barry University, Miami Shores, Florida
Bachelor of Arts in History and Education

PROFESSIONAL EMPLOYMENT HISTORY

2010 – Present  President and founder of Doral College/ Principal Doral Academy
2008 - 2010    Miami Central Sr. High School, Principal
2002 – 2005    Miami Springs Sr. High School, Principal
1998 - 2002    G. Holmes Braddock Sr. High School, Assistant Principal
1997 – 1998    Howard A. Doolin Middle School, Assistant Principal
1996 – 1997    Miami Coral Park Sr. High School, Administrative Assistant
1993 – 1996    American Sr. High School, Teacher
1991 – 1993    Horace Mann Middle School, Teacher

PROFESSIONAL INVOLVEMENT

Member of MDCPS Labor Relations Bargaining Team/United Teachers of Dade
Chair Senior High School Principals
Member of Superintendents Summer Employment Review Committee
Member of Senior High School Curriculum and Budget Committee
Assistant Principal Preparation Program and Principal Preparation Program Mentor
Member of Secondary School Reform Committee
Chair of Athletic Eligibility and Transfer Rules Committee
Member of Assistant Principal Steering Committee Regional Center V
Member of Association for Supervision and Curriculum Development (ASCD)
Member of American Educational Research Association (AERA)
Member of National Association of Secondary School Principals (NASSP)
Fluently bilingual in English and Spanish

COMMUNITY PARTNERSHIPS AND FAMILY INVOLVEMENT

2008 – Present  Habitat for Humanity Volunteer
2005 – Present  Catholic Charities Feed the Homeless, Volunteer
2005 – Present  Trunk or Treat Flamingo Road Community Church, Facilitator
2005 – Present  “Kick off the School Year” Community Picnic Doral, Founder
2002 – Present  “Aqui Entre Nos”, ESOL Literacy Magazine Founding Principal
2002 – 2004  Paint with the Principal, Founder

AWARDS AND HONORS

2008  State of Florida Principal of the Year (Principal Achievement Award)
2008  Council for Educational Change Principal Leadership Award
2008  Miami-Dade County Principal of the Year
2008  Regional Center III Principal of the Year
2007  Dade County Council of Teachers of Mathematics Principal of the Year
2007  City of Doral Policing Unit Award
2007  Highest Learning Gains Award for a Senior High School in Miami-Dade Schools in Reading and Mathematics (Reagan Sr.)
2006  Florida School Recognition Award – Rated an “A” School for innovation and commitment to achieving
2005  Miami Dade County Office of the Mayor and Board of County Commissioners Proclamation naming of “Douglas P. Rodriguez Day”
2005  Highest Learning Gains Award for a Senior High School in Miami-Dade Schools in Reading and Mathematics (Springs Sr.)
2003  Miami-Dade County Public Schools Police Principal of the Year
2002  Cuban Doctors in Education Association (Exile) Award of Honor

CERTIFICATIONS

History (Florida)
School Principal (Florida)
Principal Director Curriculum Development


Proven Record: District leadership and all major school based leadership functions

Ph.D. Higher Education Administration and Curriculum and Instruction, Washington State University, Pullman, Washington
Ed.M Educational Leadership and Organizational Behavior, Washington State University, Pullman, Washington
B.S. Business Economics and Secondary Education, Florida A&M University, Tallahassee, Florida

Florida Teaching Certification: School Principal (All Levels), Economics (grades 6-12), Exceptional Student Education (grades K-12), Middle Grades Integrated Curriculum (grades 5-9), Prekindergarten/Primary Education, (age 3 - Grade 3), and Reading Endorsement

Selected Achievements & Skills

- Designed, planned and coordinated trainings for school personnel and capacity development team members
- Realigned the service delivery and operation of the department of secondary curriculum and school improvement
- Completed curriculum planning sessions and follow-up with district operated secondary schools
- Coordinated consultant services and improved district wide implementations of Edge, Read 180, Gizmos, and Vmath
- Coordinated curricular alignment of Compass and Education 2020 course recovery and credit recovery programs
- Developed the African History curriculum for the district (first in the state offered to high school students)
- Fully developed the African American History curriculum and expanded the offering to all district operated high schools
- Coordinated the African American curriculum infusion initiative, ensuring compliance with state legislation across all grade levels and in each secondary curricular area
- Orchestrated a turnaround in student achievement in a district alternative school as evidenced by district diagnostic data and state high stakes testing results
- Implemented a individual student learning plan project that focused school wide resources and efforts to meet the needs of each student on an individual basis – prescriptive support services and instruction
- Improved quality of curriculum implementation and instructional delivery by providing coaching, professional development and real-time feedback at a district alternative program
- Improved community relations and developed school based incentive programs with the assistance of community and business partners
- Improved student morale and school spirit which prompted 100% participation of the most recent FCAT administration across all grade levels
- Facilitated the success implementation and support of the only athletic program in a district alternative program
- Serve as a principal mentor to several alternative education principals, district assistant principals, and aspiring administrators
- Orchestrated a turnaround in student achievement as evidenced by overall performance on the FCAT high stakes state assessment; moving an urban school with a largely (97%) minority and Limited English Proficient student body from within points of a letter grade F to a C on the governor’s A+ Plan
Reversed a decline in teacher morale and apathy at a large high school by implementing strong incentive programs, developing and implementing an effective staff development plan, and providing collaborative leadership opportunities.

Worked closely with the School Advisory Council, District Advisory Council, and district Strategic Planning Department to implement a plan, do, study, act school improvement process that prompted systematic and sustainable improvements at a school.

Provided school improvement and comprehensive reform training to 85% of a high school’s faculty over a three year period through a grant obtained for that purpose.

Received and administered over $275,000 in grants for school improvement, literacy skills development, support for music and fine arts programs, and to maintain a comprehensive after school and summer program.

Developed a strong recruitment plan that attracted highly qualified teachers (NCLB) to a school that was struggling to draw talented and innovative educators.

Overhauled ineffective methods that adversely impacted overall school operations, providing for a focus on results, time to analyze implications, and time to properly plan for improvement.

Served on district recruitment team.

Served on district Benchmark Assessment Team, developing district wide assessments and assessment time task calendars.

Developed a sound technology procurement and integration plan that increased the utilization of technology in the instructional process.

Implemented career academies, prompting reform and successful student completion of vocational programs.

Increased magnet and advanced placement enrollment numbers in programs that were in decline.

Increased facility usage revenue by 85% over a three year period.

Developed successful volunteer and partnership programs; Won Broward’s Volunteer Team of the Year 2006 and was a finalist for Broward Secondary Partnership of the Year 2006; Over $300,000 in in-kind services.

Developed and facilitated a strong parent training and advocacy program.

Collaborated with faculty and staff to develop a strong school wide discipline plan that moved toward a single school culture, and reduced suspensions, violent incidents, tardiness, and truancy.

Developed and implemented a sound professional development plan, training all teachers in effective reading and writing intervention strategies.

Successfully led and facilitated school reaccreditation via SACS.

Successfully led and facilitated reaccreditation of an International Baccalaureate Program and the activation of a International Baccalaureate Middle Years Program and partnership.

Was recognized by CNET facilitator for continuous improvement during the 2005-2006 school year.

Was recognized awarded by the National Academy Foundation for continuous growth in academy programs and for being one of very few schools to successfully implement all 3 National Academies.

Recognized by and awarded a city proclamation “Dr. Timothy Gadson Day” by the city of Lauderdale Lakes for collaboration and supporting city initiatives.

Successfully managed an $11,000,000.00 annual budget over a three year period.

Implemented and supervised a successful facility improvement and beautification program that restored a once filthy and aged physical plant.

Other applicable skills: Exceptionally strong written and verbal communication skills, personable, capable of working with others, technology savvy, able to build loyal multifunctional teams, and strong membership in professional associations.

Career Overview/Leadership Experience

Currently Principal (grades 9-12), Roosevelt Full Service Community High School, West Palm Beach, FL.

- **Instructional Leadership**: build the master schedule specifically designed to support the individual academic plans and needs of each enrolled student; engage in curricular development and data-based research implementation specifically designed to close the achievement gap between diverse student subgroups, including but not limited to, ACT, SAT, PSAT, career/technical, and FCAT; provide leadership in the development and implementation of the School Improvement Plan; ensure that all district curricular mandates are met and/or exceeded; and promote a positive/high performing culture of achievement and learning.

- **Operational Leadership**: analyze, review, and monitor students’ performance data and assign students to teachers based upon data gleaned from state standardized tests, district diagnostic exams and school developed common assessments and utilize the findings to develop and align instruction; provide opportunities for educators to engage in an array of research-based “best practices” and
professional development endeavors which will foster student achievement; implement an innovative master schedule which affords common collegial/departmental and school wide planning by content, discipline, and team; recruit, nurture, mentor, and develop highly qualified teachers; attend staffings and student placement meetings; maintain and monitor budgetary operations that will support all academic programs, student programs, and teacher recognitions; collaborate with district departments including but not limited to Facilities Management, Information Technology, Educational Technology and Budget to bring about massive improvements to a very old facility that is in ill repair; and develop an alternative program capable of accommodating 650 or more students.

**School Leadership:** maintain a clean, safe, and orderly environment conducive for learning and working; collaborate with the School Advisory Council, Professional Development Team, School Based Team, Teacher Led Committees, Employee Building Council, Classroom Teachers Association, student organizations, community stakeholders, and business partners.

2009-2010

**District Director**, Curriculum Development and School Improvement, West Palm Beach, FL

- **Instructional Leadership:** Supervised curriculum managers, program planners, instructional specialists, and resource teachers; developed, coordinated and implemented all curricular and instructional programs to meet the needs of a diverse population; coordinated the reading endorsement program; coordinated the development of the African and African American Studies curriculum; directed curriculum framework initiative; developed grant proposals and administer contracts/agreements related to instructional services; collaborated with other departments, area offices and schools on projects related to curriculum development, instruction and staff development; assisted and supported schools with the successful alignment and implementation of school and district improvement plans, and the Comprehensive Academic Plans; aided schools in increasing the utilization of strategies for improvement; serve as a department liaison to the Department of School Improvement; built capacity in academic coaches to implement standards through curriculum frameworks via subject area by coordinating professional development opportunities; assisted coaches and schools in effectively utilizing data to make adjustments to instruction; guided schools in tailoring instruction to meet individual needs; assisted Area Superintendents and directors to help principals develop as effective curricular leaders; guided district in designing both Principal coaching or any mentoring as it pertains to curriculum; helped school leaders address elements of a school’s curriculum; supported and encouraged the use of the continuous improvement models; and assisted secondary schools with the development of master scheduled based upon student data.

- **Operational Leadership:** Administered and supervised department budget; ensure program compliance with Florida Department of Education and District requirements; supervised the screening, hiring, development and evaluation of departmental personnel; used existing data appropriately to diagnose and assess district-wide needs; and continually assessed and evaluated district and schools’ progress and growth.

2008-2009

**Principal** (grades 2 – 9), Gold Coast Community School, West Palm Beach, FL

- **Instructional Leadership:** built the secondary master schedule specifically designed to support the 4-year academic plans of students in grades 6-9; built the elementary master schedule to address the specific academic needs of each enrolled student in grades 2-5; engaged in curricular development, data-based research implementation specifically designed to close the achievement gap between diverse student subgroups (met 85% AYP/NCLB criteria); facilitated improved achievement as measured by FCAT, including 100% participation rates across all FCAT subtests; increased the participation rate of underrepresented student subgroups in honors courses (i.e., English, Mathematics, Science, and Social Studies); improved student attendance (highest attendance rate in the history of the school); developed and offered a structured course and credit recovery program provided leadership in the development and implementation of the School Improvement Plan; ensured that all district curricular mandates were met and exceeded; and promoted a positive/high performing culture of achievement and learning.

- **Operational Leadership:** analyzed, reviewed, and monitored students’ performance data and assigned students to teachers based upon data gleaned from state standardized tests, district diagnostic exams and school developed common assessments and utilized findings in order to develop and align instruction; provided opportunities for educators to engage in an array of
research-based “best practices” and professional development endeavors which fostered student achievement; implemented an innovative master schedule which afforded collegial/departmental planning by content, discipline, and team; recruited, nurtured, mentored, and developed highly qualified teachers; and maintained and monitored budgetary operations which supported all academic programs, student programs, and teacher recognitions.

- **School Leadership:** maintained a clean, safe, and orderly environment conducive for learning and working; collaborated with the School Advisory Council, Professional Development Team, School Based Team, Literacy Leadership Team, Curriculum/Budget/Marketing/Safety Committees, Employee Building Committee, CTA, student organizations, community stakeholders, and business partners.

2006-2008 **Assistant Principal** (grades 9-12), Palm Beach Central High School, Wellington, FL  
**Responsibilities:** principal designee, budget, curriculum (AP, Honors, Regular, dual enrollment, ESOL, ESE, and career/technical), SACS, Educator Support Program, master schedule, guidance, professional development, campus supervision assignments, Saturday School; special tutorial/support program for students “at risk” of attrition, provided a positive environment in which students were encouraged to be actively engage in the learning process, communicated effectively, both orally and in writing, with students, parents, and other professionals on a regular basis, student discipline, student attendance, and all other duties as assigned.

2003-2006 **Principal** (9-12), Boyd H. Anderson High, Lauderdale Lakes, FL  
- **Instructional Leadership:** built the master schedule specifically designed to support the 4-year academic plans for each magnet program; engaged in curricular development, data-based research implementation specifically designed to close the achievement gap between diverse student subgroups, including but not limited to, ACT, AP (AP Potential), IB, SAT, PSAT, Honors, dual enrollment, career/technical, and FCAT; increased the participation rate of underrepresented student subgroups in AP/IB courses (i.e., English, Mathematics, Science, and Social Studies); increased the graduation rate across all student subgroups; provided leadership in the development and implementation of the School Improvement Plan; ensured that all district curricular mandates were met and exceeded; and promoted a positive/high performing culture of achievement and learning.

- **Operational Leadership:** analyzed, reviewed, and monitored students’ performance data and assigned students to teachers based upon data gleaned from state standardized tests, district diagnostic exams, and school-developed common assessments and utilized findings in order to develop and align instruction; provided opportunities for educators to engage in an array of research-based “best practices” and professional development endeavors which fostered student achievement; implemented an innovative master schedule which afforded collegial/departmental planning by content, discipline, and team; recruited, nurtured, mentored, and developed highly qualified teachers; maintained and monitored budgetary operations which supported all academic programs, student programs, and teacher recognitions; and provided input for new construction of a $22 million Boyd H. Anderson High School facility renovation and addition.

- **School Leadership:** maintained a clean, safe, and orderly environment conducive for learning and working; collaborated with the School Advisory Council, Parent Teacher Student Association, Professional Development Team, School Based Team, Teacher Led Committees, Faculty Council, Broward Teachers Union, student organizations, community stakeholders, and business partners.

1999 -2003 **Assistant Principal** (grades 9-12), Santaluces High Community School, Lantana, FL  
**Responsibilities:** principal designee, budget, curriculum (AP, Honors, Regular, dual enrollment, ESOL, ESE, and career/technical), SACS, Educator Support Program, master schedule, guidance, professional development, campus supervision assignments, Saturday School; special tutorial/support program for students “at risk” of attrition, provided a positive environment in which students were encouraged to be actively engage in the learning process, communicated effectively, both orally and in writing, with students, parents, and other professionals on a regular basis, student discipline, student attendance, and all other duties as assigned.

1997-1999 **Assistant Principal** (grades PK – Adult), Delray Full Service, Delray Beach, FL  
**Responsibilities:** principal designee, budget, curriculum, Educator Support Program, master schedule, guidance, professional development, campus supervision assignments, Head Start Director, kindergarten transition, education and health advisory committees, administered the full service grant, provided a positive environment in which students were encouraged to be actively engage in the learning
process, communicated effectively, both orally and in writing, with students, parents, and other professionals on a regular basis, student discipline, student attendance, and all other duties as assigned.

1997  
**Teacher**, Woodlands Middle Community School, Lake Worth, FL  
**Responsibilities:** implemented instructional activities that contributed to a climate where students were actively engaged in meaningful learning experiences; identified, selected, and modified instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs; assisted in assessing changing curricular needs and offering plans for improvement; maintained effective and efficient record keeping procedures; provided a positive environment in which students were encouraged to be actively engaged in the learning process; communicated effectively, both orally and in writing, with students, parents, and other professionals on a regular basis; collaborated with peers to enhance the instructional environment; modeled professional and ethical standards when dealing with students, parents, peers, and community; ensured that student growth and achievement was continuous and was appropriate for each grade level, subject area, and/or program classification; established and maintained cooperative working relationships with students, parents, and colleagues; and performed other duties and responsibilities as assigned.

1995-1997  
**Undergraduate Instructor**, Washington State University, Pullman, WA  
**Responsibilities:** taught courses as scheduled each academic semester; selected, prepared and maintained current curriculum, course outlines and printed and non-printed instructional materials; provided instructional support to students by meeting with them outside of class if asked; referred students, when appropriate, to sources of specialized services within the college or the university; participated, when appropriate, in schedule building, equipment and material orders, report preparation, and the formation and meetings of program advisory boards; maintained office/grade/division records as required by the college and university; submitted copies of all student records including grades, to the appropriate division chair or the chief academic officer at the end of each semester; assist in developing and administering discipline-appropriate measures of student academic achievement; used departmental testing instruments as provided. administered other instruments designed to measure student learning outcomes as requested and required by the department; conducted all classes in accordance with an established and current course syllabus and approved textbook (and/or related instructional material); used appropriate college and university policies and procedures to resolve and document student complaints, concerns and problems; and performed other duties as assigned by the dean or department chair.

1995-1996  
**Student Teacher Supervisor**, Washington State University, Pullman, WA  
**Responsibilities:** conducted site visits during the semester at participating schools (both locally and at a distance) with students, mentor teachers, supervisors, and principals; planned travel itineraries for school visits; reviewed all applications for Student Teaching; interviewed students as part of the placement process; led mandatory seminars for student teachers; advised and mentored students as appropriate before, during, and after student teaching; maintained communication and conducted virtual seminars with students in placements; reviewed student evaluations and determined final grades; maintained a database for student teaching including exit surveys; developed systematic procedures for collecting data on the student teaching experience and reported results; and performed other duties as assigned by the dean, department chair or director.

1993-1995  
**Teacher**, Lantana Middle Community School, Lantana, FL  
**Responsibilities:** implemented instructional activities that contributed to a climate where students were actively engaged in meaningful learning experiences; identified, selected, and modified instructional resources to meet the needs of students with varying backgrounds, learning styles, and special needs; assisted in assessing changing curricular needs and offering plans for improvement. maintained effective and efficient record keeping procedures; provided a positive environment in which students were encouraged to be actively engaged in the learning process; communicated effectively, both orally and in writing, with students, parents, and other professionals on a regular basis; collaborated with peers to enhance the instructional
environment; modeled professional and ethical standards when dealing with students, parents, peers, and community; ensured that student growth and achievement was continuous and was appropriate for each grade level, subject area, and/or program classification; established and maintained cooperative working relationships with students, parents, and colleagues; and performed other duties and responsibilities as assigned.

**Papers Presented**


**Educational/Community Service**


December 2003  **Panel Discussant**, Broward National Academy Foundation Student Conference, Fort Lauderdale, Florida (Tera Faso, Coordinator).

December 2001  **Project Services Committee Member**, *March of Dimes*, Palm Beach County, West Palm Beach, Florida


June 1997  **Search Committee Member**, *Higher Education Faculty*, Department of Educational Leadership and Counseling Psychology, Washington State University, Pullman, Washington


January 1997  **Search Committee Member**, *Special Education Faculty*, Department of Teaching and Learning, Washington State University, Pullman, Washington.


October 1996  **Interview Committee Member**, *Student Teaching Candidates*, Department of Teaching and Learning, Washington State University, Pullman, Washington.


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**Service to Palm Beach County School District**

| 2009-2010 | Coordinator High School and Middle School Student Progression Plan Committees |
| 2009-2010 | Coordinator Interagency Articulation Committee |
| 2009-2010 | CAT Committee Member |
| 2008-Present | Exceptional Student Education Advisory Committee Member |
| 2006-2008 | District Fitness School Liaison |
| 2003 | District Labor Relations and Negotiation Committee Member |
| 2002-2003 | District Degree Review Committee Member |
| 2001-2003 | District Recruitment Team Member |

T. Gadson III  
593-03-0523  
Updated: 7/15/2010
## Service to Broward County School District

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
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<tbody>
<tr>
<td>2004-2006</td>
<td>Benchmark Assessment Committee Member</td>
</tr>
<tr>
<td>2005-2006</td>
<td>High School Reform Committee Member, Curriculum and Instruction Committee</td>
</tr>
<tr>
<td>2004-2006</td>
<td>Professional Development Principal Learning Community Member</td>
</tr>
<tr>
<td>2004-2005</td>
<td>District Recruitment Team Member</td>
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<tr>
<td>2004-2005</td>
<td>High School Reform Committee Member, Teaching and Learning Committee</td>
</tr>
<tr>
<td>2004-2006</td>
<td>FCAT Motivational Speaker</td>
</tr>
<tr>
<td>2004</td>
<td>Search Committee Member, Executive Director Multicultural and Bilingual Education</td>
</tr>
</tbody>
</table>

## Membership in Professional and Civic Organizations

- Alpha Phi Alpha, Zeta Alpha Lambda, Ft. Lauderdale, Florida
- Association for Supervision and Curriculum Development
- Florida Association of School Administrators
- National Association of Secondary School Principals
- Palm Beach County Administrators Association
Vitae
Robert G. Valenzuela, EdD.

(H) 1711 Columbus Blvd, Coral Gables, FL 33134
Phone: (305) 446-4212; cell: 305-343-3815
E-mail: valenzuela@academiceducationalpartners.org, valenzue62@gmail.com

Experience in the field of Education

2009- present

Presently serving as Assistant Director for the Fischler School of Education, Nova Southeastern University, Miami Florida.
Duties include recruitment for the Undergraduate and Graduate programs, teaching at the Master level in the International Teacher Program, and supervising online doctoral students.

1987-2009

School Administrator in Miami Dade County Schools with expertise in administration and supervision of everyday operations at the Elementary and Middle School levels. Proven ability to effectively coordinate multiple tasks such as: school budget, personnel management, and implementation of federal, state and district mandates. Excellent interpersonal skills.

- Expertise in data collection and interpretation procedures. Team development and collaboration skills.
- Principal mentor in the Money Matters Program (school finances) and the Executive Training Program (administrators training to be school principals).
- Mentor Principal on Special Assignment at Booker T. Washington High School, and Phillis Wheatley Elementary.
- Served in the North Regional Center Assisting Advocacy Director with Parental involvement, student transfers while monitoring the Articulation Process of schools in the Hialeah, Miami Lakes Feeder pattern.
- Supervised everyday operations of a large sub-urban school housing 1250+ students and 200+ employees. Provided primary guidance to students, parents and student service staff in school law and new trends in education. Managed a $4,000,000 school budget which included $500,000 (NCLB) Title 1 funds.
- Familiarized teachers, parents and support staff with best practices from current literature on education and instructional leadership. Guided the School for Excellence Plan committee by achieving consensus in meeting school wide goals. Provide students, faculty and parents mentoring and advice in support of career goals and future endeavors.
- The school received the 13 year Silver School Award for volunteer service.
The school received top honors as Region 1 United Way winner in 2000-01, 2003, 2004. The United Way Student campaign has met 100% of goal for 15 years. Led school through 16 year perfect internal funds and 15 years of perfect property audits. Selected to serve in this program during seven summer terms to assist Miami-Dade Schools district and Access center personnel in the implementation, development and monitoring district wide initiatives such as: Summer school, school vouchers for exceptional education programs, the Office of Professional Standards, the Student Support Team and the review of the K-12 allocation Plan. Money Matters Program Mentor and Executive Training Supervising Principal.

Author(s):
• “Matchmaker Grant” a $40,000 initiative grant where schools were paired in the State of Florida to share in the development of Technology, Science and Mathematics Academies. It was shared with Stone Middle School located in Melbourne, Florida. • “Parents and Teachers Helping Students” a $10,000 parent involvement grant sponsored by the State of Florida Education department. • “Strategies to Motivate the Alternative Student” a $10,000 grant sponsored by Pillsbury. This grant was funded 1995-1996 & 1996-1997. • Co-Authored: “La Familia”, A $75,000 family literacy grant targeting limited English proficient students, sponsored by the Barbara Busch Foundation.

Formal Education

• EdD. In Educational Leadership, Nova Southeastern University, Dissertation: Developing an Effective Inclusionary Program for the Exceptional Education Students at M. A. Milam K-8 Center.
• M. A. in Personnel Resources Management, Pepperdine University, California;
• B. A. Foreign Language Education (Spanish and German) Florida Atlantic University, Boca Raton.

Other University Level experiences:

Undergraduate Education Department, St. Thomas University, Miami, Florida and Mercy College of New York’s branch in Miami-Dade County 1978-2002.

• New Strategies in Education.
This course targeted new trends in education for undergraduate students in the field of education.
• Social Studies in the Elementary Classroom.
This course targeted undergraduate students in the field of elementary education.
• Principles of Marketing.
This course targeted LEP students in the field of Business.
- **Principles of Management.**
This course targeted LEP students in the field of Business.

**Adult Education Experience, Miami Dade County Schools.- 1973-1987**

- Assisted in the development, and monitored implementation of the Spanish version of the General Education Development Test.
- Tutored and mentored limited English proficient adults in the acquisition of reading and writing skills.
- Developed, translated, and implemented Adult Education Programs for limited English proficient adults to support Miami Dade County Schools, office of Parent Education.
- Developed and implemented parent workshops to improve parental teaching skills.

**Elementary Education.1974-1987**

- Taught grades 4-6 (all subjects) (see attached list of schools)
  Taught bilingual courses (Spanish) during summer school.

**Certification**

- School Principal, (K-12) Florida Department of Education
- Administration and Supervision, (K-12) Florida Department of Education
- Elementary Education (1-6) Florida Department of Education
- Foreign Language Education, Spanish and German (6-12) Florida Department of Education
- CITI certificate to monitor research with human subjects.

**Awards and Honors**

- Middle Learning Center at Milam K-8 Center named after me (2006)
- Street next Milam K-8 Center named after me (2008) (Dr. Robert G. Valenzuela Dr.)
- Awarded the key to the City of Hialeah by the Honorable Major Julio Robaina (2008)
- Received proclamation from the city of Hialeah for outstanding service (2007)
- Received Cervantes award from the Cuban American Foundation for outstanding service to Bilingual Education. 2006.
- Selected as Principal of the Year Finalist for Regional Center 1 2006.
- Selected Language and Speech Principal of the Year 1998.
• Cubans Educators in Exile Awards 1987 & 1993.
• Selected by the Florida Bar to serve in Grievance Committee for the 11th Circuit Court 1991-93
• Nominated for CEC Mainstreaming Administrator of the Year 1987

Community Involvement
• City of Homestead Educational Sub Committee Advisory Council Member 2008-present
• City of Hialeah Education Task force 2009-present
• Autism Walkathon, volunteer 2002-present
• Exceptional Student Advisory Council, Miami-Dade County Schools 1993-2007
• The Institute of Cuban-American Studies, served as panelist.
• Florida Inclusion Network, served as panelist.
• Florida Memorial College, served as panelist
• Our Lady of Lourdes Academy, Parent volunteer
• Hialeah Miami Lakes Sr. Advisory Committee Chairperson
• St. Theresa Catholic School, Parent Advisory Board.
• Flamingo Kiwanis, Hialeah Florida
• We Care of Homestead, Florida
• Bent Tree Elem. PTA member, teacher liaison.
• South Miami Sr. Advisory Committee member
• Royal Green Elem. PTA teacher liaison

Professional Associations
• Dade Schools Administrator Association
• Association of School Administrators ASCD,
• TESOL conference member
• National Association of Secondary Principals

Military Service:
• Volunteered to serve in the ARMY. Achieved Rank E5 (Sergeant) Honorably Discharged

References:

Mr. Jose Dotres
Regional Superintendent
Region II
305-995-1000

Mr. Richard Vidal
Director, North Regional Center
305-687-6565
Kathy-Ann Baich
803 Timberlane Circle
Lake Worth, Florida 33463
(561) 541-6105
Kathyann.PanusBaich@palmbeach.k12.fl.us or KathyBaich@yahoo.com

Results-focused, quality-driven professional with extensive experience in education, and management demonstrating consistent achievement of objectives to align with State and District curricular initiatives, strong professional development presentation and in-service skills, and dedication to organizational goals in order to meet the specific needs in the area of Reading for a District or school-based site.

Experience:

Educational Consultant ~ Reading Instructional Specialist
Capacity Development and School Accountability Reform
Reading/English/Language Arts
Palm Beach County Public Schools
2009-present
Mr. Jeffrey Hernandez, Chief Academic Officer, Palm Beach County Schools (561) 714-7411

• Planned and coordinated educational policies for Secondary Reading Education
• Developed Reading in the Content Areas in-service training for elementary and secondary content-area educators throughout Palm Beach County.
• Created, reviewed and evaluated curricula for school use.
• Interpreted provisions of state education codes and rules and regulations of State Board of Education.
• Conducted workshops, Literacy Leadership teams, and conferences designed to promote intellectual, social, and physical welfare of students.
• Studied and prepared recommendations on instructional materials and curricular choices.
• Conducted Instructional Reviews to determine and provide feedback to administrators about the effective teaching practices by their Reading and English/Language Arts Departments.
• Advised school officials on implementation of State and Federal programs and procedures.
• Created school-wide action plans with a focus on Reading to meet state standards and AYP guidelines, resulting in student-growth.
• Created and conducted numerous in-service trainings for District-Wide Literacy/Reading Coaches.

Educational Consultant ~ FLaRE Coordinator
Florida Literacy and Reading Excellence Center, Just Read Florida
Reading/English/Language Arts
Just Read Florida – The University of Central Florida
2006-2009
Enrique Puig, FLaRE Director (407) 823-4247
Dr. Evan Lefsky, (previous) Just Read Florida, Executive Director (850) 245-0503
• Collaboratively created State of Florida in-service programs for teachers of Reading K-12.
• Advised the Palm Beach County School District Curriculum Department on appropriate curricular choices and developed implementation plans.
• Created and conducted numerous in-service trainings on the areas of Effective Literacy/Reading Coaching, K-12 Effective Teaching Practices, Content-Area Literacy Strategies,
• Studied and prepared recommendations on instructional materials.
• Conducted professional development trainings and in-services for elementary and secondary teachers throughout the State of Florida.

Secondary Reading Educator ~ Okeeeheelee Middle School
Intensive Reading
2002-2006
Dr. David Samore, Principal (561) 434-3200

• Decisively developed lesson plans, meeting varied student needs; evaluated and assessed children’s development; implemented study methodologies to enhance children’s progress.
• Structured whole group, small group, and individual instruction to accommodate different academic and talent levels and learning styles, and encouraged parent involvement through regular communications, biannual parent-teacher discussions, and classroom volunteerism.
• Identified areas of difficulty and prepared lessons to assist students in overcoming them.
• Attended teacher in-services and staff meetings, maintaining strong relationships with fellow staff and administrators

Elementary/Gifted/Inclusion Educator – Madie Ives Elementary
Intermediate Grade Levels 4, 5, 6 (Gifted Education/ESE Inclusion/Regular Education)
1994-2002
Dr. Tanya Brown-Major (305) 651-7199

• Developed lesson plans that met varied student needs, evaluated and assessed children’s development, and implemented study methodologies to enhance children’s progress.
• Utilized varied teaching techniques to meet the needs of visual, kinesthetic and auditory learners for all subject areas.
• Prepared differentiated lessons, created curriculum, monitored student progress, planned and executed educational outings.

University-Level Teaching Experience:

Florida Atlantic University ~ College of Education
Adjunct Faculty
Applied Learning Theory, Diagnosis and Remediation of Reading Difficulties, Content-Area Reading, Children’s Literature, K-8 Language Arts
2007-present
Dr. Barbara Ridener (561) 297-3000
Barry University – College of Education
Adjunct Faculty
Children’s Literature, Diagnosis and Remediation of Reading Difficulties, K-8 Language Arts
2003-2007
Dr. Ollie Daniels (305)899-3300

Education:

Florida International University – Master’s Degree in Reading Education
Miami, Florida
1999

Florida International University – Bachelor’s Degree in Elementary Education
Miami, Florida
1994

National Board Certified Teacher – Middle Child Generalist
National Board for Professional Teaching Standards

Miami-Dade County Public Schools – Gifted Endorsement

Miami-Dade County Public Schools – ESOL Endorsement

Miami-Dade County Public Schools – Clinical Educator Trained

Palm Beach County Public Schools – CRISS Trainer

Palm Beach County Public Schools – Reading Endorsement Facilitator

Professional Organization/Affiliations:

International Reading Association – member

Florida Reading Association – member

Secondary Reading Teachers Association – member

References:

Dr. Constance Tuman-Rugg, Assistant Superintendent Curriculum and Instruction
Palm Beach County Schools
(561) 434-8000

E. Wayne Gent, North Area Superintendent
Palm Beach County Schools
(561) 434-8000
Cecilia A. Gutierrez
3215 Bird Avenue * Miami, Florida 33133 * (954) 376-0036
ceciiliagutierrez@mac.com

EXPERIENCE

Executive Director/Associate Director/Consultant Miami, FL
Breakthrough Collaborative 11/07 – 5/09
- Recruited to join the organization initially as a consultant, hired as associate director and promoted to executive Director of Breakthrough Miami within nine months of joining the staff.
- Served as the leader for a million-dollar non-profit organization planning significant growth with the aim of increasing student participation from 300 per year to more than 1,500 students, and growing from a fulltime staff of eight to 20.
- Led the effort to increase annual operating budget from 1 million per year to 2.5 million.
- Hired, trained, supported and managed a diverse staff of eight employees.
- Worked with the board chair to recruit board members that reflected the diversity of South Florida.
- Led all strategic planning efforts within the organization.
- Created and supported innovative partnerships.
- Developed marketing and public relations strategies to increase student and teacher recruitment opportunities, support fundraising and expansion. That included a complete overhaul of our website and the integration of new media.

Regional Sales manager, Northeast New York, NY
SchoolNet, Inc. (data management software) 11/06 – 1/08
- Hired as a consultant and promoted to sales within two months.
- Responsible for managing sales activities in the Northeast.
- Successfully closed a 1.3 million deal within eight months of joining the sales team.

Executive Director, Operations and Client Services Plantation, FL
The Millennium Group 11/05 – 10/06
- Recruited to help create an Education Turnaround Department. The company partnered with school districts to design, develop and implement a plan to turn around low-performing schools.
- Led and co-developed the company’s marketing strategy, including a new company image.
- Responsible for business development, presentations to superintendents, and working with senior staff in school districts.
- Project manager for Irvington, N.J., Public Schools turnaround Initiative. This district-wide effort accelerated student achievement and school performance.

Senior Program Officer Beaumont, TX
Beaumont Foundation of America 10/02 – 11/05
- Supervised Northeast team responsible for 13 states and the District of Columbia with total grants valued at about 11.5 million.
- Co-managed the Boys & Girls Club partnership with grants of more than 13 million. The partnership was as a model for deploying technology in community-based organizations.
- Managed the Council for Opportunity in Education partnership with grants valued at more than 1 million in 2004.
- Co-chaired the Foundation’s Education Committee responsible for developing the grant process.

Special Assistant to Manhattan Representative on the Board of Education Brooklyn, NY
New York City Board of Education 9/99 – 7/02
- Supervised and organized staff and daily activities of Dr. Irving Hamer, Manhattan Representative, Board of Education.
- Handled research, analyzes, negotiation and recommendations for all Central Board activities.
- Developed educational policies and priorities, and evaluated contracts and programmatic proposals by the chancellor.
- Managed the Task Force on Improving Middle Grade Schools, the Special Education/English Language Learners Committee and the Committee on Technology.
• Wrote proposals, reports, press releases and letters on key educational issues and represented board member with legislators, key stakeholders, parents and individuals.

**Special Assistant to Senior Public Health Advisor**

Washington, D.C.

Public Health Service’s Office on Women’s Health 8/97- 6/99

U.S. Department of Health and Human Services

Managed the Collaborative Group on Women and HIV/AIDS, a network of women from across the United States dedicated to exploring issues critical to women with HIV/AIDS.

• Researched and wrote reports and fact sheets on the impact of HIV/AIDS on women of color.

• Co-chaired the annual family Violence Prevention Committee, which organized activities for the Department on domestic violence issues.

**EDUCATION**

Baruch College, School of Public Affairs, CUNY  New York, NY

M.A., Public Administration; National Urban Fellowship  9/00

Boston College  Boston, MA

B.A., Sociology; Minor: Women’s Studies  5/95

**PRESENTATIONS and AWARD**

• 2010 commencement speaker for Ridge Park College in Durban, South Africa.

• Presenter at the 2008 Breakthrough Collaborative Conference on Designing School-Year Program.

• Presenter at the 24th annual conference of the Council for Opportunity in Education.

• Presenter on technology at two annual conferences of the Boys and Girls Club of America.

• TRIO Achiever Award.

**SKILLS**

• Fluent in English and Spanish.

• Highly proficient with software programs as Microsoft Word, Excel, Project and PowerPoint.

• Highly proficient with MAC hardware and software programs as Pages, Keynote and Numbers.

**VOLUNTEER EXPERIENCE**

For almost a year, into May 2010, I traveled and volunteered throughout Africa and India. I remain involved in the three organizations in which I contributed.

**McCord Hospital**

Durban, SA

06/09 – 11/09

• Worked as a volunteer with the technology department and senior management to analyze how the registration process might be improved.

• Produced a three-year marketing plan.

• Developed a volunteer program to be implemented later this year.

• Hosted visitors and supported fundraising efforts, including writing press releases.

• Secured a business partner to sponsor the annual Christmas party for HIV-positive children.

**HOINA (Homes of the Indian Nation)**

Kothavalasa, India

02/10 – 04/10

• While living at the orphanage as a volunteer, I taught English and computer classes.

• Wrote proposals, met with potential funders, created pamphlets and invitations are now being used by the orphanage.

**Missionaries of Charity**

Kolkata, India

04/10

• Worked as a volunteered in a home for mentally challenged as well as the destitute and dying. That included, included washing clothes, reading, giving medicine and medication, spending time with the patients, and anything that needed to be done.

• Wrote reports and letters.
# Sharon M. Martinez
505 Shady Pine Way, B-2  
Greenacres, FL 33415  
(561)389-8098

<table>
<thead>
<tr>
<th>Education</th>
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<tbody>
<tr>
<td><strong>December 2007</strong></td>
<td>Master of Education, Varying Exceptionalities, Grades K-12</td>
</tr>
<tr>
<td></td>
<td>Florida Atlantic University, Boca Raton, FL</td>
</tr>
<tr>
<td><strong>December 2003</strong></td>
<td>ESOL Endorsement</td>
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<tr>
<td></td>
<td>Teaching English for Speakers of Other Languages, Grades K-12</td>
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<tr>
<td></td>
<td>Florida Atlantic University, Boca Raton, FL</td>
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<tr>
<td><strong>December 1998</strong></td>
<td>Certification in Elementary Education, Grades 1-6</td>
</tr>
<tr>
<td></td>
<td>Florida Agricultural and Mechanical University, Tallahassee, FL</td>
</tr>
<tr>
<td><strong>December 1998</strong></td>
<td>Bachelor of Science, Degree in Family and Child Sciences</td>
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<td></td>
<td>Florida State University, Tallahassee, FL</td>
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<tr>
<th>Experience</th>
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<tbody>
<tr>
<td><strong>2008 – Present</strong></td>
<td>Instructional Specialist: Administrative Position working with</td>
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<tr>
<td></td>
<td>Schools in Need of Improvement, Title One, and Non-Title One</td>
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<tr>
<td></td>
<td>Schools; Created and Facilitated Modules for PBCSD Teacher</td>
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<td></td>
<td>Academy; Conducted Instructional Reviews; Completed Needs</td>
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<tr>
<td></td>
<td>Assessments and Developed Strategic Plans to ensure that all</td>
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<td>needs were met; Facilitated Learning Team Meetings; Effectively</td>
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<td>supported the implementation of Differentiated Accountability;</td>
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<td>Implemented the FCIM with schools and subgroups not meeting</td>
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<td>AYP; Designed programs to remediate struggling learners and to</td>
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<td>enrich students who have met the proficiency target; Worked with</td>
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<td>the District’s School Improvement Department and Several Schools</td>
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<td>in Restructuring to Complete their Restructuring Plans; Provided</td>
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<td>Professional Development through Trainings, Modeling,</td>
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<td>Cooperative Team Planning, Coaching, Co-Teaching, and</td>
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<td></td>
<td>Conferencing; Worked with schools to determine School, Grade</td>
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<td>Level, and Subject Area Plans of Action based on District &amp;</td>
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<td>State Data in the Summer, Fall, Winter &amp; Spring; Developed</td>
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<td>Strong Relationships with Administration, Teachers, Students</td>
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<td>Parents based on trust, consistency, follow-through,</td>
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<td>understanding of the Schools’ Needs, Participated in School</td>
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<td>Activities such as After School &amp; Saturday Tutorial, Sensational</td>
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<td>Science Days, Evening Parent Events, SAC Meetings, Math and</td>
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<td>Reading Competitions, and Math &amp; Writing Clubs</td>
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<tr>
<td><strong>2004 – 2008</strong></td>
<td>Writing Coach, Grades K- 5, Barton Elementary</td>
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<td></td>
<td>Lead Teacher for Barton’s After School Tutorial Program &amp;Summer</td>
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<td><strong>2004 – 2006</strong></td>
<td>Teacher on Special Assignment, TOSA</td>
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<tr>
<td><strong>2003 - 2006</strong></td>
<td>Safety Patrol Sponsor for 5th Grade Students</td>
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<td>Coordinator of Fundraising, Community Service Projects, Social</td>
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<td></td>
<td>Skills &amp; Citizenship Building Activities, Cleaning Up the</td>
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<td></td>
<td>Community Initiatives</td>
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<tr>
<td><strong>2003 – 2004</strong></td>
<td>5th Grade Teacher &amp; Grade Chair, Barton Elementary School</td>
</tr>
<tr>
<td></td>
<td>Coordinator of School – Wide Fundraising Administrator of</td>
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<tr>
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<td>Summer Readiness Program, Pre- K</td>
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<td><strong>2001 – 2003</strong></td>
<td>Supplemental Academic Instruction Teacher; Intensive Reading</td>
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<tr>
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<td>Grade Chair for the 3rd Grade Team</td>
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<tr>
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<td>After School Tutorial Teacher</td>
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<tr>
<td><strong>1999 – 2001</strong></td>
<td>4th Grade Teacher and Grade Chair, Barton Elementary</td>
</tr>
<tr>
<td></td>
<td>Summer School Teacher</td>
</tr>
</tbody>
</table>
Paul D. Wojciechowsky  
p24wojo@hotmail.com

2912 Hidden Hills Rd. #1202      West Palm Beach, Florida 33411           (561)-312-2072

EDUCATION

University of Scranton, Pennsylvania
Master of Science in Educational Administration, December 2007
GPA: 4.0/4.0

State University College at Buffalo, New York
Bachelor of Science in Biology Secondary Education, May 2001
GPA: 3.4/4.0, Dean’s List

ADMINISTRATIVE EXPERIENCE

Palm Beach County School District, Florida

Science Instructional Specialist-Capacity Development, 7/09-present

• Provide research based professional development and communicate best practices to administrators and teachers at the school and district based level.
• Provide support to teachers in the implementation process i.e. modeling, parallel teaching, and feedback.
• Prepare an initial needs assessments for schools outlining research-based professional development, actions needed, and parties responsible.
• Meet with school leadership teams to communicate suggestions for improvement within the science department.
• Collect and analyze data at both the school and district level.
• Employ multiple instructional approaches to solve specific achievement challenges identified by data.
• Review and provide input on the school improvement plan.
• Use the Florida Continuous Improvement Model (FCIM) in all aspects in building capacity for school based personnel.
• Developed lesson plans for an Integrated Science II curriculum that is used district wide.
• Strategically set up pull out tutorial/review sessions for students aligned to Florida Science benchmarks.
• All three of my target schools showed significant gains in 11th grade FCAT Science proficiency from 2009 to 2010; Pahokee Senior High 15% to 36%, Glades Central High School 14% to 19%, and Palm Beach Central 46% to 51%. 
LEADERSHIP EXPERIENCE

Spanish River High School, Boca Raton, Florida
Credit Lab Coordinator, 9/08-7/09
• Organized all aspects of credit lab, including everyday operations.
• Communicate with district office, teachers, and school administrators ensuring the program is run in an efficient manner.
• Monitor the curriculum used in the credit lab.

Spanish River High School, Boca Raton, Florida
SADD (Student against destructive decisions) advisor, 8/08-6/09.
Substitute Dean, 8/07-6/09.
• Provided supervision within all aspects of the school.
• Handled tardies and discipline referrals.
• Trained in the use of TERMS.

TEACHING EXPERIENCE

Spanish River High School, Boca Raton, Florida
Biology, Earth Space Science, and Environmental Science Teacher, 8/01-6/09
• Developed and taught daily lesson plans aligned to Florida Sunshine State Standards for 9th-12th grades.
• Incorporated labs aligned to Florida Sunshine State Standards.
• Utilized technology; such as Smart Boards, document cameras, Pasco Lab programs, and Microsoft Power Point on a regular basis.
• Stressed an inquiry based science classroom.
• Trained teachers within the department on the use of Pasco Lab equipment.

PROFESSIONAL DEVELOPMENT PROVIDED
• Item Specifications
• Transitioning to a Block Schedule
• Gizmo Best Practices
• Questioning and Wait Time in the classroom
• Best Practices Essential Labs
• Analyzing Data to Create Secondary Benchmarks
• Teaching using the 5E model-Explicit teaching
• Differentiated Instruction in the Science Classroom

CONTINUING EDUCATION
• Clinical Education certified.
• Florida Performance Measurement System certified.
• Preparing New Principals I.
• Palm Beach County ESOL endorsement.
Elena Medina

4336 Violet Circle  •  Lake Worth, Florida 33461  •  (561) 722-5443  •  erecio24@hotmail.com

OBJECTIVE
To obtain a position as a Learning Team Leader.

EDUCATION
AMERICAN EDUCATION COLLEGE, Chicago, Illinois  (May 2011)
Masters in Education, Educational Leadership
MOLLOY COLLEGE, Rockville Centre, New York  (May 2000)
Master of Science, Education
Thesis: Will involving and training parents in the Writing Process improve children’s writing?
Education Department Medal of Achievement
Bachelor of Arts, Major Spanish, Minor Elementary Education  (May 1998)
Kappa Delta Pi International Honor Society in Education
Dean’s List of Distinguished Students
BRIARCLIFFE COLLEGE, Lynbrook, New York  (May 1995)
Associate of Applied Science, Paralegal Studies

CERTIFICATIONS
State of Florida Permanent Certificate, Elementary Education 1-6, with ESOL and Reading Endorsements

TEACHING EXPERIENCE

8/08-Present
Safe School Institute, PBC SCHOOL DISTRICT
Learning Team Facilitator
Elementary School Level
- Facilitate Learning Team Meetings
- Provided EDW training for teachers
- Worked with teachers to analyze EDW and Diamond reports and created differentiated instruction groups
- Pulled and analyzed various EDW reports for the entire faculty and principals
- Determined accountability students using FTE reports
- Created forms for various progress monitoring reports
- Provided technical support for teachers with EDW
- Assisted Principals to determine and implement best practices to improve student achievement and set school target goals
- Provided Test Specification Training
- Assisted principals with the development of Grant proposals
- Assisted principals in determining instructional and target strategies using pupil progression, state grading and adequate yearly progress rules
- Assisted principals with writing the School Improvement Plan
- Assisted principals with determining school needs for Professional Development.
- Created tutorial groups
- Assisted in the development of an incentive program for diagnostics and FCAT Tests.
- Completed monitoring tracking form for weekly monitoring meetings

8/03-6/08
Cholee Lake Elementary School, PBC SCHOOL DISTRICT
Third Grade Teacher, Peer Teacher and Mentor  (8/03-6/04, 8/06-6/08)
- Provided instruction to multicultural and ESOL students in a self-contained classroom
- Implemented cooperative learning and learning centers in a transdisciplinary curriculum
- Developed authentic assessment tools including portfolios, conferences, and rubrics
- Provided literacy instruction through Guided, Shared, and Independent Reading
- Experienced in implementing curriculum with the SMILE writing program
- Administered the FCAT Reading and Mathematics, SRI, Diebels and Peabody Assessments

8/06-6/06
Milestones Language Academy
Owner and Pre-kindergarten Teacher  (8/04-6/06)
- Developed a Dual Language Pre-kindergarten curriculum
- Implemented and prepared lesson plans that incorporated cooperative learning and learning centers in a transdisciplinary dual language curriculum
- Developed authentic assessment tools including portfolios, conferences, and rubrics
- Provided literacy instruction through Guided, Shared, and Independent Reading
- Supervised educational field trips and special student projects
- Prepared and implemented lessons with strategies that included auditory, visual and kinesthetic activities to enhance students ability to acquire curriculum in both English and Spanish
First Grade Teacher (8/00-2/01, 8/02-6/03)
First Grade Chairperson and Peer Teacher (8/00-6/03)
- Provided instruction to multicultural and ESOL students in a self-contained classroom
- Prepared lesson plans reflecting inquiry based learning, shared inquiry discussion and critical thinking skills
- Implemented cooperative learning, learning center in a transdisciplinary curriculum
- Experienced in implementing curriculum with the Junior Great Books program and the International Baccalaureate Primary Years Programme
- Developed authentic assessment tools including portfolios, conferences, and rubrics
- Provided literacy instruction through Guided, Shared, and Independent Reading
- Organize weekly first grade meetings to monitor teachers’ plans, student progress, classroom events and administrative deadlines.

Reading Coach, Kindergarten through Second Grade (8/01-6/02)
- Model literacy lessons for all kindergarten through second grade teachers
- Train all K-3 teachers in Develop Literacy First and in Reading Running Records
- Facilitate teachers’ and students’ progress in the K-2 Reading Initiative Program

Elementary School Teacher, First Grade ESOL (2/01-5/01)
- Prepared lesson plans based on communication and to lower students’ “affective filter”
- Implemented strategies that included auditory, visual and kinesthetic activities
- Administered the Pre-LAS test and created Limited English Proficient Plans

Elementary School Teacher, First Grade Gifted (9/99-6/00)
- Taught multicultural and ESOL gifted students in a self-contained classroom
- Created thematic teaching units and author studies incorporating Gardiner’s Multiple Intelligences theory into all subject areas to meet new state standards
- Supervised educational field trips and special student projects
- Created a web site on “Transportation” as a student project
- Delivered faculty workshops on Math and Graphing and Everyday Mathematics
- Utilized cooperative learning, computer instruction and hands-on strategies
- Experienced with Success For All and Everyday Mathematics programs

First Grade Teacher (9/98-6/99)
- Provided classroom instruction to multicultural students in a self-contained classroom
- Prepared lesson plans reflecting the learning standards of all subject areas
- Implemented cooperative learning and learning centers
- Utilize Bilingual English-Spanish skills to enhance the learning environment
- Coordinated student production for Black American History Month

WORKSHOPS
- SMILE Writing Program, Clinical Educators Program, Math and Literacy in the Classroom
- Increasing Parental Involvement, Portfolios for Assessment and Instruction, IB Training, Developing Literacy First Trainer, Howard Gardner’s Multiple Intelligences, Thinking Maps
- Learning Team Facilitators Training, Unpacking Standards, Data Feedback Strategy Training, Lesson Study, Standards in Practice Training, Patterns of Reasoning, Rigor and Relevance, Efficacy, Differentiated Accountability, Differentiating Instruction for All Learners

LANGUAGES
- Bilingual English and Spanish

REFERENCES
- Available upon request
Ilka D. Slater
14770 Garden Drive • Miami, Florida 33168 • (305) 301-2126• islater1@bellsouth.net

A seasoned educational leader, who has a proven track record in developing math curriculums that has delivered double digit gains within one year that has contributed hugely to the transformation of many low performing schools. A leader who is highly organized and resourceful with excellent documentation skills and the ability to inspire confidence and influence people, such as school site management teams, teachers and community leaders. A leader who actively stays current on local and state educational reform, accountability issues and mandates that affect various k-12 institutions. A task oriented individual who is recognized by her team members, colleagues and administrators as a dedicated professional who is an effective supervisor with strong management and implementation skills.

PROFESSIONAL EXPERIENCE

Curriculum Development Team Leader & Math Coach, Miami Central Senior High School 2009 – Present

Highlights/Results:

Responsible for leading a renaissance of change in the math department over the last two years. Orchestrated a complete overhaul and redirection of the process of monitoring, teaching and structure of the curriculum by establishing a highly structured and rigorous math content that is personalized to meet the needs of the students. The 2009 turnaround was in 30 days from the state administered Florida Comprehensive Assessment Test.

2009 Results: In ninth grade students went from 27% proficiency to 51% proficiency.
2010 Results: In tenth grade students went from 41% proficiency to 58% proficiency.

Responsibilities:

• Responsible for assisting the principal with day to day school-site operations. Assisted with daily classroom walk-through(s) to ensure Sunshine State Standards were imbedded into the daily curriculum in all core subject areas. Met with teachers and provided feedback to include data disaggregation, need specific professional development and teacher specific support. Coordinated with the State and District compliance teams for School Improvement Reviews (SIRS) and presented strengths and areas for improvement to the Leadership Team and the faculty at large.
• Supervise the mathematics department of 22 teachers as the Math Coach:
  o Assist in the interviewing process for new math teachers.
  o Works with the Administration to develop the master schedule for teaching assignments.
  o Develops and coordinates the entire math department curriculum and ensures that the Florida Sunshine State Standards are covered and all state mandates are implemented.
  o Meets with the mathematics teachers 3 days a week and models lessons in individual classrooms 5 days a week.
  o Develops assessment tools for the math department using data-driven software products.
  o Analyze and disseminate data in order to make instructional adjustments to produce better learning outcomes for the students.
  o Compiles and presents weekly data reports of department wide assessment data and reports directly to the principal these results using such Microsoft tools as Excel Spreadsheets and Power Point.
Discuss and analyze all data reports with the principal in order to create individualized plans for each teacher’s classes.

Coordinates all professional development for the math department.

Serves on a committee to develop the School Improvement Plan (SIP)

Curriculum Support Specialist, Differentiated Accountability, Miami Dade County Public Schools, 2008-2009

Plans, organizes and coordinates the professional development activities and coaching in mathematics for teachers in grades 9 - 12; provides technical assistance for identified schools to support the implementation of mathematics grade level and intervention programs that address the Mathematics content Standards and Curriculum Framework; assists identified schools in developing coordinated school wide planning; organizes and implements a systematic and sustained approach to professional development; assists districts, site leadership teams and classroom teachers to implement research-based school improvement practices; assists districts and schools to implement Florida State Board adopted content standards across the system; provides technical assistance and support to educational staff at identified sites as needed; establishes and maintains effective communication and cooperative working relationships with clients, staff and other agencies; prepares reports; maintains program files and record keeping systems.

Administrative Assistant, Thomas Jefferson Middle School
Math Department Chairperson and Curriculum Coach, 2005 – 2008

Provides administrative support to the administrative team. Plans, organize, train and implement processes for the math department. Conduct trainings and professional development, school-wide.

Testing Chairperson, Thomas Jefferson Middle School, 2005 – 2008

Responsible for coordinating all school-wide test administration activities.

Supplemental Educational Services (SES) Coordinator, 2005 - 2008

Coordinates, organizes and disseminates information to parents and all staff members concerning services available to students as a result of the No Child Left Behind Initiatives.

Teacher, Dr. Michael Krop Senior High School, 2001 – 2005

Taught high school Algebra, Geometry and Math Skills classes. Developed and utilized documents created with Microsoft Excel to assess and evaluate student’s individual progress.
Technology Leadership Team Member

Unitary Status Compliance Cadre Chairperson, Dr. Michael Krop Senior High School, 2004 – 2005

Organized a committee made up of instructional and administrative staff members to address the language of the School Improvement Plan (SIP) that pledged to increase participation of minority students in Honors, Gifted and Advanced courses.
Math Department Chairperson/Teacher, Miami Shores/Barry University Charter School, 1998-2001

Highlights/Results:

Developed the entire math curriculum for one of Miami Dade Counties first model Charter School that became within one year, the second-highest-achieving middle school of 55 public middle schools in this county. Taught students utilizing a personalized learning plan that focused on the student’s individual needs. Integrated technology usage into lesson plans to assist in the delivery of the daily math concepts.

1999 Results: Students went from 38% Proficiency to 92% Proficiency.
2000 Results: School becomes an “A-rated school” as a result of the Florida Comprehensive Test

Responsibilities:

- Development of the Math Curriculum
- Data Analysis
- Conducted ongoing in-service activities in order to provide “Best Practices” on topics that dealt with curriculum, parental involvement and charter school compliance.
- Attended The U.S Department of Education’s Charter Schools National Conference, in Denver Colorado in order to participate in several workshops on submitting charter school applications, charter school law, compliance issues and preparing state mandated reports.
- Participated in weekly Leadership Team meetings with the Executive Director in order to develop documents and reports that address accountability issues that involved the language of the schools charter.

Adjunct Math Professor, Barry University, 1998-2000

Taught Classroom Management (EDU414) & Methods of Teaching Mathematics (EDU362) to undergraduate students pursuing degrees in math education at Barry University.

ADDITIONAL LEADERSHIP AFFILIATIONS 2004 - Present

Technology Leadership Team • Literacy Leadership Team • Discipline Advisory Committee • Saturday Academy Coordinator • School Improvement Plan (SIP) Advisory Committee • Unitary Status Compliance Cadre• Florida Continuous Improvement Model (FCIM) Participant • ESSAC Advisory Committee

COMPUTERS/TECHNOLOGY

**Software:** MS Excel • Word • Power Point • Microsoft Project • Visio • Visual Age • Dream Weaver

**Languages:** Java • Java Script • HTML

**Databases:** Oracle 8i • SQL*PLUS • PLSQL • MS Access

EDUCATION

**Educational Leadership Certification** *(currently completing coursework, will complete Fall 2010)*

Nova Southeastern University

North Miami, Florida

**M.S. Information Technology** *(Graduate 2002)*

American Intercontinental University

Ft. Lauderdale, Florida / Atlanta, GA

**M.S. Mathematics Education** *(Graduate 1998)*

Nova Southeastern University

Ft. Lauderdale, Florida

**B.S. Business Marketing Management** *(Graduate 1994)*

Florida State University, Tallahassee, Florida
Curriculum Vita
Dennis Belkofer
1660 North LaSalle Drive, Unit 506
Chicago, Illinois 60614
E-mail: dennisbelkofer@hotmail.com

Principalship Experience

• **Principal, West Belden Charter School, Chicago, Illinois (2002-2003):** Opened the school from ground zero; first-year IOWA and Illinois Student Achievement Test (ISAT) scores exceeded expectations, with 50% of students meeting norms.

Chicago Public Schools (CPS) Administrative Experience

• **AIM High Program Manager 11/09–Current:** Coordinate all aspects of the $6 million AIM High, SES after-school instructional program, serving 3,000 students in 150 schools; arrange and plan curriculum training for AIM High’s 600 teachers and 150 school-based coordinators; submit reports to CPS stakeholders and the Illinois State Board of Education

• **Manager of After School Academic Programs 6/08-11/09:**
  1. Supplemental Educational Services (SES): $57 million after-school tutoring program with 80 Providers in more than 300 schools serving 30,000 students and a support staff of four responsible for monitoring the program.
  2. After School Counts: $5 million after-school program in 200 schools serving 20,000 students not eligible for SES services with a support staff of one coordinator and one administrative assistant.
  3. Enrichment Academies: $2 million after-school program in 150 schools that prepared mid-tier students to move from Meets to Exceeds on the ISAT with a support staff of one coordinator and one administrative assistant.
  4. Step Up to Third Grade: $1.5 million summer school-program in 100 schools that prepared second-grade students to enter third grade with a support staff of one coordinator and one administrative assistant.

• **Cluster 4 Attendance Administrator (2005-2008):** Supervised principals in 50 schools monitor student attendance in their respective schools and provide intervention to at-risk students; compiled and reported student attendance data to area instruction officers (AIOs); presented student attendance data, and truancy-related issues at monthly principal meetings; supervised social agencies working in schools to help improve student attendance; assisted with parent conferences and student remediation plans.

• **Reading First Program Coordinator (2004-2005):** Wrote the budget portion of the $15 million First Grant for the 2004-2005 school year; supervised 37 schools to ensure that Reading First guidelines were met and implemented; monitored the purchase of $650,000 of core reading materials for 50 Reading First schools; organized monthly professional development for reading coaches serving in the 113 participating schools; trained teachers in the implementation of research-based reading instruction strategies.

• **Cluster 1 Accountability Liaison (2003-2004):** Monitored the implementation of No Child Left Behind legislation in over 100 schools; trained principals, administrators and classrooms teachers in using ISAT data to drive instruction; ensured that local school budgets and expenditures were aligned with NCLB and SGSA guidelines; served on walk-through teams, visiting more than 350 classrooms and providing principals with suggestions to improve instruction; assisted area instruction officers (AIOs) edit and approve school improvement plans.

• **Safe to Learn Grant Program Coordinator (2000-2002):** Monitored the implementation of the $1.1 million Safe to Learn Grant in 100 participating schools;
wrote the budget portion of the grant; organized professional development training in conflict resolution for participating schools.

- **Assistant to the Director of Homeless Education (1999-2000):** Worked with CPS lawyers, homeless advocate groups and local schools to meet homeless education guidelines; arranged transportation to and from school for homeless students.

- **Manager of the Truancy Hotline (1997-1999):** Supervised 5 telephone operators who took calls from schools and the community reporting truant students and 10 off-duty police officers who followed-up on the calls and returned truants to school; 2,000 truants were returned to school each year.

### Business Management Experience

**Project Manager, Random House, Incorporated (Electronic Publishing Office) New York, New York (1983-85):** Conceptualized video games using Peanuts and Mr. & Mrs. Potato Head characters for the home market; worked with Charles Schultz & Associates and Hasbro, Incorporated staff to design products; supervised a team of computer programmers and artists assigned to the projects. Published video games bearing my name as author: *Snoopy to the Rescue, Mr. and Mrs. Potato Head.*

### Reading Specialist Experience


### Classroom Teaching/Guidance Counseling Experience

- Raleigh Public Schools, Raleigh, North Carolina (1972-73); 5th grade teacher.

### Graduate Assistantship

- Reading Clinic, University of Toledo, Toledo, Ohio (1977-79): in charge of diagnostic testing and creating learning plans for clients, ranging in age from five to sixteen.

### Degrees

- Master of Counseling, Regent University, Virginia Beach, Virginia (1990): Counseling Major
- Education Specialist, Toledo University, Toledo, Ohio (1979): Administration Major
- Master of Education, Toledo University, Toledo, Ohio (1978): Administration Major
- Bachelor of Education, Toledo University, Toledo Ohio (1969): Elementary Education Major

### Certificates

- Type 75 Administrative Certificate
- Type 03 Teaching Certificate
- Illinois Reading Endorsement
- Certified Great Books Instructor
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.

We make the above agreements, assurances, and commitments.
**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.

Please see the attached documents.
This is to Certify That

CAMBIUM LEARNING, INC.

a(n) DELAWARE profit corporation, was validly authorized on December 1, 2010, to transact business in Michigan, and that said corporation holds a valid certificate of authority to transact business in this state.

This certificate is issued pursuant to the provisions of 1972 PA 284, as amended, to attest to the fact that the corporation is in good standing in Michigan as of this date and is duly authorized to transact business in this state any business of the character set forth in its application which a domestic corporation formed under this act may lawfully conduct.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.

In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 16th day of December, 2010.

[Signature]
Director

Bureau of Commercial Services

GOLD SEAL APPEARS ONLY ON ORIGINAL
### GENERAL LIABILITY

<table>
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<tr>
<th>NBR</th>
<th>TYPE OF INSURANCE</th>
<th>ADD'L SUBR</th>
<th>POLICY NUMBER</th>
<th>LIMITS</th>
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<td>COMMERCIAL GENERAL LIABILITY</td>
<td>CLAIMS−MADE</td>
<td>35907863</td>
<td>EACH OCCURRENCE: $1,000,000</td>
</tr>
</tbody>
</table>

#### UMBRELLA LIABILITY

- OCCUR
- CLAIMS−MADE

#### AUTOMOBILE LIABILITY

- ANY AUTO
- ALL OWNED AUTOS
- HIRED AUTOS
- SCHEDULED AUTOS
- NON-OWNED AUTOS

#### WORKERS COMPENSATION AND EMPLOYERS' LIABILITY

- ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [Y/N]: N/A

#### DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES

- [Attach Acord 101, Additional Remarks Schedule, if more space is required]

### CERTIFICATE HOLDER

- Michigan Department of Education
- Office of Education Improvement and Instruction
- Attn: Tammy Hatfield or Anne Hansen
- 608 W Allegan St #4
- Lansing, MI 48933-1524

### CERTIFICATE OF LIABILITY INSURANCE

**PRODUCER**
Willis of New York, Inc.
26 Century Blvd.
P. O. Box 30519
Nashville, TN 37230-5191

**INSURED**
Cambium Learning, Inc.
4185 Salazar Way
Frederick, CO 80504

**INSURER(S) AFFORDING COVERAGE**
- NAIC #: 20303-001

**COVERAGES CERTIFICATE NUMBER:** 15110421

**REVISION NUMBER:**

**DATE (MM/DD/YYYY):** 12/07/2010

**NOTE:** This certificate is issued as a matter of information only and confers no rights upon the certificate holder. This certificate does not affirmatively or negatively amend, extend or alter the coverage afforded by the policies below. This certificate of insurance does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

**CONTACT**
- NAME: certificates@willis.com
- PHONE: 877-945-7378
- FAX: 888-467-2378
- ADDRESS: Willis of New York, Inc.
- INSURER: Great Northern Insurance Company
- NAIC #: 20303-001

**IN EACH OCCURRENCE**
- DAMAGE TO RENTED PREMISES
- MED EXP
- PERSONAL & ADV INJURY
- GENERAL AGGREGATE
- PRODUCTS - COM/POP AGG

**EACH OCCURRENCE**
- MED EXP
- PERSONAL & ADV INJURY
- GENERAL AGGREGATE
- PRODUCTS - COM/POP AGG

**CLAIMS−MADE**
- EACH OCCURRENCE
- MED EXP
- PERSONAL & ADV INJURY
- GENERAL AGGREGATE
- PRODUCTS - COM/POP AGG

**COMBINED SINGLE LIMIT**
- EACH OCCIDENT
- BODILY INJURY
- PROPERTY DAMAGE

**WC STATUTORY LIMITS**
- E.L. EACH OCCIDENT
- E.L. DISEASE - EA EMPLOYEE
- E.L. DISEASE - POLICY LIMIT

**OTHER LIMITS**
- E.L. EACH OCCIDENT
- E.L. DISEASE - EA EMPLOYEE
- E.L. DISEASE - POLICY LIMIT

**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES**

**CERTIFICATE OF LIABILITY INSURANCE**

**PAGE 1 OF 1**

**CERTIFICATE HOLDER CANCELLATION**

**AUTHORIZED REPRESENTATIVE**

**SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.**