

SUBMISSION INSTRUCTIONS

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

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

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

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

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

Contact Information

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

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

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

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.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
		EdisonLearning, Inc.	
3. Name of Entity as you would like it to appear on the Approved List			
EdisonLearning, Inc.			
4. Entity Type:		5. Check the category that best describes your entity:	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	
		<input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): ____	
6. Applicant Contact Information			
Name of Contact Mary Stafford		Phone 763-234-4299	
Street Address 485 Lexington Avenue, 2 nd Floor		Fax	
E-Mail mary.stafford@edisonlearning.com		City New York	
		State NY	
		Zip 10017	
		Website www.edisonlearning.com	
7. Local Contact Information (if different than information listed above)			
Name of Contact		Phone	
Street Address		Fax	
E-Mail		City	
		State	
		Zip	
		Website	
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input checked="" type="checkbox"/> Statewide			
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

☒ 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)

EdisonLearning *Alliance*™ is the core offering in the EdisonLearning™ Achievement Services portfolio of highly effective high school achievement solutions. Focused at the school level, *Alliance* targets sustainable improvement, building schools' capacity to deliver an exemplary education with a “no excuse” approach to every high school student’s academic success, and putting in place structures that help ensure high performance on an ongoing basis. Throughout the *Alliance* partnership, the district retains complete management and operational control of its schools. The EdisonLearning *Alliance* model provides our unique combination of proven research-based school designs, achievement tools and systems, professional development, and strong local support from an on-site achievement team that can transform schools and make them true centers of academic excellence.

We combine our comprehensive and coherent reform program with on-site support from an *Alliance* Achievement Team assigned to support the leaders at each high school. This team consists of well-trained and experienced professionals who, backed by national support from EdisonLearning, provide collaborative, hands-on assistance and guidance for school leaders, staff, and teachers to help individual schools effectively implement their school improvement plans and meet their goals. All EdisonLearning offerings are built on the Four Cornerstones™ of highly effective schools: Top Talent, Culture of Aspiration and Engagement, Demanding Content and Customized Instruction, and Achievement-Driven Management. Our offerings are comprised of highly evolved, carefully designed components that fit within this foundational structure. Every aspect is interrelated and interdependent, and our offerings reflect this premise. *Alliance* provides an array of service components, each one playing an important role in driving success. These service components dovetail with one another and provide a total solution that is far more than the sum of its parts.

Top Talent: When it comes to turning a school around and setting it on the right course, strong leadership and great teachers are essential. *Alliance* places a tight focus on developing leadership and teaching capacity, with services tailored to meet the individual needs of teachers and administrators. *Alliance* helps good teachers become great by building skills in classroom management, student support, curriculum, and instruction. Areas for professional growth are targeted using tools that let school leaders observe and assess performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet their goals. The *Alliance* Achievement Team provides hands-on differentiated support throughout the school year to continuously improve and develop the teacher and to help create skills and attitudes that will continue to provide benefits over the long term.

As important as teachers are, they need solid support from high school leaders who can help create the achievement-focused school culture that is essential to success. High schools must have strong leaders if they are to become centers of academic excellence. Doing the job well is an enormous challenge that requires a deep understanding of curriculum and instruction, as well as the effective managerial skills needed to develop a high-quality staff and a positive

school culture focused on achievement. The *Alliance* leadership development program helps high school principals become strong instructional leaders who have a positive impact on their teachers and students and can build their own leadership capacity. Like teacher development, this process combines dedicated professional development tools and training with on-site support and consultation from the *Alliance* Achievement Team. Interaction with other school leaders at regional and national conferences also gives principals the opportunity to share information and best practices.

Culture of Engagement and Aspiration (includes *College NEXT!*): A nurturing learning environment that is conducive to achievement is a vital part of all great schools. That means setting high expectations, engaging and motivating students, and providing them with strong support. A high school culture that promotes student achievement is not something that just happens—it is the product of careful, well-planned organization and embedded support that reflects the school's values and goals. The *Alliance* organizational model creates closely knit, effective learning communities within the school, supported by a schedule and implementation plan that complements and reinforces the school's curriculum and school improvement goals. The structure emphasizes small groups and individual student attention, and also helps teachers improve their effectiveness by setting aside time for collaborative planning and professional development.

Student behavioral management is also important to creating and maintaining the school's culture. *Alliance* gives schools, school leaders and teachers the tools and support they need to create an atmosphere of high expectations where student data is monitored to ensure that issues are addressed before they develop into problems and responsible behavior is promoted and recognized. *Alliance* provides training in student management and the creation of a positive learning environment, supported by a High School Learning Environment Handbook that serves as a roadmap for the development of behavioral management practices and policies that fit schools' needs.

Edison Learning's College *NEXT!* Program includes strategies to engage high school students early in the concept that higher education is a desirable—and achievable—option for each. The Program itself includes professional development, research materials, resources, and training for all high school administrators and teachers. *College NEXT!* also provides schools, students and their parents the supports needed for a student to qualify for and be successful at a four-year college of his or her choice. Through emphasis on increasing rigor, relevance and personalization, this program assists *Alliance* high schools in creating a college-going culture and in launching a cohesive college awareness and preparation effort. The key components include the use of the College Readiness Standards (ACT and College Board) as well as The College Board's PSAT Early Testing Program to inform AP (Advanced Placement) potential; use of these components leads to a significant increase in high school student enrollment in AP programs. To ensure that every high school student is prepared for college, a college-bound culture must permeate every aspect of the school's learning environment. A key first step includes school leadership teams working to create a vision, mission and learning environment that reflect the belief that all students can attend college and will be effectively prepared for success in

college upon graduation. In addition, school teams will make sure that a program is in place to establish a college-bound culture for all students starting in the 9th grade.

Demanding Content and Customized Instruction: One of the biggest challenges faced by high schools with a need to radically improve academic performance is the disconnect between expected results and the instruction provided. Often the curriculum does not cover all of the mandated state standards and/or students are not brought to the level of proficiency needed to pass high-stakes tests. The tools, training, and professional development that *Alliance* provides are designed to help ensure that the students in Michigan schools will meet—or exceed—state expectations, both in breadth of knowledge and level of proficiency. Companion Guides in reading and math align existing classroom curriculum materials to applicable Michigan/ACT standards, enable teachers and administrators to understand what proficiency under a particular standard looks like, and provide tools and strategies to help meet each applicable standard.

Regularly-tracked student performance data enables teachers to customize instruction to meet individual needs and maximize achievement results. The EdisonLearning approach of continuous improvement helps teachers as well, by assisting them in taking what they learn in the classroom and—through ongoing coaching, mentoring, and development—improve their ability to teach the curriculum. Additional high school curriculum and instructional solutions include the Reading Across the Curriculum program, which is a resource that is focused on enabling students to meet state skill standards by helping teachers apply their content area knowledge to reinforce literacy standards and improve student comprehension in all curricular areas.

Achievement-Driven Support: This fourth cornerstone is critically important to the viability of each school because it underlies the other three. The purpose of this *Alliance* framework component is to keep the school's focus firmly on achievement, establishing a systematic process of continuous improvement that uses assessment data, regular monitoring, and planning to stay on track. EdisonLearning begins every *Alliance* engagement by working with the schools to carefully examine each of their strengths and weaknesses. This Diagnostic, which varies in its depth according to schools' needs, provides the insight necessary to guide the *Alliance* team as it works together with school leaders to plan a course of action that blends the school's improvement plan with the *Alliance* model's best practices, tools, and systems.

EdisonLearning's eValueate™ Assessment System of monthly online assessments aligned to the ACT is an important part of *Alliance*. Schools use this instructional tool to make sure that the instructional program is proceeding properly and expected results are being achieved. These assessments provide vitally needed input to the ongoing improvement process; the plan of action thus becomes a living document, continuously refined using achievement performance data. Regular reporting helps validate the assessments, helping to ensure that all accountability standards are being met. The eValueate™ Assessment System delivers monthly data to monitor progress towards achievement goals in the classrooms and to drive decision-making for school leaders making academic improvement decisions. The on-site *Alliance* Achievement Team works with the school administration to collect, disaggregate, and

regularly analyze the data and to adjust the school improvement plans accordingly. For example, school administrators and the *Alliance* Achievement Team examine school data and create instructional pacing calendars. With on-site training in state standards and eValueTM assessment data, teachers vertically align instruction across grades and schools adjust their professional development plans. The on-site *Alliance* Achievement Team works with schools to review and assess the quality of materials, programs, and assessments that are currently in use or to provide suggestions for the adoption of standards-based materials and assessments. In addition to using the various assessment data, the on-site *Alliance* Achievement Team also works with the schools to monitor progress towards school improvement plan goals by conducting side-by-side school and classroom walkthroughs as well as through periodic one-on-one and small group meetings with leadership.

However, *Alliance* is not a one-size-fits-all solution. Schools have different needs, so the *Alliance* program is designed for flexibility and responsiveness. A dedicated ground team of experts, working daily within the schools, enables the implementation of this site-adaptable reform model. *Alliance* offers a unique partnership opportunity with Michigan schools to address particular academic needs in its high schools; we build upon current school improvement plans and strengths, and confront identified needs directly. Further, we share with Michigan schools one unifying goal: academic growth for *all* high school students. Growth that is demonstrable and sustainable.

In sum, while the *Alliance* program is customized to meet the needs of each partnership high school, the comprehensive model includes the following general components that work hand-in-hand with each school's improvement plan:

- Intensive, customized on-site and national Professional Development for administrators and teachers, including Leadership Development Systems for principals and leadership teams
- School Organization and Scheduling support to create a professional work environment that provides sufficient teacher and team collaborative planning and professional development, and creates a culture singularly focused on achievement
- Learning Environment and Student Management tools and supports that promote a school culture in which teachers can teach and students can learn
- Curriculum management tools and supports that break down Michigan standards, pace instruction, and connect and align curriculum materials to Michigan standards and sample assessment items
- The eValueTM Assessment System that allows teachers and administrators to track student progress towards achievement goals and to ensure that instruction is focused on state standards, learning to use data is a systematic way
- Achievement and Quality Management Systems that monitor implementation of the *Alliance* model, track progress toward school improvement and achievement goals, identify and manage quality needs as they arise, and ensure integration of all model elements
- College *NEXT!* Program to engage high school students and their families early in the concept that higher education is a desirable—and achievable—option for each; and to increase rigor through increased access to Honors and AP Programs
- Comprehensive diagnostic visit for each school

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.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

In 2007 Mass Insight, a venerable public school reform organization, grabbed the attention of the school reform world nationally with a sobering study, *The Turnaround Challenge* (www.massinsight.org/stg/research/challenge). It opened with some uncomfortable facts. The lowest performing schools in America had made almost no academic progress over the last two decades. The lack of progress came despite lots of efforts to improve those schools. And, by 2010, the nation would have 5,000 schools that fit the description of chronically low-performing, and, under NCLB, needing restructuring. The report emphasized, of course, the most discouraging fact about all of this: the students in these schools will leave them utterly unprepared for work, college or productive adulthood. The report emphasizes that conditions in the nation's lowest performing schools would need to change: schools would be given more autonomy from rules and regulations to do things differently, more authority over personnel, budgets, programs, schedules, and literally everything that affects achievement. In exchange they would be held accountable to a person for raising achievement. Capacity would be built in the schools. Internally, policies would be put in place to ensure that schools attract, develop, reward and retain the most successful staff and get rid of those who do not measure up. External capacity would also be provided, partnering schools with genuine experts with the time and proven ability to help until results are obtained.

The report went on to identify high performing high poverty schools that show what it takes for schools to achieve at high levels despite the burdens of poverty. These very special schools teach demanding curricula with attention to the individual needs of students. They teach until each student succeeds, not until the class bell rings or the "conveyor belt" moves students to the next grade level. They use "new world" methods that focus on individual students. They build strong cultures of collaborative teachers. They use data to gauge progress continuously. Most of all, these schools show that turnaround is possible.

The Mass Insight recommendations have been most welcome by EdisonLearning. Our views on school turnaround, developed over nearly two decades of working in highly disadvantaged public schools across the country, are entirely consistent with the findings of Mass Insight. Our high school *Alliance* model begins with the concept of partnership. In our experience, authorities and schools can and will support tough measures if they are worked out in partnership. We know from experience how vital it is to have mutual agreement about the difficult work to be done, for it to succeed.

On a foundation of partnership, we then introduce innovations based on research. These drivers of school performance are now well established in research (and echoed in the Mass Insight's look at high performing high poverty schools). For EdisonLearning, the research-based factors that schools must get right are: first, talent. Schools must do everything necessary to attract, develop, reward and retain the leaders and staff that succeed in raising achievement—what Mass Insight calls internal capacity. Second, schools must build cultures of aspiration and engagement. This requires close collaboration between teachers and strong relationships between students and teachers, attributes that schools can facilitate in many ways, including rituals, celebrations, and most fundamentally school

organization: teams, planning time, smaller learning communities and the like. Mass Insight highlights similar priorities. Third, schools must teach demanding curricula. Content matters. Students cannot master sophisticated knowledge and skills unless they are presented it. But when it comes to instruction, one size does not fit all, and so we emphasize customized instruction, teaching students in whatever ways ultimately brings success. Last, we help install achievement based management. Schools most rapidly achieve at high levels when they keep their eyes focused on measures of student achievement. We introduce formative assessments that provide monthly input on student progress against state standards. Rigorous teaching and careful assessment are likewise emphasized by Mass Insight.

With research-based practices in place, we then work to integrate them into comprehensive design for the school that ties into their school improvement plan. Piecemeal reform does not work, as Mass Insight also underscores. Each new practice introduced into a school must be reinforced by the other practices that intersect with it. For example, if teachers are to learn to teach and assess differently, the school's professional development system must be overhauled to promote these new practices on a daily basis. Staff observation and evaluation will need to reinforce the new practices as well. EdisonLearning has always believed that reforms must be integrated with each other and the school as a whole if they are to succeed.

Fourth, our high school *Alliance* model provides for substantial on-site support. No organization, school or otherwise, adopts and masters demanding new methods without constant support and reinforcement. Occasional workshops, new programs with "easy to use" instructions, once a semester visits by a consultant: these familiar approaches just do not obtain major change. Big change occurs with constant reinforcement and literally daily opportunities to try new ideas out, make mistakes, receive feedback and encouragement, and adapt. The EdisonLearning high school *Alliance* model therefore depends on a full-time on-site team of professionals that works as a mutually accountable partner with the school. Mass Insight believes that such support is necessary as well—what it calls "external capacity."

We wrap our model in our final principle, which is accountability. We believe that partners, just like the schools they work with, must be accountable. They must be accountable, moreover, not just for trying to improve the schools, but for succeeding. We believe partners should be held accountable for student achievement, and swiftly, showing gains within two to three years.

We believe finally that EdisonLearning is an ideal turnaround partner. Mass Insight emphasizes that school improvement partners in the past have not been partners at all, but rather consultants, offering bits of advice, with little force or accountability or effectiveness. EdisonLearning comes to the work of turning around low performing schools with nearly twenty years of experience running whole schools. We have operated roughly two hundred schools over the years—almost all in disadvantaged communities. We know that pieces of school must all fit together. Reform does not work unless it is integrated.

Based on our first decade of work, the American Institutes for Research (AIR 2006, www.csrq.org/espreport.asp) rated us among the very most successful comprehensive school reform organizations. Public records, including multiple Edison Learning Annual Reports on School Performance over a period of years, along with independent reports (including a notable RAND Corporation report released in 2005, www.rand.org/pubs/monographs), confirm that schools partnering with EdisonLearning have improved their students' academic performance over time. The evidence of our effectiveness in serving public schools is well-documented. During the 2009-10 school year EdisonLearning is partnering to raise achievement for almost a half a million students in 25 states, the United Kingdom and Abu Dhabi, with over 514 partners.

Nationwide statistics demonstrate that currently, less than 15% of all 9th graders who start high school will complete a college degree within 9 years. For students from traditionally underserved populations in low income-communities or who are the first in their families to attend college, the barriers are even greater and less than 10% of those high school freshmen will graduate from college within 9 years. Multiple studies conclude that early awareness, planning, preparation, and intervention are critical to addressing this substantial anomaly in high schools today. Causal factors of low-income students failing to gain college admission include: inadequate preparation for standardized college entrance exams, lack of rigorous high school coursework, poor level of awareness and planning for college and career exploration, and lack of support in the college and financial aid application process. The EdisonLearning *Alliance* model for high schools is designed to overcome these statistics by effectively addressing barriers.

We believe the results from several of EdisonLearning's clients speak specifically to our ability to make a difference for turnaround schools in Michigan. CICS Longwood in Chicago had graduation rates that were highlighted by the Illinois Policy Institute and the school received a 5-year accreditation from AdvancEd (formerly North Central). In 2003, when the state of Hawaii determined it needed assistance to address schools with performance challenges, it initiated a process for the schools to select a comprehensive provider of turnaround services. Seven schools engaged EdisonLearning to be their partner in a multi-year reform effort starting in fall of 2005. Because of the ongoing success of the relationship, EdisonLearning was asked to support additional schools each year over the past three years. Today, EdisonLearning works with 34 schools across the state, including many high schools. One clear example of the turnaround possible through a partnership with EdisonLearning can be seen in the results of Central Middle School. In 2004, prior to its partnership with EdisonLearning, the school posted results of 24.4% proficient or above in Reading, and 9.8% proficient or above in Math. Recently (through the end of the 2008-09 school year), the school posted results of 52.2% proficient or above in Reading, and 31.8% proficient or above in Math – gains of 27.8% in Reading and 22.0% in Math. In another of our partnerships with 12 schools, *Alliance* has helped a single district lift the performance of thousands of students to grade level. Students in our *Alliance* partnership schools are making substantial gains (www.edisonlearning.com).

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).

The *Alliance* Achievement Team provides principals and teachers with ongoing, job embedded, on-site professional development including local training sessions and one-on-one coaching, modeling, and mentoring. The strength of the on-site *Alliance* Achievement Team is that it can customize the support and training it provides to specific individual needs. Unlike other professional development programs, the *Alliance* Achievement Team provides training and follow-up, reinforcing the lessons learned and ensuring that the training makes its way back into the classroom and school. This key difference ensures that positive change takes place and that capacity is built within the high schools.

Leadership Development

The *Alliance* Leadership Development Program provides school leaders with the resources and customized support they need to grow professionally and develop the skills they need to become strong instructional leaders of high-achieving schools. Through implementation of this program, student achievement and the leadership capacity of existing principals will improve by principals becoming exemplary instructional leaders, builders of school culture, organizational leaders, site managers, and collaborative partners based on an understanding of best practice; reflective practitioners and engaging in the cycle of reflective practice, which continuously flows from goal setting to action to reflection; and continuous learners, growing over time from performance level to performance level.

Proven Leadership Models: At the core of the *Alliance* Leadership Development program is a model of distributed leadership with strong instructional leadership from a principal supported by a highly-effective leadership team. This model is the key to creating a leadership structure that will plan and drive the work needed to improve student achievement and developing professional environment within schools with clear roles, responsibilities and accountability. Research-based frameworks and rubrics that reflect the best practices and key attributes of strong leaders provide a foundation for personal growth plans that guide the program's implementation.

National Leadership Team Training: A week-long national EdisonLearning Leadership Team Training conference brings new principals and leadership team members together to help them solidify their goals and work effectively as a team. A wide variety of workshops and training sessions provides venues in which leadership teams learn about creating an inspiring culture and building the vision for their schools. The teams receive in-depth training and support while they work collaboratively on achievement planning, student management, and team building in anticipation of their first year as *Alliance* partners.

National Principal Conferences: Principals attend national EdisonLearning Leadership Development Academy conferences, where they attend sessions on a variety of topics on effective leadership and management delivered by experts in the field. In addition to attending training sessions and workshops, principals meet other instructional leaders from across the country, sharing best practices and learning from others' experiences.

Continuing Local/On-Site Support: The *Alliance* Leadership Development program provides principals and their leadership teams with ongoing, local training and on-site mentoring and peer-coaching that targets individual areas of need and builds on training received at the national conferences. An on-site *Alliance* Achievement Team works closely with principals and their leadership teams to review and analyze achievement data, monitor progress toward the school's improvement goals, and provide the training and coaching they need to continue their professional development. With strong leaders at the helm, schools are well positioned become high-achieving centers of academic excellence.

Teacher/Staff Development

There is increasing evidence that teacher effectiveness is the single most powerful determinant of student achievement. EdisonLearning helps develop great teachers, building skills in classroom management, student support, curriculum, and instruction. Specific areas for professional growth are targeted using tools that allow teachers to self-reflect and school leaders to observe and assess teacher performance. On-site training, coaching, and mentoring, along with off-site training at local or regional academies, provide the support and development that teachers need to meet the goals of the program. The *Alliance* Achievement Team provides hands-on support throughout the school year to continuously develop teachers and to foster skills and attitudes that will provide benefits over the long term.

Personalized professional development for teachers: Teachers have different strengths and weaknesses, which is why *Alliance* offers teachers a personalized training and support program that meets their individual needs. The on-site *Alliance* Achievement Team works with school leaders to develop personal growth plans for teachers based on research-based frameworks, either those from the school or EdisonLearning's framework, for highly effective teaching. The Team then provides focused coaching, mentoring, and lesson modeling for teachers that target their identified growth areas.

Team and school-wide professional development: In addition to focused one-on-one support, teachers also receive training on implementing the *Alliance* program and on school-wide areas of need. These site-based professional development sessions provide a balance of skills, theory, and practical implementation techniques to build effectiveness rapidly. A wide range of professional development is provided, including training on use of data, including the eEvaluate™ Assessment System, Reading and Writing Across the Curriculum, rigor and relevance, creating a positive learning environment, student management, differentiating instruction, co-teaching/inclusion, and curriculum alignment and pacing.

The *Alliance* program provides teachers with the training and resources they need to become masters of instruction, ensuring that gains made during the relationship continue long after it comes to an end. In addition, the on-site *Alliance* Achievement Team works with school leaders to determine appropriate training for support staff. Instructional support staff routinely participate in the professional development provided for teachers. Other support staff participate in training as relevant to their needs, and often participate in the learning environment and student management training.

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)

Through many years of experience managing schools in communities throughout the United States and abroad, and given that we currently work in 25 states, EdisonLearning has vast experience with state and federal requirements. The majority of the schools in which we work have high percentages of free/reduced lunch populations and often large numbers of ELL and Special Education students, and we are very familiar with Title I, Special Education, ELL, and Section 504 requirements. We partner with many Title I schools that are using the school-wide model and have a thorough understanding of Title I models. An ELL Director and a Special Services Director serve on EdisonLearning's national support team.

EdisonLearning has partnered with schools in Michigan in the past, and is currently partnering with several high schools in Detroit in an *Alliance* model. The on-site *Alliance* Achievement Team as well as national support staff have a thorough understanding of the state assessments (MEAP and MME), the grade level (GLCEs) and high school content expectations (HSCEs), the merit curriculum, and the curriculum framework. Every component of the *Alliance* program is specifically customized to align with Michigan Standards and the ACT. A key tool used to promote, monitor and evaluate standards based curriculum is the Companion Guides. Companion Guides link district/school curricula in English and math with Michigan standards and skills. Companion Guides contain opportunities for embedding, curriculum resources, and assessment evidence to assist a school staff in analyzing the essential knowledge and skills by grade and content area. Because the Companion Guides analyze and provide guidance to teachers, in an easy-to-use format on the particular grade level skills and knowledge that are required in English and Math, teachers appreciate the implications for classroom instruction and plan and prepare accordingly while the district is able to take a broader view to review and revise curriculum selections. This is a key *Alliance* component ensuring a rigorous academic program for all students. Moreover, the Companion Guides provide teachers with strategies for teaching the Michigan standards and grade level skills and for differentiating the instruction to meet the various skill levels of their students. In addition, because these guides are so clearly written and designed they act as instruments for active discussion, promotion, and articulation of curriculum across schools and grade levels at the school leadership and classroom teacher levels.

In our partnerships around the country, we collaborate with districts and states to ensure alignment of our work with the required school improvement frameworks as well as with any other requirements such as needs assessments and accreditation. We believe that it is important for schools to have one comprehensive plan that guides their improvement efforts, and we work with each school to ensure that their improvement plan is a living document that is used and known by all stakeholders. Our focus is on supporting schools to develop effective school improvement plans according to district and state requirements and assisting each school in full and effective implementation of its plan.

The process for effective school reform begins with a comprehensive school

EdisonLearning Diagnostic that identifies strengths, weaknesses, resources, issues, opportunities and organizational needs. In complete collaboration with the district, schools and school community, a custom implementation plan is crafted for each *Alliance* School based upon existing district and school improvement plans. Using a combination of EdisonLearning and school resources we ensure that high academic and behavioral expectations are 1) effectively set, 2) supported with specific strategies and actions, 3) monitored via agreed upon measures for progress, and 4) appropriately celebrated when implementation and progress milestones are achieved. Schools receive a detailed Diagnostic Report with next steps, which provides additional information to the school as it conducts its Comprehensive Needs Assessment. The Diagnostic Report provides evidence to begin a dialogue on what is needed to promote and support the school in its improvement efforts.

With needs mutually identified, EdisonLearning works with the partnership schools to develop or refine school improvement plans with clear goals and accountabilities as the foundation to improve student achievement. To determine these goals, together we analyze existing data, including the Diagnostic report, and develop a shared mission and vision that will guide the planning, goal-setting and decision-making process. Ultimately, schools set specific and realistic, yet demanding goals. The Diagnostic review typically takes place in the spring while school is still in session. The spring review provides an opportunity for the Diagnostic team to speak to school staff members and parents. It also ensures that the on-site Achievement team has appropriate time to incorporate the Diagnostic findings and be fully informed prior to beginning of the new school year.

As with all aspects of the *Alliance* program, improvement planning will be customized to meet local needs and reporting requirements. The on-site *Alliance* Achievement Team works closely with school administrators to create improvement plans, using either local or state planning formats or EdisonLearning's Student Achievement Plan format, with clearly articulated action steps and implementation strategies. The planning support draws upon 17 years of real-world operating experience in challenging school settings and captures best practices about what makes the best schools work. Together we do not simply create a document that is just another school improvement plan to be submitted and forgotten. To the contrary, it serves as an actionable, dynamic roadmap to excellence and the touchstone for school improvement.

Improving student achievement requires a dedicated focus on reaching improvement goals and relentless monitoring of continuous progress through the use of data and observation. For this reason, EdisonLearning employs rigorous processes for collecting, managing, analyzing, and reporting data from various sources including student assessments, classroom observations, walkthroughs, and satisfaction surveys. The on-site *Alliance* Achievement Team will work closely with school leaders and staff members to develop a plan for the collection, maintenance, and analysis of relevant data to facilitate the planning and tracking process. Using this data, the *Alliance* team will work with school administrators in their weekly and/or monthly meetings to monitor progress against the improvement plan. In addition, the data also feed EdisonLearning Dashboard Reports that will be used to guide improvement planning and drive a process for continuous improvement.

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)

EdisonLearning has years of experience working with schools, districts, and states on developing clear plans for sustaining reform efforts at the end of partnerships so that schools are self-sufficient. The EdisonLearning *Alliance* model focuses on building site-based capacity, transferring knowledge, and training staff so that academic achievement and school-based academic improvement will continue long past the conclusion of the partnership.

The emphasis during our partnership with each *Alliance* high school is on developing site capacity and the expertise of principals, other school administrators, and instructional leadership team members so they can support staff members and take on the responsibility of training and supporting future staff and driving school improvement efforts. Our focus during the first two years of implementation is on distributed leadership and intensive professional development which supports each school's improvement goals. By building leadership capacity throughout the school, leadership team members engage in shared decision-making and collaborative planning, as well as serve as resources through peer observations, model lessons, and reflective dialogue. In addition to focusing on creating a system of distributed leadership through leadership teams, EdisonLearning also focuses during the initial years of the partnership on developing a school's internal capacity to successfully implement the EdisonLearning *Alliance* model and instructional strategies.

During the beginning of the *Alliance* partnership, the on-site achievement team collaboratively plans with the school's leadership to develop and deliver professional development and engage in other reform strategies, with the *Alliance* team often taking the lead role and modeling. At the same time, principals and leadership team members receive regular coaching to support their professional growth and build capacity. Over time, generally by the end of the first year or the beginning of the second year of the *Alliance* partnership, principals and leadership team members begin to take on more of the lead role, facilitating professional development and reflective dialogue with teachers and other staff while the *Alliance* team continues to work with them collaboratively, providing side-by-side support and modeling as needed. By the end of the contract, EdisonLearning and each school will ensure that there are defined processes and protocols that consistently drive improvement planning, including for collaborative meetings, data collection and analysis activities, and monitoring of instruction and progress toward goals; leadership teams will be fully trained so that schools can carry forward their focus on data-driven decision making and professional development to effectively support improvement efforts.

A plan for sustaining efforts at the end of the funding period is developed at the end of the first year of the partnership that outlines what is needed to ensure that capacity is built at the school and the reform efforts will continue once the partnership concludes. Key stakeholders, such as the principal, leadership team, school improvement committee, and teachers are included in the development of the sustainability plan. The plan reflects expected change in the culture of the school and ties into the school's improvement plan. Areas that may be addressed as a sustainability plan is developed include school improvement planning, curriculum

support, formative assessments, professional development, leadership and teacher coaching, funding, and how support will be provided to continue necessary policies and practices.

Exemplar 6: Staff Qualifications
(15 points possible)

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

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

The strength of the *Alliance* model results from the combination of local know-how at the school with the on-the-ground team of educators who are well-trained in the EdisonLearning high school design and who have experience turning around under-achieving schools. These educators bring skills in the areas of achievement and leadership, positive learning environments, reading and math curriculum and instruction, student support, assessment, and state and federal requirements. They develop trusted professional relationships with district and school teams in the course of delivering the customized *Alliance* program. Generally, the team is comprised of a Regional General Manager (RGM) and Vice Presidents of Educational Services (VPES). Regular support is also provided to schools and the team by the Executive Director of High School Programs. The current RGM for Michigan is Mary Stafford, with Eric Chism and Georgia Hubbard serving as VPES. Scott Flowers serves as the national Executive Director of HS Programs.

Following are general descriptions of the roles and qualifications of *Alliance* field team members:

- The RGM oversees and coordinates the on-site *Alliance* Achievement Team's efforts, serves as the primary district liaison, and is responsible for progress reporting and for client deliverables.
- The VPES are generally former principals who have demonstrated high academic performance within challenging schools as well as the ability to motivate and develop fellow administrators and teachers. In addition, they have been highly proficient teachers who have demonstrated an ability to mentor and coach other teachers. Moreover, all VPES excel in the areas of leadership development, standards-based education, the use of data to drive instruction and decision-making, and student support. Team members bring additional areas of expertise to *Alliance* relationships based on their personal experience. The VPES reports to Michigan's RGM described above.
- The Executive Director of HS Programs leads EdisonLearning's high school reform for each EdisonLearning high school *Alliance* site, focusing on providing the most effective academic and holistic solutions for its urban high schools, which includes establishment of best practices for: (i) measurably increasing student achievement, (ii) organizing effective learning environments, (iii) ensuring thorough data analysis, (iv) master scheduling, and (v) creating a culture of college readiness—and ultimate college success.

Backing the team described above is EdisonLearning's national network of education and operations specialists. Their areas of expertise include curriculum and instruction, assessment, student support, ELL, special education, scheduling and technology. They also play a key role in the Diagnostic process.

EdisonLearning has detailed job descriptions for all staff who serve on and support *Alliance* high school teams. In the event that additional staff are needed, the RGM will work closely with EdisonLearning's Human Resources Department to carefully recruit, screen, and select individuals with the skills, background, and expertise needed to effectively serve urban high schools.

Resume of Regional General Manager

MARY STAFFORD

EDUCATION: University of Minnesota
BA, Early Childhood Education
M Ed Equivalent, Training and Organizational Development
Ed D, Education Policy & Admin
(All but dissertation complete)

CREDENTIALS: Superintendent License, State of Minnesota
Principal License, Grades K-12, State of Minnesota

PROFESSIONAL BACKGROUND:

2006 – Present

EDISONLEARNING, INC.

Regional General Manager

Michigan's current RGM, Mary Stafford, brings an impressive 13-year history with EdisonLearning and has transformed the most challenging, academically low-performing schools into high-achieving schools in their districts. Mary Stafford is an expert at integrating all of the EdisonLearning design elements to create a school culture focused on achievement, and she has a proven track record in delivering on EdisonLearning's five points of accountability: Student Achievement, Design Implementation, Financial Management, Client Satisfaction, and Operational Excellence. She has a deep understanding of curriculum and unequivocally uses data to drive instruction. She has spent more than 15 years developing talent, building site capacity, delivering on-site professional development and modeling best practices. Her greatest asset is her ability to identify key barriers to academic achievement and to take immediate corrective action that results in strong academic performance. Her region consistently meets annual performance targets in all areas of accountability. She reports directly to EdisonLearning's Chief Education Officer. She is responsible for the financial, operational, and academic performance of all EdisonLearning Products within the Midwest region including: District Partnership Schools, Charter Schools, and Alliance Partnership Schools.

Responsibilities include:

Client Relationship Management

- Perform integral role in developing the regional and national operational strategy, including prioritization of goals for field operations and refinement of the business model to lead to long-term profitable, sustainable, and capital efficient growth.
- Lead contact on determining and addressing client needs and the fulfillment of contractual requirements.
- Build/maintain client relationships (i.e. Board leadership, superintendents, authorizers, community leadership, political leaders, etc.) Address and resolve major issues and policies affecting regional customers. Implement company-wide strategies for enrollment, marketing, facilities management, etc. in order to enhance regional business prospects.

Financial/ Budgetary/ Legal Management

- Monitor regional performance and drive operating performance to deliver projected P&L results across all sites within region and create contingency plans as needed; ensure budgetary compliance for all contracts in the assigned region.
- Optimize current business results, strengthen the field operation's overall management capabilities and ensure continuity and smooth succession in all key areas of site management in the assigned region.
- Ensure compliance with legal, client and corporate requirements and act as steward of EdisonLearning assets. (e.g., invested capital - curriculum, technology, FFE; intellectual property; human resources)
- Execution of capital planning (facilities.)
- Act as lead for team on contract renewals/expansions for region.
- Oversee regional office (staffing, policies and procedures, etc.)
- Attract, train, manage and retain staff within the region (i.e. Regional Controller, Education Vice Presidents, Site Operating Managers, Principals, Program Managers and all site-based staffing.)

Achievement Management

- Responsible for regional achievement results and consistent implementation of the EdisonLearning school design.

Accomplishments

- Financial/Growth: consistently met or exceeded financial targets; significant expansion and development of high priority relationships.
- Achievement: consistently drives superior achievement results for students within the context of the EdisonLearning design.
- Satisfaction: consistently exceeds stakeholder satisfaction; satisfaction results double that of traditional public schools and exceeding EdisonLearning averages.
- Operational Excellence: known for ability to demand and deliver operational excellence.

2001 – 2005

EDISON SCHOOLS

Regional Vice President

Reported to the President of the Charter Division. Responsible for the financial, operational, and academic performance of all Edison charter schools in the Midwest region. Responsibilities included: Student Achievement & Design Implementation; Financial Management; Human Resources Management. Direct Reports included: Principals/Exec Directors; Area Financial Manager; Achievement VP.

1997- 2001

DULUTH PUBLIC SCHOOLS ACADEMY

An Edison Partnership School

Head of Schools

Founding Director of K-8 Public Charter School – the first in Duluth and at the time Minnesota's largest.

1993-1997
DULUTH PUBLIC SCHOOLS

1997
Interim Superintendent

1993-1996
Assistant Superintendent, Human & Community Resources
Provided leadership for all matters related to the district's human resources and community relations functions.

1990-1993
DULUTH TECHNICAL COLLEGE
Dean

1979-1988
UNIVERSITY OF MINNESOTA
Assistant Director, Student Support Services
Personnel Specialist/Compensation
Employment Representative

Resume of Executive Director of High School Programs

SCOTT FLOWERS

PROFESSIONAL BACKGROUND:

2009 – Present

EDISONLEARNING, INC.

Executive Director of High School Programs

- Joined the EdisonLearning team as the Executive Director of High School Programs in 2009.
- Responsible for oversight of programming for all EdisonLearning high schools (district partnership, charter, and Alliance)
- 20th year in the field of Education where he has worked extensively in urban high school settings to increase student achievement for all learners.
- Believes that all learners can achieve at high levels and be productive members of society if effectively engaged and supported in the learning process by quality, caring educators.

ADMINISTRATION

2006 to 2009

TERRY PARKER HIGH SCHOOL; Jacksonville, Florida

Principal

- Managed all facets of the daily operation of a diverse 9-12 comprehensive high school
- Implemented comprehensive reform initiatives designed to increase student achievement
- Facilitated the College Board, EXCEerator School initiative at one of 11 high schools in the nation
- Established a culture of college success by focusing on increased Rigor, Relevance, and Personalization
- Maintained a safe and secure learning environment
- Significantly increased the use of technology to enhance student achievement
- Developed and strengthened parent and community relationships through effective public relations strategies

2003-2006

CHRISTIANA HIGH SCHOOL; Newark, Delaware

Principal

- Managed all facets of the daily operation of a diverse 9-12 comprehensive high school
- Implemented research based high school reform initiatives
- Implemented a Smaller Learning Communities model designed to prepare students for post-secondary education and the 21st Century World of Work.
- Significantly increased student achievement for all students by raising expectations
- Collaboratively developed a safe and secure learning environment
- Strengthened parent and community relationships through effective public relations strategies

1998-2003

OSCEOLA HIGH SCHOOL; Kissimmee, Florida

Assistant Principal Curriculum and Instruction

- Ninth Grade Academic Learning Center Administrator
- Developed data-driven curriculum and instructional programs aligned with the Sunshine State Standards
- Supervised and coordinated FCAT test preparation activities
- Planned, coordinated and facilitated professional development designed to achieve school improvement goals specific to Goal 3 Student Achievement
- Coordinated and Implemented the Southern Association of Colleges and Schools, School Improvement process

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

- Public Relations/ Parent, Community Involvement, and Business Partner contact

1997-1998

OSCEOLA DISTRICT SCHOOLS; Kissimmee, Florida

Resource Specialist for Innovative Practices in Curriculum Instruction and Assessment

- OVATIONS (Osceola's Vision of the Arts Through Imaginative Ongoing New Strategies) K-12 Goals 2000 Local Area Reform grant administrator
- Planned, coordinated and conducted professional development designed to help k-12 teachers in all Osceola District Schools integrate the arts into their curriculum
- Developed and implemented curriculum designed to integrate the arts across the curriculum
- Coordinated the Florida Department of Education's Connections and Classroom Managed Assessment Train the Trainer Program
- Multiple Intelligences /New Directions Facilitator, Project Zero, Harvard University
- Discipline Based Arts Education Facilitator

TEACHING

1996 to 1997

OSCEOLA HIGH SCHOOL; Kissimmee, Florida

OVATIONS Fine and Performing Arts Academy Director & Television Production Teacher

- Directed, coordinated activities, developed curriculum, and evaluated the OVATIONS Fine and Performing Arts Academy
- Developed, taught and maintained Osceola High School's Television Production Program
- Coordinated Osceola High School's Teacher on Assignment, Teacher Mentor Program designed to provide assistance and resources to teachers on current best practices in curriculum, instruction, assessment, and classroom management skills.
- Arts Connection Facilitator, Jacqueline Kennedy Onasis School for International Careers NY.NY

1995 to 1996

HORIZON MIDDLE SCHOOL; Kissimmee, Florida

Director of Choral Music, Orchestra Program, and General Music

- Designed and procured equipment and materials for a state of the art vocal and general music department at this new facility
- Established and taught a middle school choral, orchestra, and music technology program

1993 to 1995

PLEASANT HILL ELEMENTARY SCHOOL; Kissimmee, Florida

Kindergarten through Fifth Grade General Music Teacher, Chorus, and Orff Ensemble Director

- Served as Florida Elementary Music Educators Association, District IV Chairman
- Revised the Osceola County Elementary Music Curriculum as a member of the Fine and Performing Arts Curriculum Committee
- Served on the Celebration School Learning Outcomes Committee
- Served as a member of the Pleasant Hill School Improvement Committee
- Sunshine State Standards Review, Revision, and Curriculum Alignment Committee

1990 to 1993

IMPERIAL ESTATES ELEMENTARY SCHOOL; Titusville, Florida

Kindergarten through Sixth Grade General Music Teacher and Choral, Orchestra, Recorder and Orff Ensemble Director

CHORAL MUSIC

OSCEOLA COUNTY COMMUNITY CHILDREN'S CHORUS

Co-Founder and Director

EDUCATION

1997 to 1999

UNIVERSITY OF SOUTH FLORIDA; Tampa, Florida

Degree: Masters in Educational Leadership

1986 to 1989

LOUISIANA STATE UNIVERSITY; Baton Rouge, Louisiana

Degree: Bachelor of Music Education

Concentration: Vocal Music

AFFILIATIONS

College Board

National Association of Secondary School Principals

Delaware Association of School Administrators

Florida Organization of Instructional Leaders

Florida Reading Association, FLARE Facilitator

Southern Association of Colleges and Schools Committee Chairperson

Resume of Vice President, Educational Services

ERIC CHISM

CERTIFICATIONS

Georgia Educator Certificate
Educational Leadership (L-5)
English (6-12)

Tennessee State Certification
Administrator (P-12-A)
English (7-12)

EDUCATION

Kellogg School of Management
Northwestern University
Fellowship in Urban School Leadership
July 2008

California State Univ – Hayward
M.S. (Ed Leadership Credential)
2002- 2004

Harvard University
Ed. M Administration
June 1993

Morehouse College
B. A. English
May 1987

EMPLOYMENT

2010-present	Edison Learning Detroit, Michigan Vice-President Educational Services, Mid-West Region
2009- 2010	Edison Learning-Ben Ross Academy Warren, Michigan Principal/CEO (K-8)
2008 -2009	Northside High School – Memphis City Schools Memphis, TN Principal On Special Assignment
Summer 2008	Senn High School – Chicago Public Schools Chicago, Illinois Principal Intern – Fellowship in Urban School Leadership
2007-08	Wooddale High School – Memphis City Schools Memphis, TN Principal
2006- 2007	Craigmont High School – Memphis City Schools Memphis, TN Assistant Principal/Freshman Academy Principal

- | | |
|--------------------|--|
| 2004 – 2006 | Frederick Douglass High School – Atlanta Public Schools
Atlanta, GA
English Teacher (10 th) |
| 2003 – 2004 | Five Keys Charter School – San Francisco Sheriff’s Department
San Francisco, CA
Site Director |
| 2002 - 2003 | Carter Middle School – Oakland Unified School District
Oakland, CA
Assistant Principal |
| 2000 – 2002 | Henry Gunn High School – Palo Alto Unified School District
Palo Alto, CA
Dean of Students |
| 1998 – 2000 | Lexington High School – Lexington Public Schools
Lexington, Mass
English Teacher 12 th Grade |
| 1995 – 1998 | BBN
Cambridge, Mass
Nationwide Educational Consultant |
- ❖ Conducted professional development for schools in Memphis, Cincinnati, and Miami over a three year period;
 - ❖ Led the whole school reform initiatives for approximately 11 schools
 - ❖ Participated in cross-functional team meetings/walks;
 - ❖ Integrated technology into project-based learning activities.
 - ❖ Wrote grants for schools implementing whole school reform initiatives

HONORS

- ❖ Harvard Scholarship Recipient
- ❖ Teachers As Scholars – Harvard University
- ❖ Memphis Council PTA Torch Award 2008
- ❖ ETS Recognition Of Excellence – PRAXIS PLT-SLLA

PROFESSIONAL AFFILIATIONS

- ❖ American Association of School Administrators
- ❖ National Association of Secondary School Principals
- ❖ Association for Supervision & Curriculum Development
- ❖ National Council of Teachers of English
- ❖ Morehouse College National Alumni Association
- ❖ Harvard Alumni Association

Resume of Vice President, Educational Services

GEORGIA HUBBARD, PhD

Summary Statement:

Educator with more than twenty years of experience in K-12 and higher education, specializing in public education administration with demonstrated strength in organizational leadership, providing effective leadership for educational organizations, institutions and corporations promoting excellence and equity for students of all ages living in large urban communities.

Summary of Qualifications:

- Possesses advanced degrees
- Experience in public, private and charter schools administration
- Teaching experience in K-12 and higher education working with both graduates and undergraduate students
- Research and process oriented
- Extensive experience working in large urban areas
- Established expertise in developing and maintaining effective client relationships
- Maintained effective operations with fiscal integrity exceeding financial goals and expectations

Education *Bowling Green State University*

- **Doctor of Philosophy** in Leadership
- Research Topic: *An Investigation of the Dynamics and Outcomes of Applying a Hermeneutic Dialectic Process to Develop a Parent Involvement Model to a Large City School District*

Wayne State University

- **Master of Arts** in Early Childhood and Parent Education
- Research Project: Developed a Kindergarten Readiness activity kit for Parents

University of Detroit

- **Bachelor of Arts** in Elementary Education
- Major: Language Arts Minor: Social Sciences

Professional Experiences

Vice-President of Educational Services *Edison Learning, Inc.* 2006- Present

- Providing achievement support services for public school district partnerships and charter authorizing agencies
- Monitored both formative and summative assessment data
- Developed individualized achievement plans for both schools and district partnerships
- Coached, mentored and provided professional development for Principals and regional colleagues
- Supervised and evaluated administrators and other school staff
- Worked collaboratively with district representatives to promote school improvement
- Provided extensive training on a variety of topics promoting best practices in the education industry
- Helped develop professional learning communities on school sites and during regional meetings
- Participated in national leadership conferences as a presenter and facilitator
- Attended Board and other district meetings
- Prepared Board reports providing financial and achievement updates

Superintendent *Woodward Academy* 2002- 2006

- Increased student enrollment by more than 150 students
- Provided achievement support services for public school district partnerships and charter authorizing agencies
- Managed 85 staff members
- Implemented new curriculum and brought school into full compliance
- Improved overall student performance meeting NCLB requirements

Principal *Hopewell Christian Academy* 2000-2002

- Increased enrollment and improved standardized test scores
- Improved parent participation
- Initiated facility capital development

Associate Professor *University of Toledo* 1999-2000

- Taught graduate and undergraduate courses
- Supervised student teachers
- Conducted Summer Institute on School Violence

Adjunct Faculty *Bowling Green State University* 1997-1998

- Taught graduate and undergraduate courses in assessment and evaluation

Executive Assistant to the Superintendent 1997-1998

- Established district Parent Center
- Improved school–community relations
- Coordinated and conducted community polls

Educational Instructional Specialist *IBM Corporation* 1995-1997

- Coordinated and monitored district-wide City Pack initiative
- A partnership between the IBM Corporation and the Detroit Public Schools

Instructional Specialist *Detroit Public Schools* 1989-1995

- Implemented and monitored computerized programs district-wide
- Provided teacher in-service trainings on technology
- Presented at state technology conferences

Title I Reading Specialist *Detroit Public Schools* 1987-1989

- Developed individualized academic plans for approximately 75 at risk students
- Improved test scores on State assessment

Affiliations & Associations:

- Vice-President, Toledo Botanical Gardens
- Member, Lucas County Selection Committee for Charter Schools
- Board Member, Gleaners Food Bank
- Board Member, Hartford Head Start Agency
- Board Member, Toledo School for the Arts

Memberships:

- Phi Delta Kappa
- Michigan Association of Public School Academies
- Alpha Kappa Alpha Sorority

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.

SECTION D: ATTACHMENTS

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

**MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH
BUREAU OF COMMERCIAL SERVICES, CORPORATION DIVISION**

Date Received

(FOR BUREAU USE ONLY)

FILED

OCT 16 2008

by Administrator
Bureau of Commercial Services

Trans Info: 1 14345868-1 10/14/08
Chk#: 712703 Amt: \$10.00
ID: 632697

EXPIRATION DATE: DECEMBER 31, 2013**CERTIFICATE OF RENEWAL OF ASSUMED NAME****For use by Corporations**

(Please read information and instructions on reverse side)

632697

Identification Number

Pursuant to the provisions of Act 284, Public Acts of 1972 (profit corporations) or Act 162, Public Acts of 1982 (nonprofit corporations), the corporation in Item one executes the following Certificate:

1. The corporate name, resident agent, and mailing address of the registered office are:

EDISONLEARNING, INC.

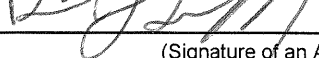
CT CORPORATION
30600 TELEGRAPH ROAD
BINGHAM FARMS MI 48025

2. The assumed name under which business is transacted is:

NEWTON LEARNING

3. The registration of the assumed name is extended for a period expiring on December 31 of the fifth full calendar year following the year in which this renewal is filed, unless sooner terminated.

4. The document is hereby signed as required by the Act.

Signed this 6th day of October, 2008By 

(Signature of an Authorized Officer or Agent)

David Duffy

(Type or Print Name)

AM

CT CORPORATION

Edison Schools
General Counsel's Office
NOV 3 2008

Received

00914 OCT 29, 2008

EdisonLearning, Inc.

Mi Foreign Representation
09200180995

Thomas Jackson
EdisonLearning, Inc.
521 5th Avenue
11th Floor
New York, NY, 10175-

Agent Services
Agent Services
111 Eighth Avenue
New York NY

10011

EDISON SCHOOLS INC.
CERTIFICATE OF AMENDMENT
TO THE

AMENDED AND RESTATED CERTIFICATE OF INCORPORATION

Edison Schools Inc., a corporation organized and existing under and by virtue of the General Corporation Law of the State of Delaware,

DOES HEREBY CERTIFY:

FIRST: That the Board of Directors of said corporation, by the unanimous written consent of its members, filed with the minutes of the Board, adopted a resolution proposing and declaring advisable the following amendment to the Amended and Restated Certificate of Incorporation of said corporation:

RESOLVED, that Article First of the Amended and Restated Certificate of Incorporation of Edison Schools Inc. shall be amended in its entirety to read as follows:

"**FIRST:** The name of the Corporation (herein referred to as the "Corporation") is:
EdisonLearning, Inc."

SECOND: The sole stockholder has given its written consent to said amendment in accordance with the provisions of Section 228 of the General Corporation Law of the State of Delaware.

THIRD: That the aforesaid amendment was duly adopted in accordance with the applicable provisions of Sections 228 and 242 of the General Corporation Law of the State of Delaware.

IN WITNESS WHEREOF, said Edison Schools Inc. has caused this Certificate of Amendment to be signed by its Senior Vice President and Controller, this 1st day of July, 2008.

EDISON SCHOOLS INC.

By: Andrea Kialan
Name: Andrea Kialan
Title: Senior Vice President and Controller

**AMENDMENT TO THE THIRD AMENDED AND RESTATED BYLAWS
OF EDISON SCHOOLS INC.
ADOPTED BY THE BOARD OF DIRECTORS AND SOLE STOCKHOLDER
ON JULY 1, 2008**

The Third Amended and Restated Bylaws of the Corporation (the “ Bylaws”), shall be the same as its Bylaws now in effect, except that the Heading and Section 101. Name. shall be amended to read as follows:

“Third Amended and Restated Bylaws of EdisonLearning, Inc. f/k/a Edison Schools Inc.”; and

“Section 101. Name. The name of the Corporation is EdisonLearning, Inc. f/k/a Edison Schools Inc. ”

MICHIGAN DEPARTMENT OF LABOR & ECONOMIC GROWTH BUREAU OF COMMERCIAL SERVICES										
Date Received JUL 29 2008	ADJUSTED TO AGREE WITH BUREAU RECORDS <small>(BUREAU USE ONLY)</small>									
	<p>FILED</p> <p>JUL 29 2008</p> <p>Administrator BUREAU OF COMMERCIAL SERVICES</p>									
<p><small>This document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.</small></p>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="padding: 2px;">Name CT Corporation System</td> </tr> <tr> <td colspan="3" style="padding: 2px;">Address 1515 Market Street Ste. 1210</td> </tr> <tr> <td style="padding: 2px;">City Philadelphia, PA</td> <td style="padding: 2px;">State PA</td> <td style="padding: 2px;">Zip code 19102</td> </tr> </table>		Name CT Corporation System			Address 1515 Market Street Ste. 1210			City Philadelphia, PA	State PA	Zip code 19102
Name CT Corporation System										
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<p>Document will be returned to the name and address you enter above</p>										
EFFECTIVE DATE:										

**AMENDED APPLICATION FOR CERTIFICATE OF AUTHORITY
TO TRANSACT BUSINESS IN MICHIGAN**

For use by Foreign Corporations
(Please read information and instructions on the last page)

Pursuant to the provisions of Act 284, Public Acts of 1972, the undersigned corporation executes the following Amended Application:

1. The name of the corporation is: EDISON SCHOOLS INC.
2. If the name in Item 1 was not available for use in Michigan, the assumed name adopted when obtaining the Certificate of Authority is: THE MICHIGAN EDISON PROJECT INC.
3. The Identification number assigned by the Bureau is: 632697.
4. It is incorporated under the laws of DELAWARE.
5. The corporation was authorized to transact business in Michigan on April 30, 1999.
6. The period of its duration (corporation term) is perpetual.

7. a) The total authorized shares of the corporation on record with the Bureau of Commercial Services are 100.0 as of July 3, 2008
- b) The shares attributable to Michigan as currently on the records of the Bureau of Commercial Services are: 29
- c) If the total authorized stock has changed, the total authorized shares of the corporation are N/A.
The effective date of the stock change was the _____ day of _____, _____.
- d) For year ending 6 / 30 / 07 the apportionment percentage from the most recently filed Single Business tax return is: 4.5452 %.

110.0 USIB 110345

8. If the name of the corporation has changed, its new name is:

EdisonLearning, Inc.

the effective date of the name change was the 3rd day of July, 2008 and the name change was made in compliance with the laws of the jurisdiction of its incorporation.

9. Complete this item only if the new name in item 8 is not available for use in Michigan. The assumed name of the corporation to be used in all its dealings with the Bureau and in the transaction of its business in Michigan is:

10. If the assumed name in item 2 has changed, the new name is:

Qualifying
The ~~forced~~ assumed name "The Michigan Edison Project Inc." can be deleted

11. The name of the resident agent at the registered office is: CT Corporation

The address of its registered office in Michigan is:

30600 Telegraph Road Bingham Farms, Michigan 48025
(Street Address) (City) (Zip Code)

The mailing address of the registered office in Michigan, if different than above, is:

_____, Michigan _____
(Street Address or P.O. Box) (City) (Zip Code)

The resident agent is an agent of the corporation upon whom process against the corporation may be served.

12. The address of the main business or headquarters office of the corporation is:

Attn: Tax Department 521 Fifth Avenue, 11th Floor, New York, New York 10175
(Street Address) (City) (State) (Zip Code)

The mailing address if different than above is:

(Street Address or P.O. Box) (City) (State) (Zip Code)

13. If the business the foreign corporation proposes to do in this State is to be enlarged, limited, or otherwise changed, the specific business which the corporation is to transact in Michigan is as follows:

The corporation is authorized to transact such business or conduct such affairs in the jurisdiction of its incorporation.

Signed this 28 day of July, 2008

By

[Signature]
(Signature of Authorized Officer or Agent)

David J. Duffy, Senior Vice President and Treasurer

(Type or Print Name)