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

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

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

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

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

Contact Information

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

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

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

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

1. All portions of the application are complete;

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

Applications will only be **approved** if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points

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
▮▮▮▮	International Center for Leadership in Education, Inc.

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

International Center for Leadership in Education

4. Entity Type:

☒ For-profit
☐ Non-profit

5. Check the category that best describes your entity:

☒ Business
☐ Community-Based Organization
☐ Educational Service Agency (e.g., RESA or ISD)

☐ Institution of Higher Education
☐ School District
☒ Other
(specify): Education Consultant

6. Applicant Contact Information

Name of Contact Kathy Earley	Phone 518-723-2045	Fax 518-399-7607
Street Address 1587 Route 146	City Rexford	State NY	Zip 12148
E-Mail kathy@LeaderEd.com	Website www.LeaderEd.com	

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

Name of Contact	Phone	Fax
Street Address	City	State	Zip
E-Mail	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.

☒ 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)***

The International Center for Leadership in Education, Inc. (ICLE) has been facilitating school transformation for nearly 20 years. As such, ICLE is ideally positioned to provide professional development and school improvement services based on research-proven strategies and services to assist school leaders in implementing effective, intensive, school reform interventions. This work will focus on leadership development and provide intensive coaching, mentoring, and professional development.

For a district to achieve high levels of student performance, coherence throughout the system is required. All parts of the system must be in alignment in support of the core functions of teaching and learning. Therefore, leaders in all parts and levels of the system need to work collaboratively and productively together, ever cognizant of how their decisions will affect the work of others and the realization of their goal — improved student learning. Their work must be aligned to a clearly defined and communicated vision and a focused and sustained strategy. ICLE is prepared to build the leadership skills necessary to support a school culture of rigor, relevance, and relationships, improve and strengthen communication and collaboration, and empower leaders to lead meaningful change.

ICLE's work in school reform is focused on building a density of leadership from the classroom level up through each school and to district leadership. Aligned leadership, supported with ongoing coaching and professional development, underpins the sustainability of improvement efforts. This is especially important in turnaround and transformation models because of the need to develop specific criteria and processes for recruitment and selection of new school principals and/or school leadership teams.

In working for almost two decades with thousands of districts and schools across the country that are making concerted efforts to effect lasting and meaningful change, ICLE has also observed that certain elements are common to many successful and sustainable improvement efforts:

· Change must be revolutionary in spirit and evolutionary in timeframe.

· Each individual district and school community is unique and "has its own DNA"; what works in one does not necessarily translate to another. Therefore, improvement approaches applied must not be "cookie cutter" prescriptive but, instead, matched with local needs and goals.

· School change is successful and sustained when guided by effective leadership, driven by data, and supported through continuous professional learning.

ICLE consultants are tried-and-tested, hands-on, expert educators and facilitators, dynamic communicators and effective manager-leaders and coaches. All are experienced former or current state, district, and school administrators and all are well versed in addressing education improvement issues in a variety of settings. Every day, they share and leverage their expertise and experience by working closely with education

organizations across the nation to align partner-client resources and goals. Our consultants also offer professional development for curriculum-focused and instructional staff in a variety of settings. ICLE draws upon a talent pool of over 120 such advisors and facilitators, matching the best suited resources with the expressed needs of the education organizations being served.

ICLE has facilitated site improvement plans for hundreds of suburban and urban schools around the United States, and has provided extensive professional development for building administrators, classroom teachers, and central office leadership on a wide range of topics.

Some districts that have benefited from the work of ICLE include:
. Syracuse (NY)
· Philadelphia (PA)
· Los Angeles Unified (CA)
· Chicago (IL)
· Clark County/Las Vegas (NV)
· Broward County (FL)
· Hillsborough County (FL)
· Orange County (FL)
· Palm Beach County (FL)
· Dallas (TX)
· Houston (TX)
· Charlotte-Mecklenburg (NC)
· Wake County (NC)
· Cabell County (WV)

School Reform Intervention Model

ICLE's School Reform Intervention Model is closely aligned to Michigan's School Improvement Grant (SIG) components. This alignment is based on actual proven school reinvention work and effective practices that ICLE has deployed. ICLE has discovered that the process of change has clearly definable phases and requires a defined set of resources, and that each school is unique. The most successful efforts at school reform follow a structure, not a script. The ICLE model has been honed and refined for over 20 years and reflects the very best practices in successful school reform. It is designed to be customized and adapted to fit the needs of any school setting.

Phase I - Assessing School Conditions
- Recognize the urgency and dramatic action needed to change
- Acknowledge existing obstacles and challenges impending turnaround
- Data collection and analysis

- Identify key student and teacher performance indicators
- Establish baseline data to measure progress
- Develop a school profile

Phase II - School Improvement Planning
 - Develop a comprehensive improvement plan
 - Determine interventions, measurable goals, and benchmarks
 - Map out action plan, critical steps, and timeline
 - Empower leadership and staff with the authority to act
 - Create a communication plan for key stakeholders

Phase III - Implementation and Capacity Building
 - Job embedded executive coaching for leaders around staffing, scheduling, budgets, and programs
 - Job embedded instructional coaching for teachers
 - Develop professional growth plans and recognition/reward opportunities
 - Use student achievement data to develop instructional programs
 - Build parent/community partnerships

Phase IV - Ongoing Refinement for Accountability
 - Use student assessments to provide academic interventions
 - Evaluate staff performance
 - Assess instructional leadership based on teacher effectiveness
 - Address deficiencies and take corrective action

In addition, ICLE has provided extensive school transformation reform support and professional development for building administrators, classroom teachers, and central office leadership on a range of topics. Districts and organizations that have benefited from this work include the following:

Pasadena Independent School District – Houston, Texas

Pasadena Independent School District serves 51,000 students, 85.8% of whom are minority, 26% LEP, 70.3% economically disadvantaged and maintains five high schools and four alternative schools. In 2006, in an effort to reverse a trend of lower graduation rates and restructure high school programs to meet the needs of 21st century learners, Pasadena ISD began a three-year project, in partnership with ICLE, with a thorough needs assessment, strategic planning, and clarification of its issues, expectations, and desired scope of work. A comprehensive and integrated implementation plan then guided the process of school reform.

The district's Leadership Team used assessment data plus attendance and dropout rates to drive systemic change in the high schools. Data revealed a critical need for intervention at the 9th grade level. This intervention eventually led to a comprehensive overhaul of pre-K-12 based on the guidance of ICLE and its highly effective coaching and processes for change.

Pasadena ISD continues to show gains in academic achievement, a reduction in failure rates, improvement in student attendance, and a decrease in dropout rates as a direct result of the training, facilitation, and staff development that they have received from ICLE.

Brockton City School District, MA

Brockton High School, the Brockton City School District's only high school, is a very large, comprehensive grade 9-12 school located in a high-poverty urban center 30 miles south of Boston. The 2007-08 student body of 4,350 included 29.3% white, 54.5% black, 13% Hispanic, 2.7% Asian, and 0.5% American Indian students. Approximately 72% of the students qualify for free or reduced-price lunch, 44.8% speak English as a second language, 9% are English language learners, and 11% are disabled.

By utilizing ICLE consultants and the Learning Criteria to Support 21st Century Learners™, Brockton High School defied its challenging demographics and became a model of student achievement. Led by ICLE and its own School Restructuring Committee, Brockton focused on a few key initiatives: increasing student achievement on the Massachusetts state test through a comprehensive school-wide literacy initiative; reversing the culture of low achievement by raising expectations for all students; identifying essential academic skills and knowledge and making instruction relevant to students' lives; and fostering positive relationships between and among students and teachers.

By 2009, Brockton had dramatically increased the number of students passing the MCAS. The pass rate for ELA went from 55% to above 90% and for math from 22% to above 80%.

Spring Independent School District - Dekaney High School, Houston, Texas

Dekaney High School in Spring Independent School District was identified by the state of Texas as Academically Unacceptable (AU1). The Dekaney Redesign Team established a 2009-10 improvement plan using ICLE's Learning Criteria to Support 21st Century Learners™. It was the goal of ICLE to provide the resources and support to not only move Dekaney towards improvement that will change their status with the state of Texas, but also to transform the culture at Dekaney High School to one focused on student outcomes and high expectations for ALL students. As a result of hard work, clearly defined goals and a step-by-step action plan, Dekaney High School made a dramatic turnaround.

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)**

Components of School Excellence

Landmark meta-analyses and exemplary individual quantitative research can provide key direction in the quest for school improvement initiatives that increase student academic and non-academic achievement. The first decade of the 21st century was defined by many such studies that strongly supported the International Center for Leadership in Education's Components of School Excellence.

ICLE's Components of School Excellence are derived from 20 years of in-depth observation of model schools throughout the nation. These components represent specific actions that schools must take to achieve rigor, relevance, and relationships. The components are not sequential, but all must be addressed if schools are to prepare students adequately for their future.

The research roots of these key components answer two basic questions:

· What does education research say are the most important things to do to turn around low-performing schools?

· What reform models are successful, and what is it that makes them successful?

1. Embrace a common vision and goals - rigor, relevance, and relationships for ALL students. Schools, like any organization that seeks to improve, must have a common vision shared by all. Everyone must be committed to shared goals to measure success, and staff must have the same perspective as to what is important in the organization.

· The Alliance for Excellent Education (AEE) (2009) stresses that whole school reform cannot be effective in transforming schools unless it is well implemented. In another AEE study, Tucci (2009) states that whole school reform brings about school improvement "through the use of a comprehensive, unified school design that transforms all aspects of a school."

· In their Ontario, Canada study, Fullan and Levin (2009) assert that whole system reform is possible, and warn, "there are no single-factor solutions." They furthermore state: "The only way to get whole-system reform is by motivating and mobilizing the vast majority of people in the system."

· MacIver (2004) emphasizes the growing body of research literature that attests to the importance of central office administrators in assuring the successful implementation of whole school reform. Main (2009) states: "The success or failure of a school reform can be measured by whether the reform has become an accepted, effective, and sustainable part of the school's culture."

2. Inform decisions through data systems. Whole school/district reform is a continuous process guided by a well-developed data structure based on multiple measures of student learning. Highly successful schools/districts use quality data to make laser-like decisions about curriculum, instruction, and assessment.

· Park and Datnow (2009) report that, since the No Child Left Behind Act of

2001, there has been more and more of an emphasis on "data-driven decision-making practices to bring about improved student outcomes..." This has entailed distributing the decision making authority "in a manner that empowered different staff members to utilize their expertise."

·   Sprenger (2007) applies research findings to brain-based assessment. She recommends using many types of student assessments for a balanced approach and cautions against giving students credit for poor work simply to supposedly raise their self-esteem. Research shows that what could instead happen is "learned laziness" in which students begin to feel that they have no control over their own actions.

3.   Empower leadership teams to take action and innovate. Schools that will be most successful in the 21st century are led by individuals who possess skills and attitudes to take action rather than defend the status quo. Leadership does not reside in a single position, but reflects the attributes, skills, and attitudes of the many staff members who take action and improve through effective learning communities.

·   Deci (2009) states that the way to get administrators, teachers, and students to internalize a common vision and goals is to allow for a healthy amount of self-determination. This would satisfy their "basic psychological needs for autonomy, competence, and relatedness while planning and implementing the reform." He therefore advises that reform components be somewhat flexible, rather than rigid.

·   Hamann (2005) reports on systemic high school reform in Maine and Vermont. He concludes that Maine's reform was more effective because of better leadership support at both the state and the school levels. Due to this difference in leadership:"···Maine had changed the default for what high schools should be."

·   Khemmani (2006) examines effective strategies from 135 Thai schools that utilized a whole school reform approach. Half of the strategies that helped to move these schools from teacher-centered to learner-centered instruction focused on "continuous internal supervision" and the exchange of ideas and experiences.

4.   Clarify student learning expectations. Inconsistent state standards, tests, and community expectations create a wide-ranging and jumbled assortment of curricula, instructional practices, and classroom materials as well as varying expectations for rigor within and across grade levels. When districts take steps to clarify what students are expected to learn, they meet with success in improving student achievement.

·   McDougall, Saunders, and Goldenberg (2007) searched for the "black box" of school reform to better understand the dynamics of successful efforts. Among the key effective elements that worked together to improve teaching and learning at target schools were "goals" and "indicators."

·   Muijs and Reynolds (2005) state: "One of the most important factors both in classroom climate and in school and teacher effectiveness more generally are the teacher's expectations of his/her pupils." They report that decades of research have shown that teacher's expectations often become self-fulfilling prophecies. Therefore, it is especially important that teachers convey clear positive expectations to all of

their students.

· Sprenger (2007) utilizes brain-based research to point out the necessity for a "predictable" student assessment process. She defines "predictability" as "the quality of knowing what is going to happen," and states that it gives students "an internal locus of control" to have this kind of information. Therefore, an ongoing predictable assessment system is one essential way that the teacher can put forth clear expectations to the class.

5.   Adopt effective instructional practices. More than high test scores, successful instructional practices include having a wide range of strategies and tools to meet the needs of diverse learners in all disciplines and grade levels. Success in achieving state standards results from not teaching in routine and prescriptive methods, but from teachers selecting successful instructional practices to meet the needs of all students.

· Contextual achievements are often based upon contextual instruction. In Black's (2005) research on Portland, Maine's Expeditionary Learning Outward Bound whole school reform model, students engage in "learning expeditions, teamwork, and character development" which resulted in "steady improvements in student performance" following the implementation of this approach.

· Chamberlin and Plucker (2008) researched a P-16 Core 40 curriculum initiative in Indiana where the courses are "the best preparation for postsecondary education and the workforce." The curriculum has been "recognized as a key step in increasing the achievement of Indiana's high school students…"

· Edwards, Biesta, and Thorpe (2009) edited a compilation of research studies regarding many different contexts for learning and teaching. Edwards states that in today's complex world all of life has become, in a sense, "pedagogized." No longer does the classroom with its set curriculum have the monopoly on "learning." The growth of e-learning, workplace learning, experiential/vicarious learning and the like has opened up the field of contextual learning.

6.   Address organizational structures. Organizational structure should be determined by instructional needs. Only after a comprehensive review of instructional practices should schools begin to address the issues of organization such as school schedules, use of time, unique learning opportunities, school calendars, and physical structure.

· Henry (2005) discussion on The Da Vinci Learning Model incorporates such organizational reforms as extending the school day and year, and requiring smaller class sizes. However, Henry reports that there is still no conclusive assessment of this overall model in terms of student learning, social behaviors, or team satisfaction.

7.   Monitor student progress/improve support systems. Highly successful programs recognize the need to monitor student progress on a regular basis. These schools use formative assessments in an organized, deliberate, and ongoing fashion to monitor student progress. Further, they use this data immediately to adjust instructional

practices and intervene to meet student needs.

· Panettieri (2006) found that the School District of Philadelphia uses a well-managed program that includes "data-driven instruction and decision-making characterized by six-week benchmarks and assessments." He then reports that, for the fourth consecutive year, students in that school district "showed measurable improvement on standardized, nationally normed TerraNova tests."

· Schwartz, Stiefel, and Kim (2004) evaluated "the impact of the New York Networks for School Renewal Project, a whole school reform initiated by the Annenberg Foundation…" Their evaluation process was very data-based, and they show "how relatively inexpensive administrative data can be used to evaluate education reforms."

8. Refine process on an ongoing basis. High-performing schools realize that success is a continuing and ever-changing course of action. This step in the process, in fact, should reinvigorate the process and cause school leaders to look at new and emerging challenges and explore potential solutions and successful practices from around the country.

· Richard (2004) reports that approximately 50 Mississippi schools have adopted the America's Choice whole school reform model. Although test scores for students in these schools was significantly higher than those of students in Mississippi's other schools, state officials emphasized "the need for schools to constantly improve their implementation of the program."

· Stringfield, Reynolds, and Schaffer (2008) write about longitudinal analyses of outcome data from 12 Welsh secondary schools. These authors report that "characteristics derived from High Reliability Organization research were used to shape whole school reform." Effects were looked at systemically, and sustainability was a key component of the results.

· Taggart's (2005) study of the Blueprint for Student Success program in San Diego City Schools discusses the need to "incubate new school ideas and opportunities based on a changing environment, community vision, best practices and student dreams; and make changes to the mix of options in the portfolio of schools or to the systems that support them." She stresses the need for "a clear accountability framework" plus "criteria and a clear process for when, why and how the district portfolio will be adjusted."

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Exemplar 3: *Job Embedded Professional Development* (15 points possible)

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

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff

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

Job-embedded executive coaching for school positional leaders/principal and school leadership teams:

·Provide foundation knowledge of Quadrant D™ Leadership principles and skills.

·Provide executive coaching to ensure implementation of transformational interventions that include:

o   Flexible school conditions

o   Creation of a community-oriented school

o   Decisions regarding people, time, money, and programs

o   Securing resources and building community and business partners

o   Alignment of written and taught curriculum

o   Use of student data from state, formative, and summative assessments

o   Effective student intervention

o   Common planning time

o   Assist in recruitment, training, and retention of quality teachers

o   Assist in the implementation of a teacher evaluation system based on student performance

o   Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes

·Parents/Community

o   Develop parent/community partnerships to support transformational interventions.

o   Increase parent and community participation in schoolwide decision and events.

o   Increase parent and community awareness of the impact of poverty on student achievement.

o   Provide parents and community members with strategies to reverse the impact of poverty on student achievement.

o   Leverage business and community partnerships to secure additional financial resources that support transformational interventions.

Deliverables:

·Individual and small-group consulting, training, and coaching up to five days per month or as needed

·Prioritize topics based on School Improvement Plan

·Parent meetings and information and training sessions to build awareness, support, and sustainability

·   Partner and stakeholder meetings and information sessions to build awareness, support, and sustainability

Job-embedded instructional coaching for teachers (content-knowledge, effective use of data and quality instruction)

·Provide high quality, job-embedded professional development focused on content-specific knowledge expertise and improved instructional capacity based on student data:

o   Develop teacher and leader effectiveness based on the Rigor/Relevance Framework.

o   Understand and apply the Rigor/Relevance Framework®.

o   Implement the Collaborative Instructional Review process.

o   Identify and train according to effective instructional practices and strategies.

o   Integrate literacy strategies into all grade levels and content areas.

o   Improve student engagement by:

·Creating a safe and secure learning environment.

·Addressing student poverty-driven deficits.

·Creating positive relationships for students.

·Develop comprehensive instructional programs based on student achievement data.

o   Develop shared responsibility for student achievement.

o   Implement effective use of common planning time.

o   Develop plans to provide professional growth and recognition/rewards opportunities.

Deliverables:

·   Individual, small-group, and whole-staff consulting, training, and coaching up to five days per month or as needed

·   Prioritize topics based on School Improvement Plan

·   Align training to executive coaching

Additional Professional development

·Job-embedded coaching. In Year 2, ICLE will provide the school with four professional development workshops that are aligned to the School Improvement Plan.

·School coaching support. The ICLE coach will be on-site twice a month to provide focused and customized support to building-level administration and school leadership teams. The school coach will also coordinate professional development workshops for the staff.

·Review of accountability measures against goals.

·Customization of needed support focused on highest areas of need.

Collaboration and successful practices

·Attendance at Leadership Academies – 2010-2012

·School membership in the Successful Practices Network for ongoing peer networking

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)

ICLE has 20 years of experience in supporting schools and districts throughout Michigan and around the United States in meeting and exceeding state and federal requirements. The following summarizes a sampling of that work:

Alignment with the School Improvement Framework, the Michigan Needs Assessment, NCA's School and District Improvement Plans:

ICLE's customized Data Analysis, Needs Assessment and Strategic Planning processes focus alignment with state and federal requirements as well as with regional accrediting agencies such as NCA. ICLE's tools and consultants are crosswalked to existing regulations, guidelines and reporting structures to ensure that schools and districts are supported in all of their needs. The goal of this work is to ensure that all efforts within the system are aligned with resources, current itntiative and, most importantly, increased student learning and achievement.

Title 1 Understanding:

ICLE has 20 years of experience in helping schools, districts and State Education Agencies not only meet the requirements of Title 1 regulations, but to maximize the impact of Title 1 investments to increase student learning and achievement. ICLE is currently under contract with a number of state agencies to ensure compliance with federal Title 1 requirements. In addition, ICLE is currently working with hundreds of schools in dozens of districts on Title 1 intiatives.

ALignment with Section 504 of the Individuals with Disabilities Education Act (IDEA):

The Special Education Institute at ICLE, led by Lawrence C. Gloeckler the former Deputy Commissioner for the New York State Education Department, brings national experts and best practices to districts and state departments of education. These successful practices, grounded in appropriate policies, can yield a dramatic improvement in the preparation of students not only for the state tests, but also for the world beyond school. Through the Special Education Institute, ICLE has cultivated a wealth of knowledge and experience working with Section 504 of the Individuals with Disabilities Education Act. Please see the attachment for an excerpt from our resource kit titled "Strategies for K-8 Students with Disabilities in the General Education Curriculum".

Alignment with Michigan's State Assessments (MEAP & MME), Michigan Grade Level Content Expectations (GLCEs) and Michigan High School Content Expectations (HSCEs):

Improving student performance requires more than working harder; it requires working smarter. An important first step is for every teacher to understand the destination. What are the standards? What is on the test? Which standards are most essential? How do my lessons align to those standards? Our Curriculum Matrix assigns a priority rating to each state standard, GLCS and HSCE in English, math, and science based on the emphasis given to that standard on the MEAP and MME. Standards are also crosswalked to the Essential Skills study, which ranks the importance of curriculum content in the subjects relative to what graduates need for success in adult life. From this data, teachers can readily find the standards/ benchmarks for the grade and subject they are teaching. They can then determine if a standard/benchmark is likely to be assessed on the state test and the relative weight given to it. They can also discover its importance in terms of what students need to know and be able to do after high school graduation. Curriculum Matrix data are available through a variety of resource kit:

· Achieving AYP Using Michigan's Curriculum Matrix Data
· Improving Performance for Special Education Students
· Academic Excellence Through Career and Technical Education
· Meeting High Academic Standards Through Arts Education
· No Child Left Behind State-specific Resource Kit for School Leaders

More information about these kits is available at:
http://www.leadered.com/cm_kits.shtml.

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.

Our Executive Coaching Model is specifically designed to help schools become self-sufficient. ICLE has a plan intended to phase out the need for its services. Year one of the initiative involves in-depth assessment, strategizing, prioritization of goals, executive coaching and job-embedded instructional coaching to ensure priorities are met and implementation of the transformation intervention strategies take place. Each ensuring year calls for a reduction in these services, while still addressing issues and obstacles that will inevitably develop. The goal is to ensure that full management is returned to the school.

Leadership is an essential factor in the creation of excellent schools. One of the most important lessons that ICLE has learned is that effective and sustained school improvement begins with a shared vision of change that is based on rigor, relevance, and relationships for all students. Critically important to the change process is the existence of an individual or a school leadership team that possess the skills and abilities of the Quadrant D leader.

Quadrant D leadership is a disposition for taking action. It requires collaborative responsibility for taking action to reach future-oriented goals while reflecting on meeting the intellectual, emotional, and physical needs of students.

During year one of job embedded executive coaching, the principal and leadership team will investigate and develop transformational intervention strategies. Year two will follow with implementing the strategies and year three will involve evaluating, revising and implementing the strategies.
Year 1 - Job-embedded executive coaching for the principal and leadership team will be in place to investigate and develop the following transformational intervention strategies:
·   Develop an effective teacher evaluation system based on student performance measures
·   Develop an action plan to recruit, train, and retain quality teachers
·   Develop a Summer Learning Institute for new teachers
·   Identify a Community Resource Team
·   Begin an extended school day
·   Develop flexible school conditions
Year 1 Timeline: July 2010-June 2011 - 4 days per month onsite and 24/7 support via phone and email.
Year 2 - Job-embedded executive coaching for the principal and leadership team to implement the following transformational intervention strategies:
·   Effective teacher evaluation system based on student performance measures
·   Action plan to recruit, train, and retain quality teachers
·   Summer Learning Institute for new teachers
·   Community Resource Team
·   Extended school day
·   Flexible school conditions
Year 2 Timeline: July 2011-June 2012 - 3 days per month onsite and 24/7 support via

phone and email.

Year 3 - Job-embedded executive coaching for principal and leadership team to evaluate, revise, and implement the following transformational intervention strategies:

·   Effective teacher evaluation system based on student performance measures
·   Action plan to recruit, train, and retain quality teachers
·   Summer Learning Institute for new teachers
·   Community Resource Team
·   Extended school day
·   Flexible school conditions

Year 3 Timeline: July 2012-June 2013 - 2 days per month onsite and 24/7 support via phone and email.

The objective of the Executive Coaching Model is to build and sustain leadership density for district administrators, school principals and teacher leaders. In doing so, this initiative will ensure the following:

o   Leaders at the classroom, building and district-office levels will be prepared to understand and apply principles of instructional leadership.

o   Each school will have a focused and sustained system of support based on team building, professional development and support for each school's leadership transformation.

o   Leadership at all levels will be focused on meeting the provisions of No Child Left Behind (NCLB).

o   Leadership at all levels will be supported and will have the disposition, knowledge and skills they need to lead change and improve instruction.

o   Student learning will be at the center of the work of classroom, school and district leadership.

o   High expectations for all students.

o   Content and instruction will support higher levels of student achievement, especially as measured by the performance criteria of NCLB.

o   Teacher leaders and building leaders will understand and be able to apply principles of data-driven instruction.

o   Greater community involvement and support of the common goal of increased learning and student achievement.

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)

Incorporated and founded in 1991 by former New York State Department of Education senior administrator and now nationally recognized keynoter and education adviser Dr. Willard R. (Bill) Daggett, the International Center for Leadership in Education, Inc. (ICLE), has a wealth of experience in assisting districts and schools - especially schools seeking turnaround and reinvention - in implementing organizational changes through reinvention strategies that translate into world-class programs, processes, curriculum, instruction, and assessment systems. ICLE staff, keynote speakers, consultants, and trainers share their expertise in leadership development, student engagement and character-centered teaching, the management of change, achieving high standards, curriculum development, instructional strategies, and other customized solutions for our education partner-clients. ICLE has been a primary technical service provider and "change partner" for thousands of schools and districts across the United States.

ICLE has developed an extraordinary reservoir of resources and relationships to advance school improvement. Our Rigor/Relevance Framework® (see Attachments) is used in schools across the country and around the world to make instruction and assessment more rigorous and more relevant for all students. Our Learning Criteria to Support 21st Century Learners™ can help a school better define how well it is meeting the needs of all learners by looking at the whole school and the whole student.

ICLE has facilitated site improvement plans for hundreds of suburban and urban schools around the United States, and has provided extensive professional development for building administrators, classroom teachers, and central office leadership on a wide range of topics.

ICLE consultants are tried-and-tested, hands-on, expert educators and facilitators, dynamic communicators and effective manager-leaders and coaches. All are experienced former or current state, district, and school administrators and all are well versed in addressing education improvement issues in a variety of settings. Every day, they share and leverage their expertise and experience by working closely with education organizations across the nation to align partner-client resources and goals. Our consultants also offer professional development for curriculum-focused and instructional staff in a variety of settings. ICLE draws upon a talent pool of over 120 such advisors and facilitators, matching the best-suited resources with the expressed needs of the education organizations being served. ICLE always attempts to match the specific needs of the individual schools to be served with the most appropriate and best-suited members of our consultant team.

Principal partners, consultants, and researchers include the following:

Willard R. Daggett, CEO
Time with Organization: 1991 - Present
Experience: Willard R. Daggett, Ed.D., Founder and Chief Executive Officer of the International Center for Leadership in Education, is recognized worldwide for his

proven ability to move education systems towards more rigorous and relevant skills and knowledge for all students. He has assisted a number of states and hundreds of school districts with their school improvement initiatives, many in response to No Child Left Behind and its demanding adequate yearly progress (AYP) provisions. Dr. Daggett has also collaborated with education ministries in several countries and with the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, the National Governors Association, and many other national organizations. Before founding ICLE in 1991, Dr. Daggett was a teacher and administrator at the secondary and postsecondary levels and a director with the New York State Education Department, where he spearheaded restructuring initiatives to focus the state's education system on the skills and knowledge students need in a technological, information-based society.
quality, and secondary school reform.

Irving Jones, Ed.D., Project Manager
Dr. Irving C. Jones, Sr. has spent thirty years in public education. Moving through the ranks from an English teacher to a high school principal, Dr. Jones has initiated a variety of mentorship programs for both students and teachers, and developed partnerships between private industries, community colleges, Universities and high schools. Dr. Jones has been recognized as a national leader on topics of educational leadership. Over the last twenty-one years, Dr. Jones has presented at International, National, State and Local conferences on topics including: minority student achievement, dropout prevention, interdisciplinary instruction in the secondary school, supervision of instruction, teaching strategies that engage active learning, career pathways, creating collaborative teaching and learning environments in schools, students transitioning from alternative placements, the transition of 9th graders into high school and leadership in an age of accountability. Dr. Jones recently retired as the Executive Director for High Schools in the Roanoke City Public School division in Roanoke, Virginia.

Dr. Jones has served on the African-American Teaching Fellows Board, the Martha Jefferson Hospital Leadership Board, the Thomas Jefferson Area United Way Board, and on the Court Appointed Special Advocate Board for Juvenile Offenders. Dr. Jones was selected as the 2002 Outstanding High School Principal for Virginia. In October of 2002, Dr. Jones was named the 2003 NASSP/MetLife National Principal of the Year.

Tim Ott, Senior Vice President and Chief Academic Officer
Time with Organization: 1996 - Present
Experience: Mr. Ott oversees all education initiatives including the ICLE/CCSSO HS Initiative, the Successful Practices Network, all major education contracts and the annual Model Schools Conferences/Symposiums. Mr. Ott joined the staff at ICLE in 1996 as Director of Program Services. Prior to that, he worked for ten years at the New York State Education Department, where he coordinated a number of programs associated with the department's reform agenda. He conducted numerous workshops and regional meetings and worked with hundreds of schools across New York during his tenure at the department. Mr. Ott previously served as Director of an Albany Field Office of the City University of New York Research Foundation. The Field Office coordinated

statewide curriculum development activities and in-service education programs for occupational education teachers.

E. Wayne Harris, Ed.D., Senior Consultant
Dr. Harris is a Senior Consultant for ICLE, working on nationwide projects, including keynote presentations, workshops, Executive coaching, technical support and training. Dr. Harris received his Doctor in Education Degree from Harvard Graduate School of Education. A lifelong educator, he has spent over 40 years working in public schools. In that time, he has served as a biology teacher, athletic coach, principal, and superintendent. Most recently, he served as the Superintendent of Schools from 1993 to 2004 for the Roanoke City Public Schools in Virginia. While at Roanoke, he implemented system-wide initiatives that resulted in increased student achievement on high-stakes state assessment tests while reducing the achievement gap between passing rates of African-American and Caucasian student.

Dr. Harris has been honored by the Virginia Department of Education, received the Virginia Commission for the Arts - Leadership in Arts Instruction Award in 2002. He also received the Total Action Against Poverty 2002 Noel C. Taylor Humanitarian Award and the United Way of Roanoke Valley Minority Leadership Enhancement Program's Leader in Education award in 2001.

Sean A. Haley, Ph.D.
Dr. Haley has more than 17 years experience in P-16 education, including positions with the Laurel Heights Adolescent Psychiatric Treatment Center, Atlanta Public Schools, and Huston-Tillotson University.

While pursuing his Doctor of Philosophy degree at the University of Texas at Austin, Dr. Haley was employed in a number of school leadership capacities. He served as Academic Coordinator and Acting Director of the High School Enrichment Program at the college, which consisted of a "dropout recovery" alternative high school and a postsecondary preparation program (Upward Bound) for first generation college-bound students. During this time, he also taught undergraduate courses.

Upon leaving the university, Dr. Haley became middle/high school principal of NYOS Charter School in Austin, Texas, where he had the opportunity to further develop the middle school program while creating a college preparatory high school. After attending the Harvard Graduate School of Education - Harvard Principals Institute, he took on the job of principal of NYOS in 2003, which involved leadership of two campuses (PK-3 and K-12) and included several functions of the superintendency with respect to state/federal reports, as well as community and school board relations and accountability. Considered a high performing charter school, NYOS's status afforded many opportunities to participate in conferences as a presenter and to mentor start-up and underperforming charter schools. During Dr. Haley's tenure there, he twice accepted the invitation to participate on the "Men in Leadership" panel of the Texas African-American Legislative Summit hosted by Texas State Senators Rodney Ellis and Royce West.

After graduating the first two classes of the school, Dr. Haley joined the Region XIII Education Service Center (ESC XIII) in Austin, TX. While employed there as coordinator for the Texas High School Project, he co-authored and managed a $9.6 million statewide High School Completion and Success Grant (serving 144 Texas campuses); developed a $750,000 after-school 21st Century Grant that involved a shared service arrangement between two public school districts, two charter schools, and one private school; and led the development/implementation of a comprehensive school review process based on school redesign best practices.

Dr. Haley received a Bachelor of Arts degree from Morehouse College in Atlanta and his Master's in Curriculum and Instruction and Ph.D. in Education from the University of Texas at Austin. His dissertation was Dropping Out of High School: A Focus Group Approach to Examining Why Students Leave and Return.

Lemeul C. Stephens
Lemeul Stephens is a Senior Consultant with the International Center for Leadership in Education. Lemeul has worked in various roles including teacher, director, program consultant and principal, most recently at Orangeburg-Wilkinson High School in South Carolina. He also served the South Carolina Department of Education as the Director of the Office of Monitoring, Chief Supervisor of the Office of Adult Education, and Program Consultant of the Office of Leadership and School Improvement. After 31 years as an educator, Lemeul retired from state service and served as the Executive Director of the South Carolina Alliance of Black School Educators.
Education:
Clemson University
·MED, Secondary Administration and Supervision, 1974
South Carolina State College
·B.A., Industrial Education, 1964

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.

LICENSURE AND INSURANCE DOCUMENTS ARE ON FILE WITH MDE

SECTION C: ASSURANCES

To Whom It May Concern:

The International Center for Leadership in Education (ICLE), as an applicant to the Michigan Department of Education's School Improvement Grant Preferred External Educational Services Provider Application, agrees to the following assurances as laid out by MDE:

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 districts(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.

Our leadership, staff, and consultants appreciate the opportunity to be considered for this project and would be honored to be chosen to provide support for the Michigan Department of Education.
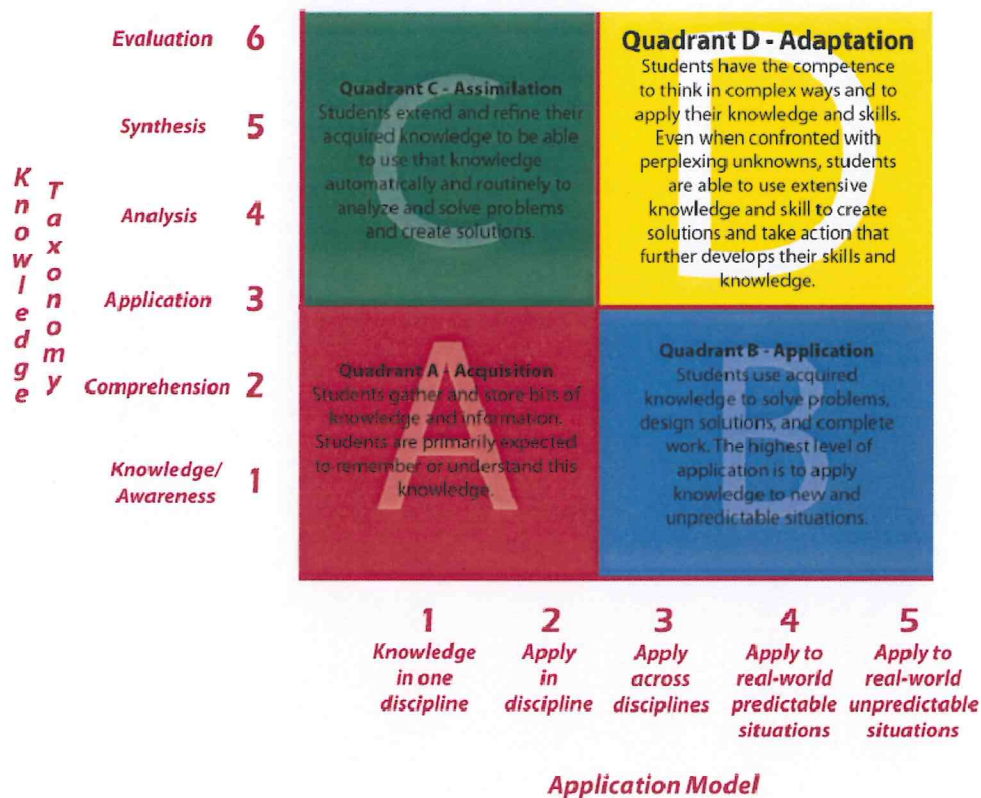
Sincerely,

Willard R. Daggett, Ed.D.
Chief Executive Officer

The Rigor/Relevance Framework® helps leaders to define what to change in schools and how to organize curriculum and instruction to prepare all students for the future. It is based on two dimensions of higher standards and student achievement: knowledge and application.

For students to become lifelong learners, problem solvers, and decision makers, Quadrant B and D skills are required.

Strong relationships are critical to completing rigorous work. Students are more likely to make a personal commitment to engage in rigorous learning when they know that teachers, parents, and other students actually care about how well they do. Relationships are the foundation on which rigor and relevance are built.

Evaluation 6	
Synthesis 5	
K n o w l e d g e T a x o n o m y	**Quadrant C - Assimilation** Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	**Quadrant D - Adaptation** Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.
Analysis 4	
Application 3	
Comprehension 2	**Quadrant A - Acquisition** Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	**Quadrant B - Application** Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.
Knowledge/ Awareness 1	

1	2	3	4	5
Knowledge in one discipline	**Apply in discipline**	**Apply across disciplines**	**Apply to real-world predictable situations**	**Apply to real-world unpredictable situations**

Application Model

Quadrant D Leadership for Quadrant D Schools

There is much uncertainty in our education system today. The continuation of public education as we know it is not guaranteed, and maintaining the status quo is not an option. Our K-12 education system has to change if the next generation is going to be successful in their world. All educators, particularly teachers, must play key roles in changing our schools, but the burden is greatest for those in administrative leadership positions, who must make their schools responsive to an ever-changing society.

Leadership is an essential factor in the creation of excellent schools. One of the most important lessons that the International Center has learned is that effective and sustained school improvement begins with a shared vision of change that is based on rigor, relevance, and relationships for all students. Critically important to the change process is the existence of an individual or a school leadership team that possess the skills and abilities of the Quadrant D leader.

Quadrant D leadership is a **disposition** for taking action. It requires collaborative responsibility for taking action to reach future-oriented goals while reflecting on meeting the intellectual, emotional, and physical needs of students.

Leadership can be considered in four quadrants of the Rigor/Relevance Framework, a tool developed by the International Center to examine curriculum, instruction, and assessment. In its application to all leadership, Quadrant D is the most desirable for effective school leadership.

Quadrant A leadership is about traditional leaders, such as the principal, assistant principals and department chairpersons, acquiring the skills they need and making decisions that will improve the school and student achievement. Usually the leader decides and others act.

Quadrant B is about the application of leadership, not just by traditional leaders, but also by all staff in the school. Actions are not based on submitting a problem to a higher level of authority and waiting for a decision. In this quadrant, all staff and ultimately students work in a highly collaborative environment and take action consistent with the school goals.

Quadrant C is the higher level thinking of leadership. In this quadrant, leaders are more reflective and innovative. They are not guided solely by past experience, but anticipate the future. School goals are tied to current and future needs of students. Reflective thought and the best interests of students guide actions.

Quadrant D is the combination of high levels of both application and knowledge. Leaders in this quadrant can be labeled adaptive since they can more easily change and adapt through a collaborative staff, a shared vision, and commitment to preparing each student for his or her future. At the highest levels of Quadrant D, students are taking a significant leadership role, particularly with respect to their own learning.
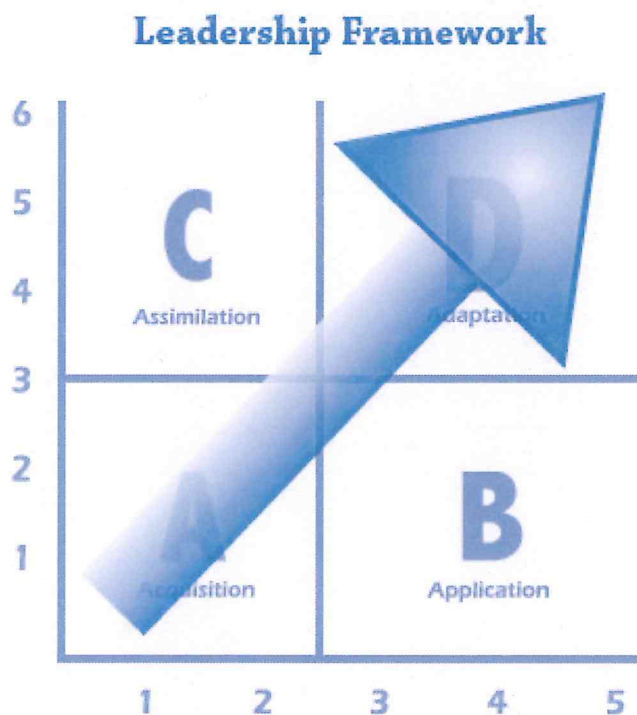
Quadrant D Leadership
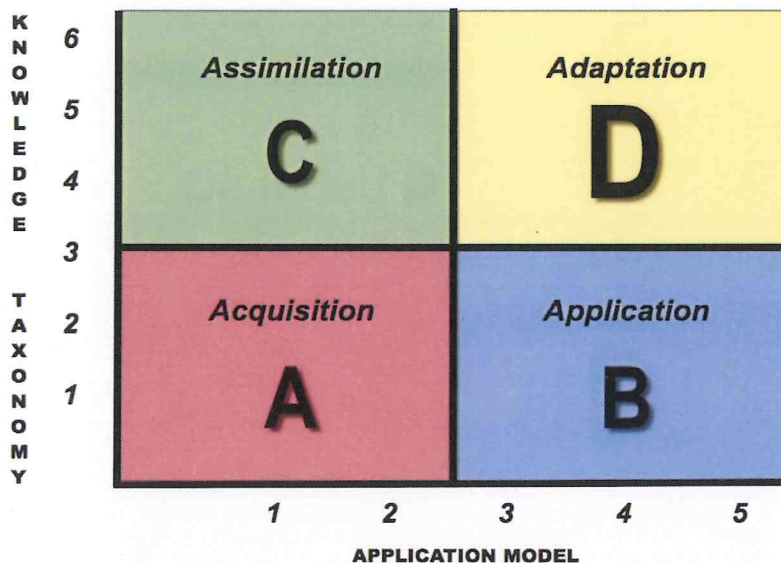
The Quadrant D leader possesses and applies the skills and abilities to:

1. **Develop and sustain a coherent vision,** grounded in rigor, relevance, and relationships for ALL students and built on consensus with school stakeholders about priority goals.

2. **Lead instructional change** by focusing on a well defined curriculum and effective instructional strategies, quality professional development plans aligned to goals and actions, and managing change so that strategies and programs are implemented with fidelity, and change i is productive and ongoing.

3. **Empower** school stakeholders to make decisions based on the vision of the school/district by:
   - Establishing and maintaining positive relationships with staff, students, and stakeholders
   - Engaging in clear and static-free communication that allows for the growth of a commitment to a common purpose and equal access to information
   - Developing trust that allows for the growth of productive professional learning communities and collaboration and sharing of successful practices within and outside of the school

4. **Demonstrate self-awareness and self-management** by achieving personal and academic goals and using social awareness and interpersonal skills to establish and maintain positive relationships and to communicate and interact effectively with others.

5. **Engage Community Stakeholders** in school/district decisions that impact curriculum and instruction and develop effective partnerships with small and large businesses and industry.

Leadership Framework

Quadrant A Leadership *Acquisition*
(Traditional Leaders)
Typically, the leader decides and others act.

Quadrant B Leadership *Application*
(Collaborative Leaders)
All staff and ultimately students work in a highly collaborative environment and take action consistent with the school's mission and goals.

Quadrant C Leadership *Assimilation*
(Thinking Leaders)
Leaders are more reflective and innovative. They are not guided solely by past experience, but anticipate the future.

Quadrant D Leadership *Adaptation*
(Open, Holistic, Inclusive Leaders)
Leaders empower a collaborative and adaptive staff through a shared vision and commitment to preparing each student for his or her future. Students also take a significant leadership role with respect to their own learning.

Strategies for K-8 Students with Disabilities in the General Education Curriculum

**International Center
for Leadership in Education**

Acknowledgments

The International Center for Leadership in Education wishes to thank
the following authors of this resource kit:

Lawrence C. Gloeckler
Nancy Johnson, Ed.D.
Patty Laney
Glenn Maleyko
Noel Maloof
Paula Sword
Julie Thanner

Overview

Introduction

School districts throughout the country are struggling with the challenges of *No Child Left Behind.* No issue has been more confounding to districts than increasing the performance of students receiving special education services. National performance data for these students shows a significant lag in performance, and this trend often begins in the elementary school years. Yet, the Special Education Institute at the International Center for Leadership in Education has identified a growing number of elementary schools that have helped these students achieve success through a persistent, long-term, strategic approach to improving their instructional opportunities. At the same time, many more schools have begun to address this issue as a priority.

Chapter Contents

Strategies for K-8 Students with Disabilities in the General Education Curriculum is designed to assist schools and their districts in improving the performance of special education students by highlighting the strategies that successful elementary and middle schools have used to bring about positive results. The elementary and two middle schools described in Chapters 5-7 all have addressed this issue through a clear vision of what they want to accomplish and a persistent belief that students with disabilities can and will succeed. While the individual school strategies vary, they all are built from the foundation of high expectations for all students.

In addition to the specific school strategies, this resource kit also has information on two primary strategies that highly effective schools are using to improve results for their students who are struggling. Chapter 4 is dedicated to the issue of co-teaching. Co-teaching is used in various ways in schools that have improved the performance of students with disabilities in core academic subjects. When implemented correctly, this approach appears to show significant benefit over the self-contained classroom models of the past, but it needs to be put into operation thoughtfully and with adequate staff development. The co-teaching chapter gives both teachers and administrators a foundation for how to install and support co-teaching, using best practices from successful schools.

Another strategy is being considered and put into use by school districts throughout the country as a way to reduce the reliance on special education and improve the success of students who are struggling in school and are likely to be considered for referral. That strategy is the establishment of a general education intervention system. Such a strategy is important in elementary school as a tool to reduce the number of students who fall behind, particularly in reading skills. A common label for this approach is Response to Intervention, or RtI. Although RtI has gained momentum in the recent years, Chapters 2 and 3 do not focus solely on this model. Rather, those chapters describe the ingredients that are necessary for any intervention approach to become systemic and thus strengthen the general education system.

While much attention has been given to the relationship between intervention systems and the ability to identify students with learning disabilities effectively, the focus of the kit is on the effect that quality interventions have on the performance of students at risk and their ability to be maintained successfully in the general education environment. This will naturally lead to fewer referrals to special education, but the important attention needs to be on the success rate of the interventions. Chapter 3 highlights the steps necessary to install and implement a systemic intervention system that is likely to be sustainable and become an integral part of the general education system. Chapter 8 offers suggestions and materials for professional development related to Chapter 3.

A tool for schools to use to identify where they stand with respect to issues related to educating their students with disabilities is provided in Chapter 1. The Five Key Elements Checklist helps a school pinpoint structures and practices that need to be in place to support improved results for all of its struggling student subgroups, particularly students with disabilities. By using the checklist, a school can determine what it needs to strengthen in order to promote sustainable student success.

The Five Key Elements Checklist is included on the CD that accompanies the resource kit. A second checklist, this one for districts, is provided in

Two DVDs and a CD are included in the kit.

Items on the CD are indicated by this icon.

CD

the Appendix and on the CD. A district can use the System Strategies Checklist to assess its ability to sustain improvements gained by its schools. Improvements often occur through the efforts of individual leaders at the building level. When these leaders leave, the gains may disappear. Systemic issues need to be addressed at both the district and building levels to sustain improved performance over the long term.

Various other tools and forms are presented in the Appendix and on the CD as well. PowerPoint presentations provide professional development for district and school leadership. One is on system strategies and another offers guidelines for an effective intervention system.

The two DVDs included in the kit were recorded at the 2009 Model Schools Conference. *Meeting the Needs of Special Education Students* explains how many districts and schools across the country have improved the performance of their students with disabilities. *Strategies for Students with Disabilities in the General Education Classroom* explains how to put the material in Chapters 2 and 3 into action and describes one school's experience in educating these students to much higher standards.

Final Thought

Students receiving special education services are gaining increased attention as the accountability for their academic performance increases. Schools that have established a track record of success have broken away from the traditional models used for these students and the low expectation that often accompanies their education programs. We hope that this kit will spark new ways of thinking about how to serve these students effectively, and how to implement strategies that have been identified as consistently in place in highly effective K-8 schools and districts.

Larry Gloeckler, Executive Director
Special Education Institute
International Center for Leadership in Education

Ownership and High Expectations

The Five Key Elements Checklist raises important questions about faculty ownership and high expectations:

- Does your school have a strategy for high expectations? If not, are you going to take special steps to make sure that happens?

- Have you sat down as a faculty or used a leadership team to decide what you need to do if your expectations are not high enough for your students?

- Are high expectations for students with disabilities part of your interviews for new staff, so that all staff understand the culture of your school?

- Do your students know you have high expectations for them? For a true test of whether you have high expectations, ask your students.

- Does your general education faculty take ownership of the performance of students with disabilities in their classrooms?

In some districts, middle school teachers can tell which elementary school the students have come from by the students' expectations of themselves. Why would a district have high expectations in one building and not in another? It is not fair to the students. High expectations are fundamental.

Now consider these questions about the intervention system:

- Do you have a system in place so that failure is not an option?

- Is the system owned by general education?

Instruction Guided by Student Performance Data

Heartland Area Education Agency suggests that the most constructive manner of improving student performance is through the provision of an effective core curriculum, early determination of performance gaps for individual students, and provision of the necessary supports. In high performing schools, educators regularly use student performance data to determine which students are meeting expectations and which students need additional supports in order to do so. Teachers understand that the data does not provide a signal of student failure, but rather a signal to provide other and varied means of instruction .

Teachers and school-based intervention teams should use several types of student performance data at various points throughout the school year. Many districts conduct assessments at the beginning, middle, and end of the school year. Any instruments used must directly assess specific skills aligned to state and local expectations, report individual results, make comparisons across students, measure growth over time, and display data in a way that is useful to teachers. Teachers and school-based intervention teams can use such data to guide necessary instructional changes at the classroom level and/or implement other intervention strategies specific to a particular struggling learner's needs.

Educators should use different types of assessments in order to obtain the most useful data for choosing effective intervention and instructional strategies that will address specific student needs. Assessments that offer the necessary types of data fall into three categories: screening, diagnostic and progress-monitoring.

How a school responds to the question, "What do we do when students don't learn?" tells more about the values of that school than anything else. While how is important, when is critical for the success of many children and

Grimes, Jeffrey and Kurns, Sharon. "An Intervention-based System for Addressing NCLB and IDEA Expectations"

Blankstein, Alan. *Failure Is Not an Option*

young adults. An effective intervention system is based on two premises. 1) The most effective intervention is a high quality classroom instruction that focuses on learning. This is available to each and every learner. 2) Some children and young adults will require additional academic and behavioral support to support learning.

The key to an effective intervention system for children is an assessment process that is aligned to essential academic skills and early warning signs of school failure. This process is systematic with the sole purpose of monitoring the academic and behavioral needs of each and every student so additional supports can be provided to promote success.

The assessment process consists of three procedures. This resource supports the process and purpose of early identification of essential skills that predict future success on high stakes exams as well as early identification of school failure. This resource does not recommend on tool, rather matching resources to the process/procedure.

Screening Process

School districts should implement a process to screening every student at least three times per year to identify whether students are meeting academic and/or behavioral expectations. This process must be aligned to essential skills that predict future performance to guide appropriate timely supports. The screening tool must be aligned to essential skills, state and local standards in the content areas of reading, mathematics, and writing. The tool must include performance benchmarks that allow educators to identify students as benchmark, strategic, or intensive. These terms may vary, but the range allows educators to match the appropriate level of academic and/ or behavioral support. The process should take place early in the year in order to respond in a timely and direct manner. The process must include tools to identify both academic and behavioral needs of students. Here is an example:

Step 5: Build Consensus and Develop an Action Plan

At this stage in the process, stakeholders must evaluate what they now know about the existing situation for their district's struggling learners alongside what they now know about effective intervention systems. If stakeholders have obtained all of the necessary information in both areas, they can use it to begin developing an action plan. This process will likely require stakeholders to build consensus on key issues that have emerged in the previous steps. The nature of those key issues and the details of the plan development process will vary among districts. However, any action plan for establishing an effective intervention system should include clearly stated goals and objectives, specific action items to achieve goals, assignment of responsibility for action items, and a timeline for fulfillment of action items, objectives, and goals.

In the Missouri case, stakeholders used small groups to build consensus around the main goals of their plan for establishing an effective intervention system. Those initial goals included:

1. Establish a system that includes the five key components of an effective intervention system.

2. Establish a school-based intervention team that has clearly defined roles and responsibilities.

3. Provide the necessary professional development for teachers and school-based intervention team members to develop effective, research-based intervention strategies that will help struggling learners to be successful in the general education curriculum.

4. Establish a systematic data collection system that will provide teachers and administrators with timely and ongoing performance data for each student and that will help to determine the overall effectiveness of the system.

5. Establish a timeline for implementation and assign roles and responsibilities in plan implementation.

Essential Questions on Building Consensus and Action Planning

Step 5 |||

1. Do we have all of the information that we need in order to build consensus and develop a plan for establishing an effective intervention system?
2. How should we build consensus and solicit stakeholder ideas for action plan goals?
3. Do we need professional support to build consensus and develop an action plan?

As stakeholders implement their action plan, they must remain focused on the fact that quality professional development for all teachers and administrators will provide the foundation for success of the new intervention system. Stakeholders should purposefully design and deliver ongoing professional development opportunities that address not only theoretical issues around effective intervention, but also practical training in implementation of the intervention strategies that will ultimately have a positive impact on struggling learners. Educators will need these different types of professional development support throughout the process of implementing the new system – not just in the beginning.

Step 6: Ensure Adequate Professional Development to Support the System

In the Missouri case, stakeholders learned important lessons about topics that are critical to cover in a professional development program. These topics included:

Outcome data is collected to determine the impact of the intervention system (i.e., requests for initial evaluations, classification rate, and increase in the percentage of students meeting expectations).

**Data-Driven Decision Making —
Questions for School Leaders**

➢ What is our current basis for decision making?

➢ What does our district's data tell us about academic and/ or behavioral performance?

➢ Is this data acceptable?

➢ Do the instruments that we use provide the kind of data we need to assess the needs of all learners, and especially struggling learners?

In the Carthage effective intervention system, instruction is conceptualized in a three-tiered model. That model is described below.

Tiered Model of Research-Based Intervention

Tier 1 — Quality Academic Instruction in the Regular Classroom

The first line of support for all students is high quality core academic instruction in the regular classroom. Core academic instruction must include the following components: guaranteed to all students, standards-based instruction, consistently provided to students, assessments guide future instructional decisions, and based on research. Educators must be able to

count on effective classroom instructional practices as they begin to review the needs of students who are not meeting expectations.

- An intervention system without quality classroom instruction will result in overall low performance for all groups.

Tier 2 — Strategic, Targeted, or Supplemental Instruction

For some students, instructional support must be provided to enable them to meet expectations. Tier 2 is characterized as strategic, targeted, or supplemental instruction. It includes instruction that is: in addition to core academic instruction, deeper and more prescribed than core academic instruction, based on screening results, specific and intentional in the way that data can be used to monitor the effectiveness of the support, designed through problem-solving approach (schoolwide or individual), and delivered to an individual or small group.

- An effective intervention system must include instructional support that supplements — but does not replace — classroom instruction.

- Intervention systems that do not provide supplemental support to classroom instruction lack the resources to support the diverse learning needs of students.

Tier 3 — Intensive Interventions

A few students will require intensive interventions that are in addition to core academic instruction to make continuous progress toward expectations. This intensive intervention is: designed based on progress monitoring results, designed through a problem-solving approach, and individualized.

Designing a Co-Teaching Program

Once the readiness of a district or school to implement a co-teaching model has been assessed and administrators and teachers have had opportunities to learn more about co-teaching, the team can begin to design the co-teaching program. Dedicated planning time set aside for the collaborative design and planning of the program is key to successful implementation. Steps involved in the design of a co-teaching program include:

- selecting co-teaching approaches
- building co-teaching relationships
- identifying students with disabilities to participate in co-teaching classrooms
- scheduling co-teaching classes

Selecting Co-Teaching Approaches

Friend, M. and Cook, L. "The New Mainstreaming: How It Really Works"

National Center for Educational Restructuring and Inclusion. *National Study on Inclusive Education*

Hourcade, J. and Bauwens, J. *Cooperative Teaching: Re-Building and Sharing the Schoolhouse*

The research on co-teaching has identified a variety of approaches to the model, and often different labels have been used to describe a particular approach. Friend, Reising, and Cook described five co-teaching approaches generally used: lead and support, station teaching, parallel teaching, alternative teaching, and team teaching. In a 1995 survey by the National Center for Educational Restructuring and Inclusion, teachers indicated they primarily used four approaches when co-teaching: supportive teaching, parallel teaching, complementary teaching, and team teaching. Hourcade and Bauwens later referred to six approaches similar to those already mentioned: presenter-helper, part A-part B, two smaller groups, higher understanding, standard team teaching, and follow-up. Following is a list that clarifies which terms describe the same approach and provides a description of each approach.

- **Lead and Support/Presenter-Helper:** One teacher leads, planning lesson content and presentation with some input and feedback from the co-teacher. The other teacher plans for and assists with students' individual learning and/or behavioral needs.

- **Station Teaching/Part A-Part B:** Two diverse groups of students work at classroom stations with each teacher. Each teacher plans the content of her/his respective station based on the overall lesson plan. The two groups of students switch stations in the middle of the class period or the next day.

- **Parallel Teaching/Two Smaller Groups:** Co-teachers jointly plan instruction and independently deliver content in the same way to separate groups of students. Each teacher may take half the class or small groups of students.

- **Complementary Teaching/Alternative Teaching/Higher Understanding:** One teacher instructs the large group while the other teacher preteaches, reteaches, supplements, or enriches instruction for a smaller group of students.

- **Team Teaching:** Co-teachers share the planning and instruction for all of the students in a highly collaborative manner. Both teachers can lead large group and small group instruction.

- **Team/Follow-Up Teaching:** Co-teachers jointly plan and present the basic lesson to all of the students and then split the class into two groups, each instructed by one of the teachers. The groups are divided based on the different needs of students for review, reteaching, or enrichment of the concepts taught.

Co-teachers need not confine themselves to one co-teaching approach. Depending on the needs of the students in the class or the goal of a given lesson plan, they may decide to use different approaches at different times. It is important for co-teachers to decide together which approach or approaches to use by considering both their own skills and comfort levels alongside the goals of the instructional activities.

Teachers new to co-teaching may feel more comfortable beginning with an approach such as lead and support, which may allow them to build

Chapter 8
Professional Development for an Effective Intervention System

Introduction

The sole purpose of an effective intervention system is to create strategies so that students are successful in the general education curriculum. An intervention system is not a process to justify a referral to special education or other alternative placements. Rather, the system is used to make specific data-driven decisions to provide additional support so that students can meet academic and/or behavioral expectations.

An effective intervention system must include a process to identify students who are not meeting expectations or who are at risk of not meeting standards. This process is typically referred to as a universal screening, which is a critical characteristic of an effective intervention system. It allows a district or school to establish additional supports for individual and/or groups of students. This additional support is typically associated with the pyramid of interventions (Tier 1, Tier 2, and Tier 3). The most effective intervention systems include the following characteristics:

- culture of high expectations
- universal screening process
- collaborative teams
- problem-solving approach
- implementation plan for the process
- evaluation process

An effective intervention system includes a highly trained team. This team has clearly defined roles and responsibilities related to the problem-solving process. It uses the problem-solving approach to identify the student's gap and design a plan of instruction, as well as to monitor the progress. This data is used to revise the intervention plan or make further instructional decisions for the student. A good intervention system also includes an evaluation system to determine the effectiveness of the process, quality of the intervention plans, and other identified outcomes (e.g., classification rate and number of students meeting goals).

Presentation Activity: Pyramid of Instruction

The group will identify and describe core academic instruction (Tier 1), list and describe supplemental instruction (Tier 2), and list intensive interventions (Tier 3). This begins to build common language among the staff and eventually identifies gaps.

Defining the School's Tiers

	Tier 1	Tier 2	Tier 3
Reading			
Math			
Social Expectations			

CD

Intervention Team and a Problem-Solving Approach

Intervention teams go by many names: CARE Team, Success Team, Student Support Team, etc.

An intervention team that uses a problem-solving approach is at the heart of an effective intervention system. The purpose of this team is to create strategies so students can meet expectations. The team does not rubber-stamp "things tried" by a classroom teacher, and it is not viewed as a step in the special education referral process. This team is success-oriented and utilizes a process to design a student-specific intervention plan.

The team meets regularly, sometimes as often as once a week, to develop and review intervention plans. Members of the team have clearly defined roles and responsibilities and must include teachers who are knowledgeable in core instruction. Members must be able to place students at the center of education efforts and decisions. They must embrace the belief that some students will require supplemental assistance in addition to the general education classroom instruction to meet expectations. Again, this is a solution-oriented process.

Appendix

The Appendix contains resources that can be used to help implement the approaches presented in this resource kit. They are organized by the chapter that introduced them.

All of the items in the Appendix are also on the accompanying CD.

The International Center for Leadership in Education has experts in all areas related to these materials. These consultants can assist districts and schools in using the strategies and implementing effective systems. Please contact us at (518) 399-2776 or info@ LeaderEd.com.

Intervention Form	
Statement of concern	
State the measurable goal	
Describe the instruction –intervention	
Who will be providing the instruction?	
How often will the student receive the instruction?	
Where will the instruction be provided?	
What tool will be used to collect data to monitor the progress?	
Graph: Baseline and data points	