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
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>
</tr>
</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>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
</tr>
<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
</tr>
<tr>
<td>5. Sustainability Plan</td>
<td>15</td>
</tr>
<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
</tr>
</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></td>
<td>Houghton Mifflin Harcourt Publishing Company</td>
</tr>
</tbody>
</table>

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

Houghton Mifflin Harcourt

4. **Entity Type:**

<table>
<thead>
<tr>
<th>Box</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>For-profit</td>
</tr>
<tr>
<td></td>
<td>Non-profit</td>
</tr>
</tbody>
</table>

5. **Check the category that best describes your entity:**

<table>
<thead>
<tr>
<th>Box</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td>Community-Based Organization</td>
</tr>
<tr>
<td></td>
<td>Educational Service Agency (e.g., RESA or ISD)</td>
</tr>
<tr>
<td></td>
<td>Institution of Higher Education</td>
</tr>
<tr>
<td></td>
<td>School District</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

(specify): Publisher and Service Provider

6. **Applicant Contact Information**

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tajauna Beres</td>
<td>512-795-2736</td>
<td>512-628-7209</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>10801 N MoPac Expressway Bldg 3</td>
<td>Austin</td>
<td>TX</td>
<td>78759</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:tajauna.beres@hmhpub.com">tajauna.beres@hmhpub.com</a></td>
<td><a href="http://www.hmhco.com">www.hmhco.com</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peggy Hart</td>
<td>978-661-7192</td>
<td>978-389-3070</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>181 Ballardvale Street</td>
<td>Wilmington</td>
<td>MA</td>
<td>01887</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:peggy.hart@hmhpub.com">peggy.hart@hmhpub.com</a></td>
<td><a href="http://www.hmheducation.com/pd">www.hmheducation.com/pd</a></td>
</tr>
</tbody>
</table>

8. **Service Area**

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

| ☑ | Statewide |

| 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)**

Houghton Mifflin Harcourt (HMH) is a global leader in educational solutions, offering excellent curriculum, assessment, instructional management, and support choices that balance trusted instructional and assessment methods with a fresh approach. Our strength is in our content, platforms, and services, with which we can deliver a total solution through our *Alliance Initiative*. Our vast corporate resources allow us to provide a full range of curriculum resources, interventions, assessments, data platforms, and professional development courses to meet the needs of Michigan educators, students, and schools.

When a Michigan school district partners with HMH through the *Alliance Initiative*, key staff members will meet with the district to assess specific needs and identify opportunities for growth. We use the results of that needs assessment to create a team that is customized specifically for the district. The team includes HMH experts who specialize in addressing the challenges the district is facing. In order to help increase student achievement, we then craft a unique plan with prioritized goals and measurable benchmarks that are aligned with key areas of reform.

The *Alliance Initiative* ensures support for teachers as they work toward reaching their school’s goals. HMH can create a professional development program that supports teachers and administrators throughout the plan’s timeline, ensuring that school leaders have practical strategies they can use to change school culture and teachers’ mindset. We will also improve communication between administrators and educators through coaching and professional development teams that encourage collaboration on plan initiatives.

The *Alliance Initiative* provides powerful curriculum and software that fill gaps in the existing curricula and improve individualized instruction. When appropriate, we help administrators select and implement new programs and technology platforms that are aligned with established curricular frameworks. The *Alliance Initiative* can also help schools and districts create unique content for unique learners; we offer curriculum and assessment options that address individual learning styles and needs while being aligned with the Common Core Standards and the district’s curriculum. Instruction becomes interactive and innovative, and content is presented in ways that connect with today’s students.

With the HMH *Alliance Initiative*, we will give each district the power to succeed through a unified solution provided by a single provider. Each customized plan gives the district the power to choose the content and services it needs and helps ensure the district does not waste time and resources on unnecessary content and services.

**Curriculum and Assessment**

HMH offers a wide array of curricula, assessments, and technology-driven solutions for students from pre-Kindergarten through Grade 12. These products inspire excellence and innovation in education and raise student achievement.

**Curriculum**

Our portfolio supports the American Recovery and Reinvestment Act (ARRA) and includes learning solutions for English language learners (ELL), special education, early literacy, advanced literacy, mathematics, science, social studies, tutoring, as well as other content areas. Our family of imprints includes Houghton Mifflin Harcourt, Holt McDougal, Great Source, Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
Because HMH publishes a variety of curriculum programs, we can meet the needs of any school. Mathematics and Reading are key content areas that should be addressed in any successful turnaround plan. We have selected a few of our products from each of these content areas that can be implemented in schools to help raise student achievement.

Mathematics

- **Destination Math®** is a sequenced, prescriptive, step-by-step K–12 instructional program designed to help students develop fluency in critical skills such as math reasoning, conceptual understanding and problem-solving. Delivered through a comprehensive learning management system, it allows teachers to access and use reports to inform instruction.

- **Saxon Math™** is a total K–12 mathematics solution. This program offers a balanced approach to math instruction that develops conceptual understanding, computational fluency, problem-solving-skills and strategies to meet the needs of all learning levels. The curriculum is built around a unique pedagogy that includes incremental learning, daily distributed practice, and frequent cumulative assessment with built-in support for ELL and parallel support for special needs students. Saxon’s unique design and approach make it ideal for general education classrooms as well as classrooms that need Tier 1, 2, or 3 interventions in a Response to Intervention (RtI) model.

- **Harcourt Mathletics** is a skills-based intervention program focused on prerequisite grade-level math skills in a convenient, ready-to-teach format that incorporates diagnostic and prescriptive assessment, small group instruction, and differentiated instruction. It is appropriate for use when implementing a school-wide RtI model.

Reading and Language Arts

- **Gateways** is a core intensive intervention program for at-risk readers that includes specialized instruction for ELL. Gateways supports teachers with modeled lesson plans and detailed, step-by-step instruction that sets clear expectations for teachers and students with consistent organization and daily routines.

- **Earobics® Reach** is an online reading intervention solution designed to increase reading proficiency, accelerate learning, and motivate and engage upper elementary through high school students.

- **Destination Reading®** engages early learners in a variety of activities that build mastery in reading, focusing on the areas of reading proven to be most effective in teaching children to read such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. This foundational instruction is carried into the intermediate grades. Destination Reading for Grades 4–8 provides an explicit, intensive instructional pathway with frequent assessments to help guide individualized, data-driven instruction. References to popular culture make use of technology and the web to enrich, stimulate and inform. Students gain explicit instruction, guided practice and
• **Rigby Focus Forward**® is an intensive intervention system for students in Grades 3–8 who are reading below grade level. It is designed to build foundational reading and writing skills and foster student motivation every step of the way.

**Assessments**

Riverside Publishing, HMH’s assessment division, serves both the K–12 educational market and the clinical assessment market with print, CD-ROM, and online assessment tools. Riverside has proactively employed talented test development professionals and established relationships with eminent authors in the educational and psychological testing fields. As a result, the company currently offers educators over 100 different assessments and related support materials. Riverside’s comprehensive assessment solutions include these below.

**Benchmark and Interim Assessments**

Riverside provides educators with content and test delivery tools they can use to assess student progress toward instructional objectives in order to target intervention and remediation. Key products include those listed below.

- **Assess2Know**® item banks are collections of high-quality items with which educators can create benchmark and classroom assessments that are aligned to state standards.
- **DataDirector™** is a comprehensive web-based assessment and data management system designed to let teachers quickly create, administer, and score tests. The system provides innovative tools for in-depth reporting and analysis of students’ test results.

**Content and Delivery System**

The current increased focus on academic performance and accountability means that educators are consistently redefining what is important for teaching and learning success in today’s classroom. All too often, educators lack the critical instructional resources to provide students with the individual support they need. Now, using the power of technology in **Learning Village**®, educators can enhance classroom content and make curriculum available to all students and teachers from one central learning hub. By effectively integrating digital content as a learning tool across the entire district, teachers and students gain unlimited opportunities for focused, efficient instruction that connects resources to district benchmarks.

**Learning Village** is a powerful curriculum management solution that enhances the teaching and learning experience by connecting educators to best practices, instructional strategies, lesson plans, and resources that lead to measurable student achievement. From one central portal, educators tap into a wealth of web-based curricula, and collaborate in the broader district-wide learning community. **Learning Village:**

- Fosters collaboration between educators, helping them share experiences and access the best information.
- Extends learning beyond the classroom by inviting parents to join the conversation
and connect with the curriculum.

- Integrates assets, enabling schools and districts to align and access all lesson plans, content, and assessments to national and state standards.

- Informs and improves instruction by identifying gaps and creating individual responses.

- Tracks professional development and links administrators and educators to immediate opportunities for educational training.

**Educator Professional Development**

HMH partners with educators to design school improvement plans tailored to local needs. Each year, Houghton Mifflin Harcourt Professional Development (HMHPD) works with hundreds of schools and districts in the classroom and in the community. Our mission is to provide schools with the expertise and methodology necessary to achieve sustainable and measurable student improvement.

Our job-embedded professional development sets teachers up for success and includes workshops on high-priority topics. It provides coaching at the classroom and administrative levels. HMH offers the following menu of professional development services:

- Needs assessment
- Creation of customized professional development plans
- Customized workshops
- Demonstration lessons
- Teacher coaching and feedback
- Facilitation of Professional Learning Communities
- Administrator consultations
- Literacy and math audits
- Curriculum development
- Project management
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.
Scientific Research Base

Houghton Mifflin Harcourt (HMH) has a proven record of using scientific research as we build and support our products, which are extensively validated by independent research organizations and professional development that follows best practices. The development of a school improvement plan is an “integral part of every successful ongoing individual school improvement effort” (Doud, 1995).\(^1\) Planning compels leaders and planning teams to set priorities, establish goals, develop strategies, and obtain commitment from staff members and other stakeholders (Kotler & Murphy, 1981)\(^2\) (Armstrong, 1982)\(^3\). Organizations participating in the reform process are compelled to become more introspective and analytical.

A review of the published literature on the impact of planning in a broad range of academic journals (e.g. Public Administration Review; Journal of the American Planning Association; Journal of Public Administration Research and Theory; Educational Evaluation and Policy Analysis; The Academy of Management Journal; Public Productivity Review; Harvard Business Review) points to the fact that good planning should improve performance.

The HMH school improvement plan begins strategically. The process starts with the creation of a data team that follows the research of Dr. Douglas Reeves and is supported through the Center for Leadership and Learning, a professional development company out of Englewood, Colorado, with which HMH is partnering to provide a school improvement model focused on data teams. The data team creates a structure within which educators can focus on standards, effective instruction, and student outcomes. Once the data team process is in place, a critical factor in a school’s success is the support of ongoing, job-embedded professional development. By combining the data team model with professional development in instructional best practices from Houghton Mifflin Harcourt Professional Development (HMHPD), as well as the wealth of resources available from HMH, schools that partner with HMH will have everything needed to implement scientific research-based practices and programs for school transformation and rapid success.

The school improvement model we present below follows a consistent sequence of needs assessment, building leadership teams, ongoing job-embedded professional development and continuous progress monitoring.

The School Improvement Model

1. Assess Needs: HMH staff members will consult with the district to:
   - Conduct data analysis and comprehensive curriculum audits
   - Observe classroom practice
   - Identify areas for reform and growth targets

2. Craft a plan:
   - Meet with the school turnaround team
   - Co-create the turnaround plan with prioritized goals, PD topics, and a timeline
   - Establish measures to monitor progress

3. Build support system from within:
   - Provide leadership training for principals and district administrators
   - Provide coaching training for instructional coaches

---


- Establish professional learning teams
4. Provide teacher training through ongoing, job-embedded professional development:
   - Teacher courses delivered to target high priority topics
   - Demonstration lessons and classroom coaching provided after each training to ensure transfer to classroom practice
   - Coaching of principals and coaches to ensure constant teacher support
   - Participate in professional learning team sessions that further professional learning, collaboration, and use of formative assessment and data to drive instruction
5. Fill curricular gaps:
   - Implement new programs (print, technology, platforms) to fill gaps.
   - Provide training and additional support through the ongoing professional development
6. Parent involvement:
   - Strategies for parent involvement will be built into the turnaround plan.
   - HMH PD can provide parent workshops.
7. Measure growth:
   - Ongoing progress monitoring is done in partnership with the building turnaround team and HMHPD.
   - Data are analyzed to evaluate the effectiveness of the turnaround plan and revise as needed.
8. Celebrate success:
   - Through this powerful alliance, HMH stands behind each educator and student to ensure success is achieved.

In developing this plan, HMH partnered with the Center for Leadership and Learning. Clark County Public Schools, Nevada, served as a site for collecting research on the effectiveness of the model. The Clark County model developed a 17-step evaluation tool for determining effectiveness of a school improvement model. The entire study is included as an attachment with this application. Additionally, other sites, such as Bristol Public Schools, Bristol, Connecticut, also showed gains after using the HMH model for school reform. That complete study is also included as an attachment with this application. The success of the HMH model is due largely to our partnership with the school and because we conduct a comprehensive needs assessment that allows for customization of the plan to meet the unique needs of each school. Training in scientific-based research and best practices is an integral part of the ongoing plan and partnership.
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).

Proposed Services for Michigan

There are several areas of professional development listed below that are critical parts of any turnaround model. The research-based model of change employed by Houghton Mifflin Harcourt Professional Development (HMHPD) involves carefully implementing these key aspects in a cyclical way, targeting highest priority needs first, and then continuing the learning cycles for continuous improvement. Throughout the partnership, site-based leadership and coaching capacity is expanded, preparing each school to sustain its own perpetual growth long after the partnership ends.

- **Training for School Leaders and Coaches:** At the beginning of a school reform initiative it is critical to create an internal support system. Administrators and instructional coaches receive training in best instructional practices, strategies to facilitate systemic change, building a professional learning community, supporting teachers through professional development, and providing teacher feedback.
- **Training for Teachers:** Once key areas are identified for improvement, targeted training raises teachers’ knowledge and skill.
- **Customized Training:** Should more specific needs arise than can be met through HMHPD’s array of more than 130 courses, customized trainings can be developed.
- **Demonstration Lessons and Coaching:** Research shows that professional development training has the highest impact on classroom practice when it is supported with demonstration lessons and classroom coaching. Demonstration lessons allow teachers to see new teaching techniques put into practice in their own classroom. Classroom coaching supports teachers as they attempt to plan instruction and implement new teaching practices.

Leadership Training and Support

Preparation and Initial Training

The assigned HMHPD Turnaround Specialist will work with the district’s and schools’ leadership to conduct a needs assessment or to review results of an assessment that has already been completed for each partnering school. The data will be used to build the tailored professional development plan for school improvement, including a leadership team action plan. The training provided will prepare the school leadership team to follow the action plan with ongoing support from HMHPD. Depending on the needs of the leadership team and the nature of the customized professional development plan, training will involve a series of courses chosen from the HMHPD leadership series listed below.

- Effective Leadership Teams
- Leadership for Literacy
- Leadership for Literacy for English Language Learners
- Data Driven Decision Making Skills for Administrators
- Implementing Professional Learning Communities/Instructional Teams
- Conducting Instructional Walkthroughs and Providing Meaningful Feedback
- National Common Core Standards: Administrator Seminar
Implementation of the Professional Development Plan

The HMHPD Turnaround Specialist will assist the school leadership team as they work to implement the professional development plan. Initial steps typically include facilitating an early shift in school culture, collaboratively creating a common vision and mission, and implementing instructional change through professional development for teachers. As the professional development plan continues to unfold, ongoing support is provided by HMHPD through:

- Ongoing leadership coaching
- Follow-up trainings for administrators as needed
- Professional development trainings for teachers
- Facilitating Instructional Team meetings
- Demonstration lessons and classroom coaching
- Instructional walkthroughs with rubrics to measure change in teacher practice
- Monitoring progress through preset measures and altering action plans as needed

Experience and Measured Effectiveness

The role of the leadership team in this cyclical process of change is to continually monitor progress, collaborate with staff, set new goals for growth, and follow the process of instructional improvement learned through the partnership with HMHPD. This process empowers not just the school’s leadership, but the entire staff to lead their continuous professional growth so all students achieve. Each partnership is different due to local needs; HMHPD has experience partnering with hundreds of schools and district each year to facilitate this process of school empowerment. Some recent partnerships include Detroit, MI; Bridgeport, CT; Danville, IL; Memphis, TN; the Archdiocese of Philadelphia, PA; and Riverside, AZ. Growth is measured differently in each instance and is based on specific goals. However, anecdotally each district has reported positive outcomes. A few studies of external effectiveness have also been conducted, demonstrating the effectiveness of the professional development delivery model that is consistently used by HMHPD. *The Professional Development: An Effective Research-Based Model* is provided for review in the attachments section of this application.
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)
Experience with State and Federal Requirements

Houghton Mifflin Harcourt (HMH) has extensive knowledge about and experience in working with state and federal requirements as we provide educational products and services to our customers. We stay abreast of federal and state educational legislation and policies as they directly impact our customers and the work that we do with them. We also ensure that we tailor our products to meet the current requirements. For example, HMH was recently selected to be a provider for school improvement services in the states of Arkansas, Ohio, Tennessee, and West Virginia. When we write plans for these and other states seeking school improvement services, HMH works to align a comprehensive school improvement model with the School Improvement Framework and the school improvement plans of the North Central Association.

HMH is also a major provider of curricula that are used with the Response to Intervention (RtI) model and with students in special education. Many of our products have been written and correlated to the guidelines of the Individuals with Disabilities Education Act (IDEA). HMH materials are currently in use in Title I classrooms nationwide. They are also used with both Tier II and Tier III interventions and as part of both school-wide and targeted assistance programs.

Riverside Publishing, HMH’s assessment division, serves both the K–12 educational market and the clinical assessment market. Many districts in Michigan have selected Data Director™ as their assessment and data management system. Several also use the Assess2Know™ item bank with DataDirector to build all types of assessments. The Assess2Know item bank for Michigan is aligned to the Michigan Grade Level Content Expectations (GLCEs) and the Michigan High School Content Expectations (HSCEs). Riverside assessments such as the Gates-MacGinitie Reading Test® are used by many Michigan districts as well as other districts throughout the United States.

Currently, HMH has an extensive partnership with the Detroit Public Schools (DPS). Our work with DPS encompasses all grades and subject levels. As part of this collaboration, HMH professionals have been helping DPS analyze the District’s curriculum. Curriculum alignment has played a major role in our work with Detroit, and we have implemented Learning Village®, a technology-based curriculum management system, in DPS. The Learning Village platform assures that all subjects are aligned with the GLCEs and the HSCEs, and that teachers are using them as they plan their instructional activities. Through this system, teachers are able to develop lesson plans aligned with Michigan GLCEs and HSCEs. They can then store them in Learning Village so that coaches, principals, and curriculum personnel can review them as needed.

Detroit is also using DataDirector. Using data to inform instruction is a key component of the DPS’ comprehensive plan, and DataDirector makes students’ data easily and readily accessible to the District’s educators. DPS administers benchmark tests developed specifically for the District by Riverside Publishing and uses the Assess2Know item banks.
Through our partnership with DPS and other Michigan districts, HMH’s staff and product specialists have gained in-depth knowledge about and an understanding of the Michigan Educational Assessment Program (MEAP), the Michigan GLCEs and HSCES, as well as the Michigan Curriculum Framework and Michigan Merit Curriculum. Our materials are correlated to the new Common Core Standards as well as Michigan’s Content Expectations.
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)

Sustainability Plan

Houghton Mifflin Harcourt (HMH) has extensive experience creating and providing sustainability plans. Over the past six years, HMH has worked with districts in all 50 states to implement Reading First. Each School Improvement Plan we develop has a three-year-plan that leads to the school or district becoming self-sustaining.

Key to the HMH turnaround model is the creation and development of learning teams. All our technology and products include professional development that is designed to empower teachers to become product experts. The professional development plan for each school includes development of leadership academies and coaches that enable the school to continue best practices when the three years of the plan have formally ended. Leadership academies train principals and coaches in new methods of teacher evaluation. Teacher training sessions focus on differentiated learning and using data to inform instruction.

HMH School Improvement Model – Three-Year Plan

The following is an example of a three-year plan for districts in need of improvement. To maximize district budgets, some services, such as planning and administrator training, are shared across the schools within a district. However, the primary focus is on individualized site-based support.

Year One: District Level Services

Initial Needs Assessment: This process involves school visits, analysis of student data, curriculum audits, and interviews. The purpose is to identify challenges, root causes, and high-priority needs to be addressed.

Plan Design/Development, Execution, and Measurement: A customized plan is created for each school. The Houghton Mifflin Harcourt Professional Development (HMHPD) Group facilitates implementation and monitors progress throughout the partnership.

Leadership Training: This is provided monthly and addresses critical topics such as data-driven decision making, facilitating change, and becoming an instructional leader.

Year One: School Level Services

Administrator/Leadership Coaching: Each administrator receives four on-site coaching days to support implementation of his or her school action plan.

Teacher Effectiveness Training: Each of the following topics is delivered in one or two full days of training, which are followed by three demonstration lesson/implementation coaching days to ensure transfer of new learning into daily classroom practice. A total of 36 days of teacher training and support is provided per building.

Data Driven Decision Making Skills to Inform Instruction

This seminar leads participants through analysis of assessments to inform instruction

Formative Assessments

This two-part series analyzes standards and helps teachers create formative assessments that shape instruction.

Instructional Planning Teams

A version of Professional Learning Communities, this seminar teaches a specific protocol that uses
common formative assessments to plan innovative lessons, compare post-assessments, and reflect on best practices.

**Differentiated Instruction**
In this two-part series, teachers learn a variety of strategies to adapt instruction to meet the needs of all learners.

**Effective Teaching Strategies**
These two sessions deepen teachers’ knowledge of effective instructional strategies. Topics are chosen to meet the needs of each school.

**Year Two and Three: District Level Services**

**Implementation Assurance:** This process reviews the level of implementation of school improvement initiatives in each school and uses this information to revise the improvement plans as necessary.

**Plan Design and Development, Execution, and Measurement:** Customized plans for each school are re-evaluated for priorities and effectiveness. HMHPD facilitates implementation and monitors progress throughout the partnership.

**Administrator Data Summit:** This three-day session leads administrators through a process of analyzing data and crafting a building improvement action plan.

**Year Two and Three: School Level Services**

**Administrator/Leadership Coaching:** Each administrator receives six on-site coaching days to support implementation of his or her school action plan.

**Teacher Effectiveness Training:** Six training modules continue in the same manner as year one, consisting of one day of training followed by three days of demonstration lessons/implementation coaching. A total of 24 days of teacher training and support is provided per building per year. Topics are identified based on the needs revealed through the Implementation Assurance process.

**Building Local Capacity through Certification Training:** To ensure sustainability of results beyond the HMH partnership, we strongly recommend certification training. A team of candidates from each building is trained in strategies to support the process of continuous school improvement. This training can occur any time during the three-year partnership.
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)

Houghton Mifflin Harcourt Professional Development (HMHPD) has delivered high quality training for educators in best instructional practices for over 100 years. The HMHPD team works with hundreds of schools and districts across the country each year. Our turnaround specialists/trainers are master teachers and bring years of experience to their work. They hold advanced degrees and have worked extensively with teachers, providing strategies they can immediately use in the classroom. Particular expertise in areas such as leadership, instructional coaching, literacy, math, and English Language Learners (ELL) assure that all areas are addressed. Additionally, each has proven to be an effective facilitator of adult learning.

Below is the team we are presenting for this application. Please see resumes on the following pages for detailed information regarding each person’s experience and education. Should additional staff be required, they will have similar experience and education as those listed below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diane Alsager</td>
<td>Turnaround specialist/Trainer</td>
</tr>
<tr>
<td>Elizabeth Ardell</td>
<td>Turnaround specialist/Trainer</td>
</tr>
<tr>
<td>Karen Buesing</td>
<td>Turnaround specialist/Trainer</td>
</tr>
<tr>
<td>Diann Cohen</td>
<td>Turnaround specialist/Trainer</td>
</tr>
<tr>
<td>Chayvonne Harper</td>
<td>Turnaround specialist/Trainer</td>
</tr>
<tr>
<td>Deborah Oliver</td>
<td>Turnaround specialist/Trainer</td>
</tr>
<tr>
<td>Patricia Swindell</td>
<td>Turnaround specialist/Trainer</td>
</tr>
<tr>
<td>Jack Umstatter</td>
<td>Turnaround specialist/Trainer</td>
</tr>
<tr>
<td>Roberta Williams</td>
<td>Turnaround specialist/Trainer</td>
</tr>
<tr>
<td>Mona Yoast</td>
<td>Associate Director, Professional Development</td>
</tr>
</tbody>
</table>
DIANE ALSAGER

EDUCATION

M.A. Developmental Reading, University of Iowa, Iowa City, IA
B.S. Elementary Education, University of Iowa, Iowa City, IA

PROFESSIONAL HIGHLIGHTS

Ms. Alsager has many years of experience as a national presenter. She currently manages professional development trainers for Houghton Mifflin Harcourt. Ms. Alsager has presented many different products, including Soar to Success and Project SUCCESS. She has supervised trainers on various projects and has acted as a course developer. Ms. Alsager received the Who’s Who Among America’s Teachers Award in 1992 and 1998.

PROFESSIONAL EXPERIENCE

2005–Present  
Houghton Mifflin Harcourt  
Product Manager, Great Source Professional Development

Recruits, trains, and coaches trainers throughout the country. Manages product development and trains sales force on professional development products. Works with clients to answer questions and schedule workshops. Contributes to proposals for professional development bids.

1998–2005  
National Trainer

Trained educators nationwide on Soar to Success Interventions, Level 1 and 2. Served as a course developer for Leveled Readers Institute and Houghton Mifflin’s Administrator’s Institute. Led presentations for various literacy, fluency, and vocabulary institutes. Supervised trainers for a one-year contract in Calabash, CA.

PROFESSIONAL AFFILIATIONS

International Reading Association
Iowa State Reading Association
Newspaper in Education Advisory Board, 2000–2002

PROFESSIONAL RECOGNITION/AWARDS

ELIZABETH ANN ARDELL

EDUCATION

Continuing Education:
Education with Concentration in Mathematics, Dominican College, San Rafael, CA
Mathematics and Literacy, Lewis and Clark College, Portland, OR
Education and Mathematics, Portland State University, Portland, OR

B.A. Elementary Education, University of Oregon, Eugene, OR

PROFESSIONAL HIGHLIGHTS

Ms. Ardell has over ten years of experience as a professional development trainer and consultant. She designs, implements, and evaluates ongoing professional development for mathematics teachers, grades K–4. Ms. Ardell co-authored Every Day Counts and Partner Games. She also developed and introduced the Balanced Approach to Math curriculum, and Meaningful Practice, a homework component for Grades K–4. Ms. Ardell has served as an instructor at Portland State University, teaching Math for Early Childhood and other mathematics courses.

PROFESSIONAL EXPERIENCE

1999–Present Portland Public School, Portland OR
Mathematics Consultant

1987–Present Houghton Mifflin Harcourt
Professional Development Trainer
Models and debriefs mathematics lessons with K–4 teachers with a focus on consistent visual models and the use of manipulatives. Teaches the use of the everyday language of math to encourage “math talk.” Trains trainers in Every Day Counts for Grades Pre-Kindergarten–1.

1994–1998 The Math Learning Center, Portland, OR
Mathematics Program Coordinator
Coordinated Box and Bag It leader seminar, providing support for all trainers and participants. Field tested Bridges in Mathematics, grade 2.

1986–1998 St. Cecilia School, Beaverton, OR
St. Michael School, Olympia, WA
Wilkes School, Portland, OR
Mathematics Instructor (Volunteer)
Assisted teachers in making effective use of curriculum, by focusing on their mathematical goals for student learning through planning, modeling and discussing lesson in Grades K–5. Introduced a new mathematics curriculum and helped with the adoption and implementation process for Grades K–5.

Elementary Teacher, Grade 1
Taught all subjects for first grade classroom. Served on the mathematics adoption committee.Introduced Math Their Way to the district.
KAREN J. BUESING

EDUCATION

M.E.  Educational Leadership, Rowan University, Glassboro, NJ
M.A.  English, University of Pittsburgh, PA
B.A.  English/Secondary Education, Lebanon Valley College, Annville, PA

PROFESSIONAL HIGHLIGHTS

Ms. Buesing has served in many roles with a focus on literacy and professional development. She designed, implemented, and evaluated on-going quality professional development for Pre-K–12 administrators and teachers in two New Jersey school districts. She created and implemented an elementary summer educational program for over 350 students. Ms. Buesing has instructed teachers in curriculum development based on Understanding by Design. She has also taught as an adjunct professor for Rowan University and Atlantic Cape Community College.

PROFESSIONAL EXPERIENCE

2007–Present  Houghton Mifflin Harcourt
Professional Development Trainer

2004–Present  Lower Township Schools, Cape May, NJ
Director of Educational Programs

Coordinates and sustains ongoing professional development for Pre-K–6 teachers and administrators. Facilitates curriculum review and revision based on five-year cycle. Organizes and directs district state testing, including test administration and evaluation of results. Develops budgets for district instructional programs, including professional development.

1997–2004  Middle Township Schools, Cape May Court House, NJ
Assistant Superintendent

Facilitated the implementation of a balanced literacy program. Coordinated and supported ongoing professional development for Pre-K–12 teachers and administrators. Developed and implemented Panther Parent University, an evening education program for parents and their students.

1980–1997  English Teacher

Taught various English courses at all high school grades. Developed and implemented a journalism program and restructured the high school newspaper. Served as English Department Chairperson, which included teacher observation and evaluation, professional development and budget development.
DIANN A. COHEN

EDUCATION

**M.A.**  Education, Temple University, Philadelphia, PA  
**B.A.**  Education, University of Buffalo, Buffalo, NY

**Continuing Education**  
CAGS: School Administration, American International College, Springfield, MA.

PROFESSIONAL HIGHLIGHTS

Ms. Cohen has designed, implemented, and evaluated on-going professional development for K–12 administrators and teachers in all areas of literacy including intervention. She has presented seminars and workshops at local, state, and national levels. She designed a Learning Walk Protocol that was instituted in districts to effect changes in classroom practice. Ms. Cohen has also created and implemented a District Reading Plan for K–12 learners. Ms. Cohen regularly attends the International Reading Conference and has worked to align district reading curricula with state standards.

PROFESSIONAL EXPERIENCE

2005–Present  
**Houghton Mifflin Harcourt**  
**Consultant**  
Collaborates with large urban districts to implement various HMH programs. Conducts Learning Walks in four districts and advises on professional development. Demonstrates program lessons and coaches teachers. Plans literacy improvement with school teams. Conducts workshops in various components of reading.

1970–2005  
**Springfield Public Schools**

2002–2005  
**District Reading First Coordinator**  
Responsible for writing the Reading First grant. Implemented the grant funds and programs for five schools.

1999–2005  
**Reading Recovery Site Supervisor**  
Wrote the Reading Recovery grant and implemented services for hundreds of students.

1998–2005  
**Director of Reading**  
Responsible for all matters of literacy for grades K–12.

1994–1998  
**Site Supervisor, Title I**  
Responsible for program implementation, professional development, and supplemental services.

1970–1994  
**Teacher**  
Served school district in various teaching positions.

1968–1970  
**Philadelphia Public Schools, Philadelphia, PA**  
**Teacher**
CHAYVONNE F. HARPER

EDUCATION

M.S. Elementary Education, Long Island University, Brentwood, NY
B.A. Political Science, Johnson C. Smith University, Charlotte, NC

Continuing Education:
School Administration and Supervision Certification, Baruch College, New York City, NY

PROFESSIONAL HIGHLIGHTS

Ms. Harper has experience mentoring principals, administrators, teachers, curriculum coaches, and school staff members. She has presented several workshops on topics such as incorporating academic language into instruction, thematic planning, scaffolding strategies, and differentiated instruction. Ms. Harper has created a teacher network to support newly licensed and hired teachers. She has also customized and differentiated professional development to meet varying needs of teachers and administrators.

PROFESSIONAL EXPERIENCE

2009–Present Blythe Elementary, Huntersville, NC
Talent Development Teacher

Instructs students all grade levels with an emphasis on enrichment based activities. Maintains all talent development documentation. Administers the Cognitive Abilities Test and Gifted Rating Scales. Plans weekly with all grades.

2008–Present Houghton Mifflin Harcourt
Professional Development Consultant

Conducts customized professional development workshops for teachers and administrators based on staff needs. Demonstrates lessons and debriefs teachers. Workshop and presentation topics include differentiated instruction, second language acquisition, literacy comprehension strategies, and more.

2005–2008 Public School 127, District 30, Queens, NY
Principal

Developed and monitored school-wide data analysis structures for all teachers. Improved student achievement and academic performance in English Language Arts and Mathematics. Implemented comprehensive assessment systems, including individualized tracking of ELA performance. Oversaw school budget including funds such as Title I and Title III. Introduced a comprehensive arts program for middle school students. Increased parental involvement by forming alliances and enhancing parent-based activities.

2000–2004 Public School 28, District 6, New York City, NY

2003–2004 Mentor Teacher

Modeled lessons, provided coaching support, and mentored 19 new teachers. Implemented flexible scheduling to differentiate mentoring based on teachers’ professional needs.
DEBORAH OLIVER

EDUCATION

**Ed.D.**  Educational Leadership, Idaho State University, Pocatello, ID
**M.A.**  Education, Instructional Technology, Idaho State University, Pocatello, ID
**B.A.**  Elementary Education, Arizona State University, Tempe, AZ

PROFESSIONAL HIGHLIGHTS

Ms. Oliver currently acts as a national consultant for Houghton Mifflin Harcourt. She designs, implements, and evaluates ongoing professional development for K–12 administrators and teachers. Ms. Oliver assists districts in identifying needs and scheduling professional development training sessions with follow-up coaching. She developed curriculum and a Language Development Program for Pocatello School District. Ms. Oliver has also served as a teacher mentor.

PROFESSIONAL EXPERIENCE

2003–Present  
**Houghton Mifflin Harcourt**  
*National Consultant*

Develops and designs curriculum for professional development programs. Assists districts in analyzing data, planning curriculum, and implementing professional development. Facilitates workshops, demonstrates lessons, and coaches teachers. Trains educational consultants.

1998–2002  
**Pocatello School District, Pocatello Idaho**  
*Language Development Specialist*

Directed the English Language Development Program. Developed and implemented new curriculum. Modeled and coached teachers in best practices.

**Teacher**

Planned and instructed students in Grades K–9 in each subject area, using a variety of teaching aids, strategies, and thematic units. Established an environment to meet and enhance student’s needs. Built and maintained a positive home-to-school relationship with parents.

1996–1998  
**Las Lomitas School District, Menlo Park, CA**  
*English Language Learner (ELL) Program Coordinator*

Implemented district ELL program. Taught ELL students, Grades K–8. Served as a District Representative on the Council on Language Minority Students.

1995–1996  
**Newark Unified School District, Newark, CA**

**ELL Teacher**

Planned and instructed each subject area for Grades K–5. Established and maintained positive home-to-school relationships with parents.

1993–1995  
**Meyer Elementary, Tempe, AZ**  
*Teacher*

Taught Grades 5 and 6 in all subject areas.

2000–2003  
*Teacher*
Taught Grades 4 and 5. Implemented a balanced literacy program with an emphasis on guided reading.

1999–2000  
**Bruce Monroe School, District of Columbia**  
*Teacher*  
Taught Grade 3. Incorporated a project based approach to teaching thematic units of study. Organized end of year performing arts presentation.

1996–1999  
**Public School 28, District 6, New York City, NY**  
*Teacher*  
Taught Grades 4 and 5.
PATRICIA SWINDELL

EDUCATION

B.S. Elementary Education, West Chester State University, West Chester, PA

Continuing Education: California Lifetime Teaching Credential, California State University, Northridge, CA

PROFESSIONAL HIGHLIGHTS

Ms. Swindell has created and designed professional development trainings for K–6 educators in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension for Houghton Mifflin Harcourt’s Storytown. She coaches regional and site reading specialists for the Alabama State Department of Education. Ms. Swindell created and led a three-day Para-Professional Institute for classroom aides.

PROFESSIONAL EXPERIENCE

2008–Present Alabama State Department of Education, Montgomery, AL
Reading Coach

Provides monthly coaching to reading coaches. Demonstrates lessons and conducts grade level meetings for teachers of grades K–6. Adjusts reading blocks and compiles test scores for groupings.

2003–Present Houghton Mifflin Harcourt
Trainer

Provides training for Pre-K programs and reading teachers. Also acts as lead trainer for California Calabash, overseeing all grade levels.

2001–2003 Sales Consultant

1999–2001 California State Assembly
Government Relations Chairperson

1998–2004 California School Boards Association, San Luis Obispo County, CA
Assembly Delegate

Member, Board of Trustees

1983–1988 Co-op Pre-School, Paso Robles, CA
Teacher

Taught pre-school children.

1972–1981 Glendale Unified, Glendale CA
Teacher
JACK UMSTATTER

EDUCATION

**Professional Degree**

- Educational Administration, Long Island University, Greenvale, NY
- English, S.U.N.Y. at Stony Brook, Stony Brook, NY
- English, Secondary Education, Manhattan College, Riverdale, NY

**PROFESSIONAL HIGHLIGHTS**

Mr. Umstatter designs and delivers professional development workshops in English Language Arts (ELA) topics and skills for grades Pre-K–12. He draws from his years of experience teaching English to demonstrate lessons and coach teachers. Mr. Umstatter has authored 15 ELA resource books for elementary, middle, and high school teachers. He has conducted Board of Cooperative Extension Services workshops on various educational topics for school administrators and teachers. Mr. Umstatter has also delivered professional development workshops for staff members of AmericaSCORES.

**PROFESSIONAL EXPERIENCE**

2006–Present

**Houghton Mifflin Harcourt**

*Professional Development Trainer*

1994–2006

**Cold Spring Harbor High School, Cold Spring Harbor, NY**

*Teacher and English Department Co-Chair*

Taught various English classes for high school students. Served as English Department Co-Chair. Coordinated and supervised ELA Regents Examination’s testing and scoring. Led and contributed to several curriculum design committees.

1989–2002

**Dowling College, Oakdale, NY**

*Adjunct Professor*

Taught classes including the Secondary Student Teacher seminar, Classroom Management course and Teaching Skills course.

1984–1994

**West Islip High School, West Islip, NY**

*Teacher*

Taught English to all grade levels. Planned and developed English 9, 10, 11, and 12 courses.

1972–1984

**Udall Road Junior High School, West Islip, NY**

*Teacher*

Taught English courses to all grade levels. Led curriculum design committees.
ROBERTA WILLIAMS

EDUCATION

M.A.  Secondary Reading, Western Michigan University, Kalamazoo, MI
B.A.  English and Education, University of Northern Iowa, Cedar Falls, IA

PROFESSIONAL HIGHLIGHTS

Ms. Williams provides professional development workshops and presentations based on various reading topics. She has created workshops in support of many Great Source products. Ms. Williams draws from her many years of experience providing staff development to the Traverse City Area Public Schools. She developed and coordinated the on-going Secondary Reading Initiative and served as the district’s Language Arts Curriculum Coordinator for Grades K–12. Ms. Williams is the co-developer of Inspiration Software and Reader’s Handbook Integration.

PROFESSIONAL EXPERIENCE

2003–Present  Houghton Mifflin Harcourt
Professional Development Trainer

Conducts training and professional development workshops. Topics include: Reading for Understanding in the Content Area; Reaching Struggling Adolescent Readers; Reading Advantage; Writing; Critical Reading and Writing Using Daybooks and Sourcebooks; Summer Success Reading and Summer Success Math. Provides consultations for reading initiatives.

1996–2003  Traverse City Area Public Schools, Traverse City, MI
K–12 Language Arts Coordinator


1994  Ferris State University, Big Rapids, MI
Adjunct Faculty

Taught Reading.

1968–2002  L’Anse Creuse High School, Mount Clemens, MI
Traverse City West Junior High School, Traverse City, MI
Traverse City East Junior High School, Traverse City, MI
Teacher

Taught junior high and high school English courses. Advised the Creative Writing Magazine.

PROFESSIONAL RECOGNITION/AWARDS

Award of Excellence, Michigan Learning Disabilities Association
Outstanding Educator, Traverse City Area Chamber of Commerce
MONA D. YOAST

EDUCATION

M.A.  Reading Education –Reading Specialist Certification, Rowan University, Glassboro, NJ
B.A.  Elementary Education and Psychology, Trenton State College, Ewing, NJ

PROFESSIONAL EXPERIENCE

2007–Present  Houghton Mifflin Harcourt
Associate Director of Professional Development

Development Research content and create new professional development courses and publications. Consult with school districts for long-range professional development planning and proposals. Deliver professional development training to teachers, coaches and administrators. Recruit, train, and manage professional development consultants, managers, and office staff.

2004-2007  Harcourt Achieve
National Literacy Consultant

Provided professional development in literacy to teachers and school administrators. Created and delivered conference presentations. Supported school districts in developing and implementing long-range professional development plans. Contributed to new program development and marketing, and developed program implementation trainings.

2003-2004  Sundance and Newbridge Publishing
National Consultant Manager

Created and delivered staff development programs and in-service training for teachers through school based workshops and conference presentations. Recruited, trained, and supervised per-diem consultants throughout the United States. Contributed to product development, staff training, and special projects such as professional development video production.

2001-2003  Harcourt Supplemental Publishers
Regional Consultant Leader

Created and delivered staff development programs and in-service training for teachers within the northeastern United States. Recruited, trained, and supervised per-diem consultants in the northeast region.

2000-2001  Rigby Professional Development
Professional Development Consultant

Rigby Professional Development: Barrington, IL. Developed and conducted customized workshops for teachers. Facilitated Rigby’s twelve-week, graduate level in-service course "Developing Literacy First" delivering twenty-four course hours of research based in-service training per semester, modeled demonstration lessons for teachers in their classrooms, observed and coached participants, and facilitated instructional change within participants' schools.

1999-2001  Independent Educational Consultant

Worked independently to develop and provide staff development and in-service training for teachers in New Jersey, New York, and Connecticut school districts

1991-2000  Millville Public Schools
Teacher

Taught Reading Recovery and Title I Reading, Writing, and Math. Served as a literacy coach and staff developer.

PROFESSIONAL AFFILIATIONS

International Reading Association
Iowa State Reading Association
Newspaper in Education Advisory Board, 2000–2002

PROFESSIONAL RECOGNITION/AWARDS

### 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.
References


Sales Tax Registration Notice

Below is your Sales Tax License. This License should be displayed in your place of business.

Treasury uses your Federal Employer Identification Number (FEIN) as your sales tax account number whenever possible. If you do not have an FEIN, Treasury has assigned you a 7-digit number beginning with TR. If you file from multiple locations, Treasury has assigned you a 7-digit number beginning with ME. Your principal business address will be used on all multiple location licenses.

If there is a change in the ownership of your business, your business address or your federal employer number, immediately notify the Michigan Department of Treasury, Registration Section, Lansing, MI 48922, at (517) 636-4660.
**CERTIFICATE OF LIABILITY INSURANCE**

**PRODUCER**
MARSH USA, INC.
99 HIGH STREET
BOSTON, MA 02110
Attn: Boston.CertRequest@marsh.com  Fax: 212-948-4377

003210-10M-GAWX-09-10

**INSURED**
HOUGHTON MIFFLIN HARCOURT PUBLISHERS INC
AND ITS WHOLLY OWNED SUBSIDIARIES
222 BERKELEY STREET
BOSTON, MA 02116-3748

**COVERAGES**

The policies of insurance listed below have been issued to the insured named above for the policy period indicated. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this certificate may be issued or may pertain, the insurance afforded by the policies described herein is subject to all the terms, exclusions and conditions of such policies. Aggregate limits shown may have been reduced by paid claims.

<table>
<thead>
<tr>
<th>RSRT ADD'L LTR INSURED</th>
<th>TYPE OF INSURANCE</th>
<th>POLICY NUMBER</th>
<th>POLICY EFFECTIVE DATE (MM/DD/YYYY)</th>
<th>POLICY EXPIRATION DATE (MM/DD/YYYY)</th>
<th>LIMITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>GENERAL LIABILITY</td>
<td>7146120</td>
<td>12/30/2009</td>
<td>12/30/2010</td>
<td>EACH OCCURRENCE $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PROPERTY DAMAGE $2,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GENERAL AGGREGATE $2,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PRODUCTS - COMP/OP AGG $2,000,000</td>
</tr>
<tr>
<td>B</td>
<td>AUTOMOBILE LIABILITY</td>
<td>6647482 (AOS)</td>
<td>12/30/2009</td>
<td>12/30/2010</td>
<td>COMBINED SINGLE LIMIT $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6647483 (MA)</td>
<td></td>
<td></td>
<td>BODILY INJURY (Per accident) $50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>201-1001432 (PR)</td>
<td></td>
<td></td>
<td>BODILY INJURY (Per accident) $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PROPERTY DAMAGE (Per accident) $50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GENERAL LIABILITY (Per accident) $50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GENERAL LIABILITY (Per person) $50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PERSONAL &amp; ADV INJURY (Per person) $50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PERSONAL &amp; ADV INJURY (Per accident) $50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PERSONAL &amp; ADV INJURY (Any one person) $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MED EXP (Any one person) $50,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MED EXP TO RENTED PREMISES (Ea occurrence) $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MED EXP TO RENTED PREMISES (Any one person) $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MED EXP TO OWNED PREMISES $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MED EXP TO OWNED PREMISES (Any one person) $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MED EXP TO RENTED OCCUPANCY $1,000,000</td>
</tr>
<tr>
<td>C</td>
<td>GARAGE LIABILITY</td>
<td>L2084532788</td>
<td>12/30/2009</td>
<td>12/30/2010</td>
<td>EACH OCCURRENCE $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PROPERTY DAMAGE $2,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GENERAL AGGREGATE $2,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PRODUCTS - COMP/OP AGG $2,000,000</td>
</tr>
<tr>
<td>D</td>
<td>EXCESS / UMBRELLA LIABILITY</td>
<td>L2084532788</td>
<td>12/30/2009</td>
<td>12/30/2010</td>
<td>EACH OCCURRENCE $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AGGREGATE $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SIR $10,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>OTHER THAN AUTO ONLY: $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AUTO ONLY - EA ACCIDENT $1,000,000</td>
</tr>
<tr>
<td>E</td>
<td>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</td>
<td>020342223 (CA)</td>
<td>12/30/2009</td>
<td>12/30/2010</td>
<td>E.L. EACH ACCIDENT $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>020342224(AOS)</td>
<td></td>
<td></td>
<td>E.L. EACH ACCIDENT $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>020342225 (FL)</td>
<td></td>
<td></td>
<td>E.L. EACH ACCIDENT $1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>020342226 (OR)</td>
<td></td>
<td></td>
<td>E.L. EACH ACCIDENT $1,000,000</td>
</tr>
</tbody>
</table>

**CERTIFICATE HOLDER**
NYC-003417445-07

**EVIDENCE OF INSURANCE**

**CANCELLATION**

Should any of the above described policies be cancelled before the expiration date thereof, the issuing insurer will endeavor to mail 30__ days written notice to the certificate holder named at the left, but failure to do so shall impose no obligation or liability of any kind upon the insurer, its agents or representatives.

Authorized Representative
edward R Ford