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

Electronic Application Process

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

MDE-SSOS@michigan.gov

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

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

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

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

Contact Information

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

Mark Coscarella  
Interim Supervisor  
Office of Education Improvement & Innovation

OR

Anne Hansen or Bill Witt  
Consultants  
Office of Education Improvement & Innovation

Telephone:  (517) 373-8480 or (517) 335-4733  
Email:  MDE-SSOS@michigan.gov
Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

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

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

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

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

Applications will only be reviewed if:

1. All portions of the application are complete;

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

Applications will only be approved if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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</thead>
<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>
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<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
<td>15</td>
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<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
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<td><strong>Total Points Possible</strong></td>
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</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
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</tbody>
</table>

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

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

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points  
Section 6 must be completed by all applicants.
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>
</tr>
</thead>
<tbody>
<tr>
<td>[Blank]</td>
<td>Carnegie Learning, Inc.</td>
</tr>
</tbody>
</table>

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

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<thead>
<tr>
<th>6. Applicant Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Mary Murrin</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>437 Grant 20th Floor</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
<tr>
<td><a href="mailto:mmurrin@carnegielearning.com">mmurrin@carnegielearning.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Local Contact Information (if different than information listed above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Deb McMurray</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>3523 Noble Dr.</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
<tr>
<td><a href="mailto:dmcmurray@carnegielearning.com">dmcmurray@carnegielearning.com</a></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>8. Service Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>☑️ Statewide</td>
</tr>
</tbody>
</table>

| Intermediate School District(s): | Name(s) of District(s): |
### 9. Conflict of Interest Disclosure

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

- [ ] Yes  
- [x] No

What school district are you employed by or serve: _____

In what capacity are you employed or do you serve (position title): _____

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 Carnegie Learning® School Improvement Plan for Math combines classroom instruction with Carnegie Learning® Print Resources, individualized learning with Cognitive Tutor® Software, and professional development for the math department and building leadership. Carnegie Learning® Math Curricula provide a research-based foundation with proven results to deliver highly effective, flexible, and easily implemented Math Intervention to help schools transform and improve core math instruction for students needing additional support.

Carnegie Learning® Math Programs deliver the elements most clearly associated with successful school reform—student achievement, assessment, and professional development. The program provides teachers, students, and administrators with:

• Differentiated mathematics curricula to improve student achievement
• Extended student learning time
• A continuous flow of student-level formative assessment data
• Initial and ongoing professional development
• Just-in-time help with accessible Web-based support

Using Carnegie Learning® Curricula, students develop a deeper understanding of high school math. Students spend more time learning while working individually with self-paced software or in small classroom groups engaged in discussing the processes in solving math problems as active learners.

Carnegie Learning provides the curriculum, professional learning opportunities, and accountability tools schools need to achieve measurable improvement in math achievement in underperforming schools. Carnegie Learning will partner with schools to create an effective and measurable School Improvement Plan for Math that places evidence-based math instruction and job-embedded professional development at the center of a school's transformational efforts.

Carnegie Learning will improve achievement in math by delivering:

• Research-Base: A research-based approach to learning
• Curriculum: Vertically aligned mathematics courses—from Algebra Readiness through Algebra II—with content aligned to Michigan HSCE's and Common Core Standards
• Assessment: “At-your-fingertips” formative assessment and reporting system that tracks progress and fosters continuous improvement
• In-Classroom Support: Coaching and observation to support best practices for teaching mathematics
• Math Content Academies: Opportunities for K-8 math teachers to strengthen their math content knowledge
• Job-embedded professional development: We establish learning communities for your faculty, and one-on-one coaching sessions inside and outside the classroom
• Customer service: Our expertise is always available through 24-hour online

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
Carnegie Learning® Curricula provide a model for both core math instruction and supplemental/intervention solutions for students in grades 6-12. Our Blended model is comprised of Carnegie Learning® Print Resources and Cognitive Tutor® Software. Cognitive Tutor® software lessons provide students with highly individualized; self-paced instruction that meets their exact needs to improve their secondary math skills. And Carnegie Learning® Print Resources promote 21st Century Learning that engages, motivates, and promotes collaborative learning. Our consumable print materials are designed for students to write in whether they are taking notes, highlighting key data, solving a problem, or writing complete sentences to describe problem solving strategies. This consumable approach to print resources helps students spend more time being active learners during class periods.

Program Component Options include:
1) Student Materials: Cognitive Tutor® Software, Student print sets including the Student Text, Student Assignment Book, and Homework Helper, and Skills Practice resources.


Students and teachers access the web-based Cognitive Tutor® Software from school, home, or any location with internet access. Our unique cognitive modeling technology is developed around an artificial intelligence model that identifies strengths and weaknesses in each individual’s understanding of mathematical concepts and procedures, customizes prompts to focus on areas where the student is struggling, and presents new problems that address specific concepts that have not yet been mastered. The software continuously assesses student responses to create a customized instructional path, ensuring that students spend more time on concepts they don’t know, and less time on topics that they have already mastered.

Benefits of Cognitive Tutor® Software include:
1) Innovative Research-Based Pedagogy which engages students directly in problem solving; uses concrete, real-world scenarios; makes use of informal student knowledge; prompts a student to think abstractly, by converting situations into quantities and units

2) Students work with multiple representations of a problem in scenarios that appeal to students of all abilities and learning styles. The Solver encourages students to
express the problem numerically; the Grapher displays the problem graphically in a coordinate plane; and the Worksheet prompts students to convert word problems to mathematical expressions.

3) Interactive Examples provide step by step instruction for each software unit so students can see and engage in examples that promote a conceptual understanding of the problems being solved.

4) Flexible Sequencing gives administrators the ability to build custom curricula to meet the special needs of districts, schools, and students. Units can be re-ordered, added and deleted, and new sequences can be named and published for use in the classroom.

5) Automated Assessment through pre- and post-tests that automatically tie to custom-sequenced curricula.

6) Just-in-time feedback in the form of contextual hints that are oriented towards helping the student to solve key steps in the problem. That immediate feedback enables the student to self-correct and leads to more effective learning and applying of the mathematics. Additionally, the program recognizes the most common student errors and responds appropriately.

7) Formative Assessment. Carnegie Learning® Formative Assessment includes diagnostic and benchmark assessment tools to capture the model’s impact on student achievement so that instructors are always aware of progress. As discussed above, the Skillometer is a fluid, real-time, and continuous assessment tool. While keeping students aware, engaged, and positive about their math experiences, it also provides immediate feedback to teachers. This constant visibility and ever-moving measure of student progress allows students and their teachers to see which skills are mastered more quickly and which still need to be mastered with additional teaching. Teachers can also visually review strand achievement levels for each student on a visible Skillometer, and identify those who need more targeted time on task. Because assessment is integrated with instruction, students do not lose valuable instructional time to planned assessments. And incorporating assessment into instruction ensures that assessments are authentic and relevant to curriculum. The use of a cognitive model allows the system to present students with complex problem-solving tasks while diagnosing student knowledge on individual skills.

8) Pre- and Post-Tests. Carnegie Learning delivers pre and post assessment allowing teachers to create a custom test that is both prescriptive and diagnostic. Tied to custom-sequenced curricula, the results are used to set pacing for students in the instructional software. These constitute criterion-referenced exams, correlated with state standards and benchmarks, which assess all material to that point in the course. These exams can be used to produce a growth scale that can be aggregated for state review.

Carnegie Learning Print Resources & Collaborative Math Classrooms
Carnegie Learning’s collaborative classroom environment integrates our print resources to promote discourse, group work and depth of understanding, emphasizing 21st Century learning skills. Carnegie Learning’s classroom design integrates these key skills into the instructional process, and provides tools for teachers to use in facilitating this classroom model. The classroom model promotes students’ decision making and problem solving, creative and critical thinking, collaboration and communication, intellectual curiosity, structuring and evaluating information, self correction, and lifelong learning.

Carnegie Learning Professional Development

At the core of our professional services is a teaching and learning construct that supports the implementation and ongoing success of district- and school-wide professional development programs, where mathematics teachers learn to assess, test, observe, and share best practices.

Phase 1 - Initial Implementation Training for Teachers, Coaches, and Administrators provides initial training on Carnegie Learning® Math Curricula. Participants become versed in the program components, experience and learn how to implement the research-based instructional model, and learn about the report data they will use to differentiate instruction.

Phase 2 - In-Classroom Support provides side-by-side sessions with Carnegie Learning math coaches that take place within the classroom and are based on district, school, and/or teacher needs. In-classroom support is most valuable early in the year to help teachers build confidence and experience success. Our math coaches build relationships with teachers to support implementation fidelity, classroom management, program monitoring, and data-driven instruction.

Phase 3 - Instructional Coaching Carnegie Learning math coaches will model instructional best practices, co-teach and co-plan lessons, and work with teachers side-by-side during pre- and post- conference visits. Math experts work with teachers to analyze core reports from the Teacher Toolkit to target individual students’ needs and identify next steps for instruction.

Phase 4 - Data Analysis and Status Reports

Using data to assess student needs is a critical component to a LEA's plan. Once the student is placed in Carnegie Learning course of instruction, multiple instruments are used to assess performance and effectiveness based upon state and/or national achievement assessments such as the MME, or by Instructor/Parent decisions based upon classroom performance. Carnegie Learning will provide status review meetings to set goals, benchmarks, and review student and teacher progress. Status meetings create action plans and inform Customized Professional Development.

Carnegie Learning® K-8 Math Academies

Math Academies deepen educators understanding of math and to provide the experience of learning math in a student-centered classroom. Carnegie Learning math experts challenge the educators’ understanding and beliefs about math and the teaching of math. Academies create a targeted learning experience for specific content-areas and grade levels. Teachers gain a better understanding the connection between early math concepts and algebraic thinking. These five-day Math Academies include: Early Number Concept – Building to Integers; Early Fraction Concepts; Fraction Sense and Operations; Connecting Decimals/_percents_to
Fractions; Proportional Reasoning and Linear Relationships; Developing Algebraic Thinking.
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.
Carnegie Learning has a fundamental commitment to the ongoing study of the effectiveness of our curricula with the goal to always improve our solutions. Research funding comes from the U.S. Department of Education, the National Science Foundation, the Office of Naval Research, the Defense Advanced Research Projects Agency, and other third-party organizations. The U.S. Department of Education’s What Works Clearinghouse identifies a study of Carnegie Learning® Algebra I as one of the very few studies that shows substantial, positive effects on learning and student attitudes in a strong experimental design, and overall, results of dozens of well-designed studies indicate that, when using Carnegie Learning programs:

- Students performed 30% better on questions from the TIMSS assessment
- Students demonstrated an 85% better performance on assessments of complex mathematical problem solving and thinking
- Students completing Cognitive Tutor® Algebra I had a 70% greater likelihood of completing subsequent (non-Cognitive Tutor) Geometry and Algebra II courses, as compared to students completing a traditional Algebra I course
- Students in Cognitive Tutor® Algebra I achieved 15-25% better scores on the SAT and Iowa Algebra Aptitude Test, as compared to students using a traditional curriculum
- Results have been nearly equivalent for both minority and non-minority students

Carnegie Learning® Math Programs are rooted in more than two decades of cognitive science research at Carnegie Mellon University. The results of this research formed the foundation for development of Carnegie Learning’s Cognitive Tutor® software, a unique modeling technology that teaches students to think mathematically. The primary theoretical basis for the Cognitive Tutor approach comes from John Anderson’s ACT-R model of learning and performance (see http://act-r.psy.cmu.edu/ and Anderson, 1993; Anderson and Lebiere, 1998; Anderson, 2007).

The ACT-R theory states that performance knowledge (i.e., how to do math) can only be learned by doing, not by just listening or watching. Using this theory, a cognitive model of problem solving was created by writing “if/then” rules that reflected and anticipated students’ various strategies for solving math problems and the common misperceptions they had that led to missteps and wrong answers. Using these if/then rules, the resultant Cognitive Tutor can follow students through their problem-solving activities using model tracing, a technique that identifies each step a student takes to solve a problem. Errors, such as the ones the student made in the above example, can be quickly addressed. The ACT-R theory proposes that complex problem-solving tasks are accomplished through the operation of many relatively-simple mental skills. The most effective and efficient instruction focuses on helping students identify the component skills for each task and on ensuring that students receive adequate practice on each of the component skills. This model of learning is the basis for the Cognitive Tutor’s formative assessment, differentiated instruction and mastery-based approach.
Carnegie Learning is helping schools across the country to promote student achievement in math. Here are a few of the many success stories reported by schools, districts, and states nationwide.

Baltimore County School District (MD)
As an AYP failing school, Baltimore County School District was eligible to purchase the Algebra I curriculum with Title I funds. Positive outcomes led the county to expand implementation to its Title I middle schools and several high schools. As a result, the Maryland High School Assessment math scores rose from 49% proficiency to 86% for those students using Carnegie Learning® Bridge to Algebra, Algebra I, and Algebra II curricula, all of which are aligned to Maryland state standards.

Miami-Dade School District (FL)
An independent study in 2004 in the Miami-Dade County district showed that students using Carnegie Learning® Curricula scored significantly higher on state tests than students using conventional curriculum studies. Also after one year, FCAT scores were 16 points higher for Limited English Proficiency (LEP) students using Carnegie Learning—27% passed the FCAT compared to 18.9% of LEP students using conventional curricula. Given these impressive results, a district administrator recommended: “Cognitive Tutor should be mandatory for all LEP students.”

Louisiana State Department of Education
In the 2006-07 school year, the Louisiana State Department of Education implemented Carnegie Learning® Bridge to Algebra for its ten-school Catch-Up Pilot Program to improve math outcomes for 8th and 9th grade students. After one year, results showed a 34.7% increase in proficiency on state tests. Teachers also reported increased student confidence, fewer discipline problems, and improved student motivation, which they attributed to the math courseware. The first-year evaluation concluded, “The Bridge to Algebra program, when implemented with fidelity, can accelerate math achievement of students who are behind in math and who have a desire to catch up. It is a curriculum that should be considered for wider use in both remediation and double-dose instruction programs.” In 2007-08, Bridge to Algebra was expanded to another six schools in Louisiana.

Union County Public Schools (KY)
Union County, a rural district in western Kentucky, made the highest academic gains in the state in 2009, and one of the largest gains in the history of the Kentucky Education Reform Act of 1990. The county now ranks 87th out of 175 districts in the state, up from 161st last year. With Carnegie Learning® Bridge to Algebra and Algebra I, end-of-year testing showed a 13% increase over one year. The full Carnegie Learning® Math Curricula are being implemented in all high schools. Also, the county is implementing Carnegie Learning® Professional Development Services for in-classroom support.
Green River Regional Education Cooperative (GRREC) (KY)
GRREC is a service provider for 33 south-central Kentucky school districts. The Cooperative provides professional development opportunities for teachers and emphasizes training as a crucial step in improving the value and efficiency of instruction students receive. GRREC implemented the Carnegie Learning® Professional Development programs over a three-year period, with 220 teachers attending week-long math content academies. At the end of the three-year program, the results showed teachers had a significant increase in their algebra content knowledge as measured by pre- and post-tests. There was also a significant increase in positive attitudes toward the teaching of mathematics.

In addition, there are many Michigan districts currently using Carnegie Learning materials, including Lake Shore Public Schools, Center Line Public Schools, East Detroit Public Schools, Highland Park Public Schools, Macomb ISD Summer School, and several districts through the Wayne County High Priority Schools Initiative.

An electronic library of completed research reports is available at www.carnegielearning.com, including, but not limited to the following:
• Kent School District - WA, 2003, Algebra I, study of 779 students, urban public schools
• Moore Independent School District - OK, 2001, 1,035 students, urban public schools, mixed ethnicity
• El Paso Independent School District - TX, 2001, Algebra I, large, urban schools; 90% Hispanic
• Canton City Schools - OH, 2001, Algebra I, study of 293 students, large, urban schools; ~1/3 African-American
• Denver Public Schools - CO, 2000, Algebra I, summer school, study of 233 students, large, urban schools; ~50% Hispanic
• San Francisco Unified School District - CA, 2000, Algebra I, summer school, study of 212 students, large, urban schools, mixed ethnicity
• El Paso Independent School District; El Paso, TX - TX, 2000, Algebra I, large, urban school; 90% Hispanic
• Milwaukee Public Schools - WI, 1997, Algebra I, study of 94 students, large, urban schools, largely African-American
• Pittsburgh Public High Schools - PA, 1995, Algebra I, study of 454 students, large, urban schools; ~50% African-American
• Pittsburgh Public High Schools - PA, 1994, Algebra I, study of 625 students, large, urban schools; ~50% African-American
Exemplar 3: *Job Embedded Professional Development*  
*(15 points possible)*

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

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

Carnegie Learning will assist schools in developing a comprehensive plan, delivered in phases throughout each school year. We will ensure the fidelity of implementations within our recommended instructional model and provide ongoing support which makes the difference between modest gains and remarkable success. We will provide teachers with professional development to implement best practices in standards-based math instruction throughout the school year with on-going professional development, in-classroom support, and instructional coaching guided by student data captured by the Cognitive Tutor® online curriculum.

Professional Development Opportunities:

Carnegie Learning® will work with schools to build capacity in the following ways: Through the train-the-trainer model which includes:

• Experiencing text and software to understand from the student perspective
• How to foster an environment centered around student engagement
• Strategies to encourage classroom discourse
• Examine formative and summative assessments
• Questioning strategies to connect student understanding between classroom and lab
• How to analyze data to inform instructional decisions;

Phased approach for Teachers, Coaches, and Administrators:
Phase 1- Initial Training for teachers

• Develop effective strategies for implementation of the Carnegie curricula
• Apply student-centered classroom collaborative learning strategies
• Develop effective scaffolding and extension questioning strategies
• Learn how to analyze data to drive instructional decision-making
• Apply the big ideas of curriculum materials to plan lessons

Carnegie Learning® Leadership Training is a half-day training for district leaders, coaches, and principals providing an overview of the tools and strategies necessary to support Carnegie Learning mathematics teachers. Leaders will:

• Understand the research behind helping students achieve success in mathematics
• Create an implementation plan to support teachers throughout the year
• Learn best practices in mathematics instruction
• Analyze and evaluate Teacher Toolkit data to drive instructional practices
Phase 2 - In-Classroom Support

Side-by-side sessions with Carnegie Learning math coaches take place within the classroom and are based on district, school, and/or teacher needs. Our math coaches build relationships with teachers to support implementation fidelity, classroom management, program monitoring, and data-driven instruction.

In-Classroom Support includes:

- Answer a self assessment to target individual teacher needs
- Observe classrooms and/or labs to provide relevant feedback to teachers
- Make specific recommendations to strengthen implementations
- Analyze report data to support accountability;

Phase 3 – Instructional Coaching and Using Data to Inform Instruction

Carnegie Learning math coaches will model instructional best practices, co-teach and co-plan lessons, and work with teachers side-by-side during pre- and post-conference visits. Math experts will work with teachers to analyze core reports to target individual students’ needs and identify next steps for instruction.

- Data interpretation with a Carnegie Learning math coach to work with teachers to analyze core Teachers Toolkit Reports, target individual student’s needs, and identify next steps for instruction, monitoring, and assessment based on the report data
- Pre-and post conferences with teacher (or district coach) to discuss successes and challenges, along with problem-solving strategies and next steps
- In-Classroom Action Plan for setting goals

Phase 4 – Data Analysis and Reporting Results

Carnegie Learning math experts will work with schools to collect and analyze data and present customized reports and graphs as needed to determine next steps for monitoring the implementation and changing classroom instruction. Data analysis and reporting will be integrated throughout the Professional Services delivery framework from Initial Implementation Training to ongoing support. Also, through our partnership with Carnegie Mellon and the Pittsburgh Science of Learning Institute, where we analyze click stream data – the level of reporting can be as broad or granular as necessary, and give insights for immediate professional development needs or instructional strategies to be used with particular students.
Exemplar 4: Experience with State and Federal Requirements  
(15 points possible)

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

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

All Carnegie Learning® Math Courses align to the Michigan state assessments, the GLCE and the HSCES. We are pleased to provide copies of all alignments and correlations for your review. Carnegie Learning A2 materials were developed using the Achieve standards as a guide. In addition to content coverage, our pedagogical approach embraces the same criteria used to develop the Common Core Standards such as covering fewer topics but with depth of instruction in extended task-based lessons that explore and foster deep mathematical understanding through problem-solving. In addition, through the custom curricula feature of the Cognitive Tutor, and through our on-line access to print materials, we are one of the few content companies able to meet the more rigorous Algebra I and Algebra II requirements of the State of Michigan, in addition to meeting the Michigan Merit Curriculum and Curriculum Framework.

Carnegie Learning’s pedagogical approach also closely aligns with the five strands Michigan defines in the School Improvement Plan Framework. The Teaching and Learning Strand can be demonstrated through progress reporting on meeting school and district improvement goals, which can be communicated through a catalog of documents to support an effective implementation, called an Accountability Portfolio. The Accountability Portfolio includes documents evidencing: student and teacher work, student and teacher growth, Teacher’s Toolkit reports (reports generated from the Cognitive Tutor) organizational action plans, and goal summaries. A communication plan can be developed in partnership with the MDE and customized based on the needs of the schools. As an example, Carnegie Learning can provide:

- Weekly or biweekly: Administrator Reports
- Weekly, biweekly, or monthly: Teacher Effectiveness Reports
- Quarterly: Accountability Portfolio
- Annually: Annual Implementation Summary and Accountability Portfolio

Strand II, The Instructional Support strand, is supported through access of Teacher Toolkit reports on student progress, which can be used by Administrators, Coaches and Teachers to truly implement a data-driven instructional model. Through the Carnegie Learning K-8 Content Academies, and our Professional Development offerings, Carnegie Learning strongly supports Strand III, Personal and Professional Learning. Carnegie Learning Carnegie Learning® Curricula provides resources to support Strand IV, School and Community Relations by encouraging parent involvement in students learning in three ways:

- Family Math Night
- Homework Helper
- Skills Practice

Family Math Night offers families the opportunity to become involved in their student’s classroom experience and to understand, first-hand, how the Cognitive
Tutor® Curriculum helps students learn mathematics. During Family Math Night, students and teachers work together to assist parents in solving mathematics problems using the Cognitive Tutor software.

Homework Helper is a companion resource available through an online support Web site designed to support and extend student learning from the Cognitive Tutor lab to home. The Homework Helper provides practice exercises as well as key vocabulary aligned to the curriculum and instruction in the student software. The Homework Helper enables parents and community members to participate in students’ continued learning and reinforcement of real-world, mathematics concepts.

Skills Practice pages provide the opportunity for students to reflect and review the mathematics content covered in the lab and practice the application of the content to solving real-world problems. Like the Homework Helper, Skills Practice pages are aligned to the curriculum.

Lastly, Strand V, Data and Information Management, is supported by a number of reports available to administrators and teachers to evaluate student achievement, and to make data driven decisions regarding instruction. Those reports include: pre- and post-test assessment data, skills alert reports (which identifies at the discreet skill level where students are requiring additional help), District and School usage and trend reports, among others.

Carnegie Learning has experience working with IDEA and Title I funding and we currently have implementations in several states where our curricula are showing significant results with students with disabilities. The data and progress monitoring components of the software are excellent tools for developing and tracking Individual Education Programs.

Carnegie Learning® Algebra I has been reviewed extensively by third party researchers in Title I implementations. The U.S. Department of Education’s What Works Clearinghouse (WWC) identified a study of our Algebra I solution as one of the very few studies that shows substantial, positive effects on learning and student attitudes in a strong experimental design.

Based upon our evidence of effectiveness, the U.S. Department of Education has funded the Effectiveness of Cognitive Tutor Algebra I Implemented at Scale project, a $6 million study of Carnegie Learning® Algebra I software conducted by the RAND Corporation. Implemented in six diverse regions nationwide, including Macomb County, the primary research objective is to measure the curriculum’s effects on students’ mathematics achievement.
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)

At Carnegie Learning, we understand that each school has unique needs, and we customize our partnership to ensure that all students can pass through the math gateways to success. We work with school and district staff throughout the implementation to help teachers become excellent math instructors.

A framework as to how Carnegie Learning will partner with schools districts in Michigan to ensure sustainability is identified below:

-Design and provide technical support to district and school IT personnel to confirm the technical infrastructure for the installation and implementation of Carnegie Learning courses.
-Install Cognitive Tutor® Software—with training on best practices.
-Deliver all student and teacher materials for all courses—with training on best practices.
-Plan and provide a customized Professional Development Plan including:
  • A 3-day Initial Staff Training Seminar for all teachers participating in the program, including “catch-up” training for all teachers joining late.
  • A half-day Leadership Training Workshop for all building principals, curriculum supervisors and/or department heads including “catch-up” training for all those joining late.
  • In-Classroom Support.
  • Individual and Group Coaching in instruction, data & analysis.
-Designate a Project Manager who will serve as the school’s primary point of contact with Carnegie Learning, and work directly with all participating faculty in building and delivering:
  • Benchmarks for student usage and performance; and weekly, quarterly and end-of-year metrics on meeting those benchmarks.
  • Easy access to personal content and technical support as needed.
  • 24/7 Access to the Resource Center Web site
  • 12/5 access to a telephone hotline.

And in response, schools would be asked to:

-Verify the integrity of the technical infrastructure including an adequate and accessible computer network with internet access for participating students and their teachers.
-Implement Cognitive Tutor classroom activity with fidelity, including setting up collaborative classrooms and using the software, texts and instructional methods we provide.
-Have students work on the Cognitive Tutor software a minimum of 50 hours per year:
  • In the classroom, before or after school, in summer school, or at home.
-Participate in Carnegie Learning® Professional Development:
  • Host our half-day leadership training workshop, insuring the building principal, math curriculum supervisor, and all other appropriate department heads are fully on board for the program.
  • Release participating math staff and insure their attendance at Professional Development events including:
    • One Initial 3-day training plus ongoing Professional Development.
- Student assessment review meetings every 9 weeks
- Easy access to personal content and technical support as needed.
- Share student data with the Carnegie Learning Project Manager, including:
  - A complete participating student roster by Oct 15.
  - End-of-course grades within 60 days of tests.
- Take any recommended actions to insure student success following per-student assessment reviews including any combination of block scheduling, extended day, summer school, pull-out programs, and increased software usage.
- Release time and attendance at “catch up” sessions for all new teachers, school leaders, and math faculty – full or part-time, entering the Carnegie Learning program.

More specifically, Carnegie Learning instructional math coaches will train participating staff to work with our software, texts, and collaborative instructional methods. We will continue to work with teachers in ongoing job-embedded professional development. We will help establish learning communities for faculty, and one-to-one coaching sessions inside and outside the classroom. A partnership with Carnegie Learning gives teachers the knowledge and confidence they need to continually assess student progress and initiate actions to ensure success with their students. For teachers who need more support, we suggest additional coaching — often in their own classrooms — with our experts initially, and eventually with peer teachers. We will use our continuous data collection and reporting to map out next steps in instruction, professional development, and near- and mid-term planning in targeted goal achievement. Our Administrator Reports map easily to evaluation requirements at building, district, state, and federal levels. We work within your framework to form report structures that are meaningful for your metrics, inputting your demographics and showing progress for all groups in your targets.
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.
Carnegie Learning will work closely with Michigan LEA’s and their schools to ensure their transformation or turnaround model for School Improvement is supported by a fully qualified and innovative education services team led by Carnegie Learning® Managers of School Partnerships (MSPs). MSPs are full-time employees of Carnegie Learning who have successfully implemented our curricula in urban, suburban, and rural schools with diverse student populations including special needs students. MSPs are experts in both curriculum and implementation, and work with our Certified Implementation Specialists (CISs) to deliver initial, ongoing, and job-embedded professional development.

Carnegie Learning® CISs are current and former teachers located in your region who have successfully implemented Carnegie Learning® Math Curricula. Each CIS receives rigorous training and is evaluated by a panel of education experts prior to certification.

All Carnegie Learning team members are fully versed in School Improvement Grants, the turnaround and transformation models of School Improvement, and other school intervention models and strategies.

Resumes for the following Carnegie Learning Professional Development staff dedicated to a partnership with the MDE are attached:

Tamara Bousquet, Regional Vice President
- Erin Simmons, Director Professional Services
- Sami Briceno, Senior Manager School Partnerships
- Valerie Muller, Senior Manager School Partnerships
- Reggie Revere, Manager School Partnerships
- Serena Alderson-Pritchett, Manager School Partnerships
- Deb McMurray, Regional Account Manager
- Scott Spindler, Customer Support Lead

Carnegie Learning is founded and lead by cognitive and computer scientists from Carnegie Mellon University in conjunction with veteran mathematics teachers. Vitae of the key managers identified below are also attached:

Dennis Ciccone-Chief Executive Officer
David Hart-Executive Vice President
Steve Ritter-Co-Founder and Chief Cognitive Scientist
Sandy Bartle-Senior Academic Officer
Steve Grieco-Vice President, Software Development
SECTION C: ASSURANCES

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.
• **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.

Licensure and Insurance Documents are on file with MDE
Scott Spindler  
T 412.613.6313, E applejedi@mac.com, W http://www.scottspindler.com

Work Experience

• Provided technical support for Carnegie Learning Cognitive Tutor Software customers.
• Responsible for training and managing tier I support staff.
• Responsible for reporting software usage to sales team.
• Created software tutorial documents for distribution to customers.

Instructional Technology Coordinator, Prince George's County Public Schools, Landover, MD - 2005 - 2006
• Provided inservice and instruction of Prince George’s County Public Schools (PGCPS) administrators and faculty.
• Assisted in the creation of desktop and laptop software images for school system-wide deployment.
• Created logos for use by The Department of Instructional Technology.
• Created and maintained Access database with a ColdFusion back end for the distribution of systemwide Microsoft software products.
• Maintained several Blackboard E-organizations.
• Responsible for testing and evaluating textbook software as well as troubleshooting.

Curriculum and Technology Specialist, Benjamin Foulois Elementary School, Morningside, MD - 2001-2004
• Provided inservice and instruction of faculty and students in software and hardware use.
• Set up, configured, and maintained 170+ computers in a Mac/Win network environment.
• Designed and maintained school's web site.
• Produced school's morning and afternoon television news show, BFTA News.
• Member of School Based Instructional Decision Making Team.
• Responsible for the implementation of the school's TIMS (Technology in Maryland Schools) Grant.

Classroom Teacher, Benjamin Foulois Elementary School, Morningside, MD - 1992-2001
• Taught sixth grade (1 year) and third grade (8 years).
• Taught 30+ or more students, in a multicultural setting, all subjects including art.
• Grade level chairperson for 3 years.
• Member of School Based Instructional Decision Making Team.

Business Machines Associate, Staples, Waldorf, MD - 1995-1999; Cranberry Township, PA - 2006
• Assisted customers in purchase of business machines (i.e., computers, fax and photocopy machines).
• Operated all equipment in high-speed copy department.
• Offered technical support and answered questions on a variety of products and devices.

• Demonstrated Apple iMac, iBook and G4 Cube computers.
• Demonstrated Mac OS 9.0.4, Apple iMovie and Microsoft Office 2001 for the Macintosh.
• Recommended Apple computer products for home and office.

Presentation and Workshop Experience

Split Personality, Powering Up With Technology Conference, Northwestern High School, MD - 2005
• Demonstrated how the Apple Mac Mini could be used with a PC running Windows.
• Demonstrated how to use a KVM switch.
• Demonstrated how to join the Mac Mini to Active Directory.

Elementary Report Card System Training, Benjamin Foulois Elementary School, Morningside, MD - 2003
• Presented inservice on the use of the PGCPS Elementary Report Card System.

Region I Technology Coordinators Meeting, Benjamin Foulois Elementary School, Morningside, MD - 2003
• Presented inservice on the use of iMovie, iPhoto, digital camcorders, and digital cameras.
Home and Hospital Teachers Conference, Eleanor Roosevelt High School, Greenbelt, MD - 2003
• Presented inservice on the use of iMovie and digital camcorders.

Technology Inclusion for All Workshop, Bonnie Johns Educational Media Center, Landover, MD - 2002
• Presented inservice on electronic and information technology accessibility standards.

Troubleshooting the Macintosh, Buck Lodge Middle School, Adelphi, MD - 2001
• Presented inservice on troubleshooting Macintosh computers.

PCs for Novices, Buck Lodge Middle School, Adelphi, MD - 2000
• Introduced teachers to PCs and Windows 98.
• Taught the use of Microsoft Word and PowerPoint.

Education

Undergraduate
Clarion University of Pennsylvania, Clarion, PA-Bachelor of Science Degree, Elementary Education, May 1992, Overall Q.P.A.: 3.44 / 4.0

Graduate Studies
University of Maryland University College, Adelphi, MD-Master of Education, Instructional Technology Specialty - six credits until completion

Graduate Course Highlights
Foundations of Technology in Teaching & Learning ♦ Digital Information Literacy for K-12 Educators ♦ Web-Based Learning & Teaching: Design & Pedagogy ♦ Technology in K-12 Education: Synch/Asynchronous, and Multimedia Technology ♦ Using Technology for Instructional Improvement ♦ Hardware & Software in Instructional Development ♦ Administration of Technology Initiatives: Planning, Budgeting, and Evaluation ♦ Technology Change Management in Schools ♦ Intel Teach to the Future

Technology Skills

Software
Microsoft Office ♦ Adobe Dreamweaver ♦ Adobe GoLive ♦ Adobe Illustrator ♦ Adobe InDesign ♦ Adobe Photoshop ♦ Adobe Acrobat ♦ Apple iLife ♦ Apple iWork ♦ Microsoft Internet Explorer ♦ Mozilla Firefox ♦ Apple Safari

Operating Systems
Windows 98 - Vista ♦ Mac OS 9 - X (10.5.4)

Hardware
Desktop and Laptop Computers ♦ Digital Cameras ♦ Digital Camcorders ♦ Scanners ♦ Printers ♦ TV Studio Operation ♦ High Speed Copiers ♦ Presentation Systems ♦ Interactive White Boards

Awards and Activities
• Member, Equipment Committee, MICCA Conference (since 2004)
• Volunteer, Powering Up With Technology Conference (since 2003)
• Member, MICCA (since 1999)
• Member, Apple Computer’s Customer Quality Feedback (CQF) Program (since 1998)
• Employee of the Month, Benjamin Foulois Traditional Academy (February 1996)
• Alpha Phi Omega, National Service Fraternity (since 1990)
• Kappa Delta Pi, International Honor Society in Education (since 1988)

Online Credentials Available
http://www.pa-educator.net/
http://www.scottspindler.com
<table>
<thead>
<tr>
<th>Work History</th>
<th>Details</th>
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<tbody>
<tr>
<td>2007 to present</td>
<td><strong>Carnegie Learning</strong>, Pittsburgh, PA</td>
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<tr>
<td></td>
<td>Manager of School partnerships</td>
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<tr>
<td>2000 to 2007</td>
<td><strong>Detroit Board of Education</strong>, Detroit, MI</td>
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<tr>
<td></td>
<td>Mathematics Instructor, Curriculum Leader and Consultant</td>
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<tr>
<td>1998 to 2000</td>
<td><strong>Southfield Board of Education</strong>, Southfield, MI</td>
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<tr>
<td></td>
<td>Mathematics Instructor</td>
</tr>
<tr>
<td>1997 to 1998</td>
<td><strong>National Training Center</strong>, Detroit, MI</td>
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<tr>
<td></td>
<td>Mathematics Instructor</td>
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<tr>
<td>1996 to present</td>
<td><strong>Exam Experts</strong>, Detroit, MI</td>
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<tr>
<td></td>
<td>Lead Mathematics Consultant and Facilitator</td>
</tr>
<tr>
<td>1992 to 1998</td>
<td><strong>Detroit Board of Education</strong>, Detroit, MI</td>
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<tr>
<td></td>
<td>Mathematics Instructor</td>
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<thead>
<tr>
<th>Professional Accomplishments</th>
<th>Leadership</th>
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<tbody>
<tr>
<td></td>
<td>- Assesses clients and staffs time on task to maximize productivity.</td>
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<td>- Evaluates goal reports to ensure quality performance is achieved.</td>
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<td>- Oversees and Analyzes departmental budgets.</td>
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<td>- Advises and Maintains business partnerships.</td>
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</table>

- Supplemental Educational Services - Project Manager 2005-2006
- School Improvement Committee – Lead Teacher 2005-2006
- Fundraising Committee - Co-Chair- 2005-2006
- SISTAZ Association Pershing High School – Co-Advisor 2004-2005
- National Association of Black Accountants - Scholarship Review Committee 2002-2003

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<thead>
<tr>
<th>Professional Accomplishments</th>
<th>Communication</th>
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<tbody>
<tr>
<td></td>
<td>- Plans and conducts team building exercises.</td>
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<td>- Researches and Problem Solves new strategies to improve productivity.</td>
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<td>- Facilitates seminars on current management techniques.</td>
</tr>
</tbody>
</table>

- Carnegie Learning Corporation - District and Nationally Certified Implementation Specialist 2003 – 2007
- Smaller Learning Community Open House – Coordinator 2004-2006
- LSCO Pershing High School – Teacher Consultant 2003- 2006
Serena Alderson-Pritchett

Smaller Learning Community – Team 2 Chair 2004-2006

**Training and Instruction**

- Motivates the advancement of clients through innovative exercises.
- Develops and Evaluates performance need assessments.
- Analyzes departmental goals and meets those objectives through strategic planning.
- Researches training techniques.

High S.C.O.R.E. Project – Facilitator 2005
Teaching Algebra and MEAP using the TI 83+ - Consultant 2004-2005
Crockett Constellation Seminar Incorporating Test Taking Strategies in the Classroom – Facilitator – 2002-2004
Exam Experts – Mathematics Facilitator 1996 –
National Training Center – STEP Program Facilitator 1997-1998

<table>
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<tr>
<th>Education</th>
<th>present</th>
<th>University of Phoenix, Administration and Supervision</th>
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<td>Critical course work includes the following:</td>
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<tr>
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<td>* Curriculum and Assessment</td>
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<td>* Critical Issues in Education</td>
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<td>* Action Research</td>
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<td>* Professional Communication</td>
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|          | 2007    | University of Michigan, Performance Improvement and Instructional Design |
|          |         | Critical course work included the following:          |
|          |         | * Curriculum and Assessment                            |
|          |         | * Analyzing Human Performance                         |
|          |         | * Instructional Design                                 |
|          |         | * Evaluating PI Interventions                         |

|          | 1996    | University of Detroit Mercy, Masters of Arts in Teaching Mathematics |
|          |         | Critical course work included the following:          |
|          |         | * Computer programming and design                     |
|          |         | * Curriculum and Assessment                           |

|          | 1992    | Michigan State University, Bachelors of Arts in Mathematics |
|          |         | Critical course work included:                        |
|          |         | * Learning Styles and Multiple Intelligences          |
|          |         | * Evaluating Mathematical Concepts                     |
|          |         | * Analyzing work environments                         |
|          |         | * Methods of Instruction                              |

| References | Available Upon Request |
Manager of School Partnerships - work with all levels of client personnel; conduct initial implementation trainings on all products; ensure satisfaction and proper implementation; conduct site visits with a focus on supporting the continued product use; design and conduct ongoing professional development workshops with emphasis on specific teacher needs; participate in Carnegie Learning product development committees; represent the company at local, state, and national conferences.  

| May 2006 – May 2007 | University of Texas at Austin, Charles A. Dana Center, Austin, TX  
Senior Program Coordinator - Provided program support in mathematics and provided professional development and technical assistance to support the Dana Center’s Partnership for High Achievement with school districts in Texas. Supported building capacity of the district to improve student achievement in math; established and maintained connections and communications among Partnership members.  

| Nov. 2005 - May 2006 | Austin ISD, Austin, TX  
Secondary Mathematics Specialist - worked with HS math teachers, providing Professional Development in a campus-based format and/or district wide for Algebra 1, Geometry, and Algebra 2 teachers using Institute for Learning modules. Responsible for curriculum planning, writing, revising of district Instructional Planning Guides, Six Weeks’ Exams, Benchmark exams.  

| Aug. 2001 – Oct. 2005 | Austin ISD, Austin, TX  
Secondary Math Teacher (Akins High School) - Taught secondary mathematics at Akins High School, and served as Mathematics Department Chair and Instructional Coach for Algebra 1.  

| June 2005 - July 2005 | Austin ISD, Austin, TX  
High School Summer School Math Instructional Coach - Served as an Instructional Coach supporting summer school teachers in Algebra 1, Geometry, and Algebra 2 at Crockett HS and Travis HS. Responsible for providing staff development for summer school teachers and for writing summer school Instructional Planning Guides for Algebra 1 and assessments.  

|
### Carnegie Learning, Inc., Pittsburgh, PA
May 2004 – Present
(Fully) Certified Implementation Specialist - Provide training of the Cognitive Tutor Algebra 1 Software/Curriculum for school districts/teachers new to Cognitive Tutor. I provide trainings locally in Austin ISD, as well as nationally.

### Lubbock ISD, Lubbock, TX
August 2000 – July 2001
Secondary Math Teacher (O.L. Slaton Junior High School) - Taught 7th and 8th Grade Mathematics

### Staff Development, Presentations and Achievements
- Presenter at CAMT Conference in Dallas, TX, 2005; presenter at NCTM 2006 in St. Louis, MO and CAMT 2006 in Houston; Panhandle Area Council of Teachers of Mathematics Conference October 2006 presenter; presenter at CAMT 2007 in San Antonio, TX; NCTM Regional Conference in November 2007 in Houston, TX; CAMT 2008 presenter; presenter at NCTM 2009, Washington, DC.
- As a Senior Program Coordinator at the Charles A. Dana Center: delivered Ongoing Professional Development Protocols to school districts across Texas on the Professional Teaching Model Process with the focus of building Professional Learning Communities and improving student achievement in mathematics in secondary education.
- As an AISD District Math Specialist: presented at District Staff Developments and User Group Meetings for Cognitive Tutor Algebra I Teachers and regular Algebra 1 Teachers, campus-based professional developments for Algebra 1, Geometry, and Algebra 2 teacher teams, Trainer of Trainers and Presenter for the Introduction to Principles of Learning for Secondary Math/Science Teachers Workshop at the New Teacher Academy for Austin ISD for two years, curriculum writer and reviewer for Austin ISD HS Math Benchmark Exams, Six Weeks Instructional Planning Guides, and District Six Weeks’ Common Assessments.
- Served on the 9th Grade Math TAKS Test Data Review Committee for Texas as a representative of Austin.
- Honored as Carnegie Learning’s January 2004 Teacher of the Month.
- Member of the following professional organizations (and have attended conferences of): NCTM, NCSM, TASM, ASCD, and Phi Delta Kappan

### Education
1995 – 2000
**Texas Tech University**, Lubbock, TX
B.S. of Exercise and Sports Sciences/Minor in Mathematics
- Attended the College of Education at Texas Tech University to become a certified Secondary Mathematics Teacher.
- Received Texas Teaching Certificate in Secondary Mathematics and Physical Education in 2000.

### References
Available Upon Request
Reggie A. Revere

Phone: (305) 281-9614
15811 SW 284th Street Homestead, Fl 33033

<table>
<thead>
<tr>
<th>Work History</th>
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<tr>
<td><strong>Carnegie Learning, Inc.,</strong> Pittsburgh, PA</td>
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<tr>
<td><em>Implementation Specialist</em> - work with all levels of client personnel; conduct initial implementation trainings on all products; ensure satisfaction and proper implementation; conduct site visits with a focus on supporting the continued product use; represent the company at local, state, and national conferences.</td>
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| 2006 – 2007 |
| **Miami Southridge High School,** Miami, FL |
| *Mathematics Teacher* - Teach 35-40 students in the following subject areas; Cognitive Algebra I & Traditional Algebra I, Cognitive Geometry & Traditional Geometry, Integrated Math, Algebra II |
| *Football Coach* – Develop effective defensive plans for the football team |
| *Defensive Coordinator* |
| *Defensive Back Coach* |
| *Track Coach* – |
| *Head Track Coach* – Helped student athletes develop the discipline of working individually as well as with a team. |

| 2000 - 2006 |
| **Felix Varela High School,** Miami, FL |
| *Mathematics Teacher* - Teach 35-40 students in the following subject areas; Cognitive Algebra I & Traditional Algebra I, Cognitive Geometry & Traditional Geometry, Integrated Math, Algebra II |
| *Football Coach* – Develop effective defensive plans for the football team |
| *Defensive Coordinator* |
| *Defensive Back Coach* |
| *Track Coach* – |
| *Head Track Coach* – Helped student athletes develop the discipline of working individually as well as with a team. |

<p>| Professional Accomplishments |
| Workshops Completed: |
|  - Issues &amp; Strategies in Instruction, 325 (2001) |
|  - Mathematics, 113 (2001) |
|  - Mathematics &amp; Science Site Support, 0073 (2001) |</p>
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<tr>
<th>Education</th>
<th>1995 – 2000</th>
<th>West Virginia State College Institute, West Virginia 25112</th>
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<tr>
<td></td>
<td></td>
<td>B.S. Mathematics</td>
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References Available Upon Request
| Work History | 9/2009 to present | Carnegie Learning, Pittsburgh, PA  
Senior Manager, Professional Services  
Managed operations and function of the professional services team including delivery of 2,000 days nation-wide. Directed first annual Carnegie Learning, Inc. National Math Institute to support continuing professional learning for secondary mathematics teachers and leaders. Developed on-demand professional development platform to support just-in-time and job-embedded professional learning. |
|  | 9/2008 to 8/2009 | Scholastic Inc., Education Division, Cambridge, MA  
Co-director, READ 180 National Summer Institute  
Developed professional development content for the 2009 READ 180 National Summer Institute, a 4-day professional development event for teachers and administrators. Designed and managed $750,000 event budget including registration fees, marketing, event planning, onsite execution, keynote presenter contracts, and audio visual. Developed and managed event channel marketing using email, direct mail, and phone campaigns. Managed onsite logistics and 20 logistical staff members including two interns during 4-day professional development event. Negotiated event location and hotel contract |
Program Coordinator, Reading Buddies and Lectores y Amiguitos. Promoted partnership between Office of School Partnerships, Cambridge School Volunteers, and the Amigos School to organize volunteer reading program at public dual language immersion school. Facilitated communication and assignments for 50+ volunteers reading with second grade students including onsite coordination and preparation. |
|  | 3/2007 to 9/2008 | Scholastic Inc., Education Division, New York, NY  
Community Manager, READ 180  
March 2007 to September 2008  
Communicated with 35,000 member community of READ 180 educators through the web, print, and email newsletters. Managed application process and review for READ 180 student awards, the READ 180 All-Star Awards. Created READ 180 |
Erin M. Simmons

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<th>Position</th>
<th>Company/Institution</th>
<th>Location</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Educator Award to honor an exceptional READ 180 teacher or</td>
<td>Co-director of the READ 180 National Summer Institute, grew from 600 in 2006 to 900 in 2007 and 2008.</td>
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<tr>
<td>Project managed marketing projects from inception to close as liaison between client and designer. Launched and administrated internal sales asset management and communication website. Trained implementation and sales teams on internal asset management site.</td>
<td>Huntington Learning Center</td>
<td>New York, NY</td>
<td>11/2006 to 8/2008</td>
</tr>
<tr>
<td>Developed working relationship and implemented unique lesson plans with cooperating third grade teacher and students in classroom. Observed and implemented lessons in grades K-5 with attention to classroom management and pedagogy across content areas.</td>
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</table>

**Accomplishments**

- National Meritorious New Teacher Award Recipient
  - Virginia Department of Education
- Three-time Half-Marathon Finisher
  - Nashville, TN; Plymouth, MA; Virginia Beach, VA
- Head Volleyball Coach
  - Williamsburg Volleyball Club
- Varsity Volleyball Team Captain, Athletic Scholarship, 4-Year Varsity Letter
  - The College of William and Mary
- American Cancer Society Relay for Life Team Captain
  - The College of William and Mary

**Education**

- 6/2009 Harvard University, School of Education Graduate Degree
- 7/2006 New York University, Summer Publishing Institute Publishing Certificate
- 5/2006 The College of William & Mary, Bachelor of Arts in
5/2006

Erin M. Simmons
English and Elementary Education
The College of William & Mary, Virginia Teaching Certification in Elementary Education (K-6)

References Available Upon Request
## Work History

<table>
<thead>
<tr>
<th>Year</th>
<th>Company</th>
<th>Location</th>
<th>Position</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>2007 to present</td>
<td><strong>Carnegie Learning</strong>, Pittsburgh, PA</td>
<td>Pittsburgh, PA</td>
<td>Regional Account Manager</td>
<td>Responsible for all sales of web-based mathematics curriculum in a 3 state territory (MI, IN, MN) focused on the K12 and Higher Education segment. Primary activities include prospecting, solution selling, account and relationship management. Work as part of a team with Inside Sales to attain territory sales quota. Year over year revenue growth of 20%. Sold first Community College implementation in region. Manage one of the largest implementations in the company with over 30 participating high schools.</td>
</tr>
<tr>
<td>2007 to 2007</td>
<td><strong>WoodWing USA</strong>, Detroit, MI</td>
<td>Detroit, MI</td>
<td>Eastern Region Account Executive</td>
<td>Sold a web-based publishing software solution to newspaper, magazine, book publishers, and corporations. Sold the first Higher Education implementation to University of North Carolina and subsequent implementations to University of New Mexico and University of Alabama.</td>
</tr>
<tr>
<td>2005 to 2006</td>
<td><strong>Gateway</strong>, North Sioux City, SD</td>
<td>North Sioux City, SD</td>
<td>Senior Account Executive</td>
<td>Sold Gateway hardware and software to colleges and universities in the State of Michigan. Partnered with inside rep to achieve year over year growth of 17%. Sold first 1:1 mandate in the State of Michigan to Wayne State University-College of Engineering, netting annual revenue of $1.0 M for next four years.</td>
</tr>
<tr>
<td>2003 to 2005</td>
<td><strong>The Newman Group</strong>, Dexter, MI</td>
<td>Dexter, MI</td>
<td>Regional Account Manager</td>
<td>Responsible for selling messaging and security solutions; including e-mail servers/appliance and content security applications to multiple industries, including Corporate, SMB, and EDU in a seven state territory. Number one Account Manager first full year with company, sold in excess of $2.5M. Closed $1.2M sale, the largest EDU sale to date for Messaging Solutions Group and vendor partner, Mirapoint.</td>
</tr>
</tbody>
</table>
| 2002 to 2003   | **Kinderstreet Corporation**, Ann Arbor, MI | Ann Arbor, MI | Director of Education Sales     | Developed and implemented all procedures to achieve sales targets. Primary contact for day-to-day selling of an ASP ERP solution to K12 Before
Deborah S. McMurray

and After School Care programs, while mentoring others in organization. Successfully launched product into new market by developing marketing program to drive sales to K12 institutions, which led to revenue growth of 278%. Closed first sale for company providing annual revenue of $10K.

2001 to 2002

**Plato Learning, Inc., Bloomington, MN**

Account Manager

Sold curriculum software to K12 institutions in Michigan. Established and maintained relationships with key K12 district personnel including Superintendents, Curriculum Coordinators and Technology Directors.

2000 to 2001

**Project Achieve, Inc., San Francisco, CA**

School Solutions Manager

Sold curriculum management software to K12 institutions, in 7 state territory, that allowed teachers to create lesson plans on line that served as a predictor for teachers and administrators, standardized testing results of individual students. Implemented sales model for data driven decision-making process. Manage leads to key accounts in consultative sales process.

1993 to 2000

**JR Holcomb & Co., Cleveland, OH**

District Sales Manager (1997-2000)

Managed 11 field Account Executives and 5 System Engineers in selling Apple Computer hardware and software solutions to colleges and universities, and K12 institutions in a 5 state territory. Implemented Apple Sales Agent Program including hiring, territory assignment, budget development, program deployment. Grew territory, in partnership with Apple team, to $67M in sales. Provided strategic direction by planning, organizing and establishing sales strategy; recruiting, training and developing employees; implementing marketing programs and strategies. Established and maintained successful relationships with key University personnel.

Account Executive (1993-1997)

Responsible for sales and marketing of Apple Computer hardware and software, third-party peripherals, and integration services to over 100 Private and Public K-12 Institutions in Southeast Michigan. Facilitated successful implementation of technology hardware and software. Developed team approach, along with the Apple Account Executive, to exceed customer expectations and needs. Developed and delivered quality presentations to prospects in medium to large groups to positively influence customer decisions. Maintained
<table>
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<th><strong>Deborah S. McMurray</strong></th>
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<tr>
<td><strong>Communication Process</strong></td>
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<td><strong>1985 to 1993</strong></td>
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<tr>
<th><strong>Education</strong></th>
<th><strong>Eastern Michigan University</strong></th>
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<td></td>
<td>Bachelor of Business Administration-Marketing</td>
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| **References** | Available Upon Request |
Valerie Miles Muller

Phone: 864-275-2294
309 West Prentiss Ave. Greenville, SC 29605

<table>
<thead>
<tr>
<th>Work History</th>
<th>2007 – 2009</th>
<th>Carnegie Learning, Pittsburgh, PA</th>
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<tr>
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<td>Senior Manager of School Partnerships</td>
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<td>Manager of School Partnerships</td>
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<td>1994 – 2007</td>
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<td>Eastside High School, Taylors, SC</td>
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<tr>
<td>1991 – 1994</td>
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<td>Carolina High School, Greenville, SC</td>
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<td></td>
<td>Mathematics Teacher - Algebra I, Honors Algebra I, Pre Algebra, General Math I, Practical Mathematics</td>
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<tr>
<th>Professional Accomplishments</th>
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<tr>
<td><strong>Presenter – National Council of Teachers of Mathematics Annual Meeting</strong> (Salt Lake City, Utah) – “Tent Revival – One Problem, Multiple Representations” (repeated the session for Georgia Council of Teachers of Mathematics Fall Conference -2008 and South Carolina Council of Teachers of Mathematics Fall Conference – 2008).</td>
</tr>
<tr>
<td><strong>Presenter – South Carolina Council of Teachers of Mathematics Fall Conference</strong> (Greenville, South Carolina) – “Why Tile? What Tiling Problems Reveal”</td>
</tr>
<tr>
<td><strong>Dynamic Classroom Assessment: Train the Trainer</strong> – Participant of professional development program that links mathematical understanding to instruction in middle and high school grades; assessment strategies were incorporated in the Greenville County Schools Algebra I Instructional Planning Guide.</td>
</tr>
<tr>
<td><strong>Certified Implementation Specialist Algebra I</strong> - Carnegie Learning, Inc.</td>
</tr>
<tr>
<td><strong>National Council of Teachers of Mathematics Academy: Assessment in the Middle Grades</strong> – Participant of professional development program that illustrated practical assessment strategies that enhance mathematics learning and supports communications avenues with parents and students to assist District Mathematics Curriculum Specialist with implementing Algebra I Instructional Guide.</td>
</tr>
<tr>
<td><strong>Presenter – National Council of Teacher of Mathematics Southern Regional Conference</strong> (Charleston, South Carolina) - “Transformations with Geometer’s Sketchpad™”</td>
</tr>
<tr>
<td><strong>Fathom™ Institute</strong> (Greenville, South Carolina) – Participant of professional development that illustrated a statistical “tool” or exploratory data analysis software application.</td>
</tr>
</tbody>
</table>
Valerie Miles Muller

- **Counselor T3 Advanced Statistics Summer Institute** – (Greenville County Schools): Co-trainer with Gail Burrill (Past-president of National Council of Teachers of Mathematics).

- **Advanced Geometer’s Sketchpad™ Summer Institute** (University of California at Berkeley & Key Curriculum) – Hands-on applications of software from the software developers.

- **T3 Connecting Algebra and Geometry Institute with TI92 Graphics Calculator** (Greenville County Schools) - Co-trainer with Michael Keyton (Illinois School of Math & Science).

- **North Carolina School for Science and Mathematics - Summer Institute for Advanced Placement Statistics Teachers** (1999) - Participant of professional development program that links statistical understanding to instruction at the college level; adapted a hands-on sampling activity to a calculator (TI-83) application and beta-version of Fathom to develop the central limit theorem.

- **Geometer’s Sketchpad™ Summer Institute** (University of California at Berkeley & Key Curriculum) – Hands-on introduction to software and its application from the software developers.

- **Presenter – Carolinas Conference** (Charlotte, North Carolina) - “Exploring Bivariate Data through Connections” presentation.

- **Presenter – South Carolina Council of Teachers of Mathematics Conference** (Myrtle Beach, South Carolina) - “Cube It! A Geometric Approach to Functions” presentation.

| Education          | 2004 – 2006   | Lesley University, Cambridge, MA  
|                   |               | Master's Degree - Technology in Education  
|                   | 1990 – 1991   | University of South Carolina at Spartanburg  
|                   |               | Secondary Mathematics Certification  
|                   | 1979 – 1983   | University of North Carolina at Chapel Hill  
|                   |               | Bachelor of Arts – Economics and Geography  

**References** Available Upon Request
TAMARA J. BOUSQUET  
44565 White Pine Circle East, Northville, Michigan 48168  
Home (248) 305-8021 Mobile (248) 705-9266  
tjbousquet@comcast.net

PROFESSIONAL EXPERIENCE

CARNEGIE LEARNING, INC., Pittsburgh, PA  
February 2007 – present
Regional Vice President, Eastern Region  
Responsible for business development for the Eastern Region, including 29 states, Washington DC and Puerto Rico.  
Focus is on secondary math programs, utilizing artificial intelligence tools, professional development strategies, intervention, supplemen tal and core program offerings.

Responsibilities include overall program and project delivery:
• Hiring and management of all sales and support teams in the eastern region
• Business plan development and budget preparation/management
• Compensation and incentive plan development
• Development of implementation plans for district and state programs
• Collaboration with product development and marketing teams on product development, launch and branding
• Contract negotiations and proposal development

THE PRINCETON REVIEW, New York, NY  
April 2006 - February 2007
Director, Educational Partnerships/Midwest Region  
Responsible for business development and marketing strategy for midwestern region of K-12 programs. Programs include state and district formative assessment development, academic interventions, and test preparation programs for career and college guidance.

Responsibilities include:
• Business plan development for five state region
• Development of regional marketing strategy
• Implementation and design planning for all state level initiatives
• Collaboration with independent research teams on educational policy and evaluation

Major accomplishments include:
• Launch of first middle school math intervention program for algebra in Michigan and Indiana
• Development of product and marketing strategy for state level ACT support for Kentucky and Michigan

HOSTS LEARNING, INC., Vancouver, WA  
March 2004 – April 2006
Regional Vice President/Central Region  
Responsible for field operations and business development for the 12 state midwestern region. Full P&L responsibility for $5 million operation. Focus is on K-12 academic intervention programs, using data driven instructional strategies, structured mentoring, and professional development.

Responsibilities include overall program and project delivery:
• Hiring and management of all operations, consulting, sales and support teams
• Business plan development
• Budget preparation and management
• Development of implementation plans for district and state programs
• Hiring and management of political lobbyists
• Contract negotiations and proposal development

Major accomplishments include:
• First successful launch of profitable Supplemental Educational Services programs in company history
• Development of first district wide model demonstration site, with multi-year, multi-site contract in excess of $1M
• Successful launch of first multi-site charter school implementation
• Successful launch of first multi-site secondary school implementation
• Development of grant support teams, including customized grant toolkits, grant writing workshops, and help line support. Resulted in 100% funding of all grants submitted.
• Development and management of company’s largest urban implementation
• Development of business, community and parental outreach programs

CO-NECT, INC., Cambridge, MA  
December 1999 – March 2004
Regional Director/Southeast and Western Regions  
Responsible for managing the southern and western regional sales organizations, including sales, marketing and field support staff. Activities include sales and marketing management of K-12 school reform initiatives and professional
development/training programs for districts and schools in over 15 states. Primary focus is technology integration, assessment, professional development, and change management skills for educators.

**Responsibilities include:**
- Regional sales plan development
- Hiring and managing sales and consulting personnel
- Marketing strategy development
- Budget management
- Development of compensation plans
- Sales training
- Development and delivery of district and state level presentations
- Contract negotiations

**Major accomplishments include:**
- Creation of campaign strategy for region that resulted in over $9 million in revenue
- Creation of customized professional development/training solutions for specific state mandates, resulting in new and profitable business opportunities

**AMERICAN MANAGEMENT SYSTEMS, INC., Fairfax, VA**  
**April 1994 – December 1999**  
**Business Development Manager/Midwest Region**  
Responsible for business development and account management of major commercial accounts in the midwest region. Activities include sales and sales management of information technology training, mentoring and consulting services.

**Responsibilities include:**
- Regional sales plan development
- Identifying new business opportunities within the application development community
- Developing and maintaining client relationships
- Formulating appropriate training strategies and crafting training solutions
- Supporting existing business
- Negotiating terms and conditions
- Proposal development

**Major accomplishments include:**
- Marketing, development and management of comprehensive project management training program to large chemical manufacturer
- Creation and sale of application development program for large equipment manufacturer and large automotive manufacturer
- Management of Michigan Economic Development Job Training Grant funds for automotive training program
- Increased revenue in the region over 500% over a three-year period

**COOPERS & LYBRAND, Detroit, MI**  
**October 1992 – April 1994**  
**Marketing Manager/Detroit, MI**  
Responsible for new business development in metropolitan Detroit. Activities include sales and marketing of project management services, outsourcing agreements and contract programming services. Management responsibilities include supervision of consulting staff, hiring and recruiting of consultants, and proposal development.

**DATA BASE MANAGEMENT, INC., Hartford, CT**  
**April 1989 – October 1992**  
**Regional Account Manager/Midwest Region and Southern Canada**  
Responsible for sales and development of information technology training projects in the midwest and Canada. Activities include the development of programs utilizing instructor led training, consulting services and CBT.

**APPLIED LEARNING INTERNATIONAL, Naperville, IL**  
**August 1985 – April 1989**  
**National Account Manager**  
Responsible for sales and development of self paced training programs. Activities include the development of programs utilizing interactive video, computer assisted instruction and instructor led training.

**HARCOURT, BRACE, JOVANOVICH, INC., Orlando, FL**  
**June 1984 – August 1985**  
**District Sales Manager/Southeast Region**  
Responsible for sales of personalized instructional systems and skill development programs in the southeast region, targeting Fortune 1000 companies, government training agencies and community colleges.

**EDUCATION**

**GEORGIA STATE UNIVERSITY, Atlanta, GA**  
Bachelor of Business Administration/Marketing
Corporate Leadership Vitae:

Dennis Ciccone, Chief Executive Officer. Before joining Carnegie Learning, Ciccone was the Founder and Managing Partner of Lycos Ventures. In that capacity Ciccone served on the Board of Directors of Carnegie Learning, as well as several other portfolio companies. Ciccone also served as Vice President of Mergers and Acquisitions of Lycos, Inc. Prior to working for Lycos, Ciccone was President, C.O.O. and Director of WiseWire, an internet software company purchased by Lycos in 1998. Earlier in his career, Ciccone, worked for 12 years with Simon & Schuster as Director of Sales and Marketing.

David Hart, Executive Vice President. David Hart brings more than 20 years of experience in business development, financial planning, and operations to the company. Prior to joining Carnegie Learning, Hart was a General Partner at Lycos Ventures. Hart also worked as Director of Business Development for Lycos, Inc., and directed sales and marketing at WiseWire Corporation. He previously was a sales manager at IBM and worked as Treasurer of Transarc Corporation. He is a graduate of Harvard Business School, and served five years active duty in the U.S. Army as a helicopter pilot.

Steve Ritter, Co-Founder & Chief Scientist. Steve Ritter, Chief Scientist at Carnegie Learning, has been developing and evaluating educational systems for over 10 years. He earned his Ph.D. in Cognitive Psychology at Carnegie Mellon University in 1992 and helped to found Carnegie Learning in 1998. As a postdoctoral associate and research scientist at Carnegie Mellon, Dr. Ritter was instrumental in the development and evaluation of the Cognitive Tutors for mathematics. He is the author of numerous papers on the design, architecture and evaluation of Intelligent Tutoring Systems and served as chairman of the IEEE Learning Technology Standards Committee working group on tool/agent communication.
Sandy Bartle, Senior Academic Officer. Sandy joined Carnegie Learning in August, 2000 after spending 14 years as a high school mathematics teacher, department chair, and coach. Sandy began her career at Carnegie Learning as a Manager of School Partnerships, where she used her background in mathematics education and curriculum to inform and educate teachers on the benefits of using the Carnegie Learning materials in their classroom. She went on to become a Regional Account Manager for the Mid-Atlantic region, Eastern Regional Director of Sales and VP of Educational Services. As Senior Academic Officer, she ensures that the best of academic research on teaching and learning theory is directly applied to the needs of teachers.

Stephen Grieco, Vice President of Software Development. Stephen Grieco comes to Carnegie Learning after 15 years at Intel Corporation where he gained experience in microprocessor engineering, sales & marketing operations, and leading strategy and implementation of customer facing IT systems. At Carnegie Learning, Grieco leads development strategy and execution of new math product lines for the Higher Education market as well as development of next generation versions and new solutions of the company’s core math software programs for middle schools and high schools. He graduated Summa Cum Laude in Computer Engineering from Virginia Polytechnic Institute (Virginia Tech).