

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	
		Johns Hopkins University	
3. Name of Entity as you would like it to appear on the Approved List			
Johns Hopkins University Talent Development Secondary			
4. Entity Type:		5. Check the category that best describes your entity:	
☐ For-profit ☒ Non-profit		☐ Business ☐ Community-Based Organization ☐ Educational Service Agency (e.g., RESA or ISD) ☒ Institution of Higher Education ☐ School District ☐ Other (specify): _____	
6. Applicant Contact Information			
Name of Contact Robert Balfanz		Phone 410-516-4272	Fax 410-516-8890
Street Address 3003 N. Charles Street, Suite 200		City Baltimore	State MD
E-Mail rbalfanz@csos.jhu.edu		Website http://web.jhu.edu/CSOS/tdhs/index.html	
7. Local Contact Information (if different than information listed above)			
Name of Contact Doug Elmer		Phone (816) 507-9903	Fax (816) 437-9163
Street Address 212 E 74th St		City Kansas City	State MO
E-Mail delmer2@csos.jhu.edu		Website same as above	
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)

For the past 15 years, Talent Development has helped schools across the nation reorganize in ways that promote significant improvements in student achievement and school climate. As the student outcome data included in this proposal attests, schools that implement Talent Development reforms see improved student attendance, course passing, graduation rates, test scores, student discipline, and school climate. These outcomes are attained through research-based strategies developed at Johns Hopkins University and intense technical support from TD organizational and instructional facilitators.

Talent Development conducts an initial analysis of school need that includes examination of student data and school and community resources, as well as focus groups with stakeholders, in order to elaborate a customized transformation plan with goals, action steps, and a timeline. Talent Development's instructional programs, small learning communities, and interdisciplinary teacher teams foster strong teacher-student relationships and personalize the school environment. Talent Development helps schools build staff capacity for distributed leadership and collective decision-making, and develop Early Warning Indicator (EWI) systems to collect, analyze, and disseminate student outcome data. Teacher teams receive professional development and ongoing support to use this data to provide appropriate academic and social-emotional interventions. Talent Development also helps schools create schedules that extend learning time in core academic areas and allow students to explore electives and enrichment activities. Talent Development curricular and instructional support for math and language arts and high-impact instructional strategies for all courses close achievement gaps and accelerate learning for struggling students. TD professional development enables teachers to provide differentiated instruction including teacher modeling, cooperative learning, hands-on activities, and scaffolded instruction for maximum impact of every class period.

Educational Structure

Teacher Teams: A Talent Development school revolves around teacher teams and small learning communities that promote strong relationships among students, faculty, parents, and staff. Talent Development schools establish separate learning communities of 150 to 300 students, with each team of four teachers collectively teaching 60 to 90 students. The resulting small, stable learning communities encourage students, teachers, and families to establish strong bonds and close, caring relationships. This is critical because research and experience indicate that the quality of student-teacher interactions and the quality of instruction are critical elements to attain the levels of student motivation, effort, and engagement required for sustained academic progress.

In a Talent Development middle grades program, classes of 25 students are organized into small learning communities of two to three classes with a team of two or three teachers. (Frequently, one teacher in each team provides instruction in English language arts and social studies, while the other teacher provides math and science instruction.) Schools are encouraged to designate time for one highly effective teacher each in math and language arts to serve as on-site coach/ facilitator in their respective areas, and to reduce their teaching loads accordingly.

Ninth Grade Academy: In the Talent Development High Schools (TDHS) model, the Ninth Grade Success Academy supports ninth-grade students in their transition to high school while providing the academic and social foundation students need to succeed. All ninth graders are taught by a team of teachers who work only with the ninth grade and collaboratively monitor student progress and create instructional activities during a common planning time. All ninth graders enroll in Freshman Seminar, a transition to high school course that emphasizes the study skills, social skills, and career and post-secondary planning skills necessary to succeed in and beyond high school. Additionally, all students receive 90 minutes of daily instruction in language arts and mathematics.

Career Academies: Career Academies provide students in grades 10-12 similar academic supports as the Ninth Grade Success Academy. These academies are built around teams of teachers that work collaboratively in one academy and share common planning time. All students enroll in a challenging college preparatory core curriculum aligned to Michigan state standards. Additionally, students enroll in career-focused elective courses designed to develop career related skills and emphasize connections

between career and academic skills. Career Academy themes will be determined based on the interests of students and other stakeholders, and will include off-site career experiences.

Distributed Leadership. While principals lead the instructional program and school logistics, they rely on thoughtful input from a school leadership team when making critical strategic decisions for the school. This instructional leadership team consists of a principal, site director, academy leaders, and team leaders. While the school leadership team makes strategic and tactical decisions that affect the whole school, the interdisciplinary teacher teams working directly with students make most of the daily decisions for instruction, climate, and logistics. Talent Development provides ongoing, job-embedded professional development via an on-site Talent Development organizational facilitator. This facilitator focuses on increasing the capacity of the leadership team and teacher teams to engage in strategic planning, data-driven decision making, and sustainable professional learning communities.

Extended Periods. Extended periods provide teachers with the time necessary for developing engaging and innovative instructional strategies that differentiate instruction and afford students the time and flexibility to engage in guided and independent practice that builds their core skills. Extended periods range from 75 minutes to 90 minutes in length, and allow teachers to engage in innovative, engaging instructional practices that allow for differentiation of instruction and frequent formative assessment.

School Climate

By creating a team of teachers who share students, planning time, and a common vision about the school culture and climate, the Talent Development model empowers teachers to take charge of creating a safe environment that promotes high-quality teaching and learning. Talent Development school climate celebrations and interventions include quarterly Report Card Conferences, and regular student recognition programs. Teachers also work together to design, implement, and adjust academy-level policies regarding student expectations with regard to academic responsibilities and behavior. These policies provide students with a consistent and fair set of procedures for all classes. In addition, Talent Development secondary schools implement research-based whole-school attendance and positive behavior programs designed to reduce the number of students needing attendance and behavior interventions.

Early Warning Indicator Systems

Talent Development provides schools with a teacher-friendly early warning system that alerts teachers as soon as students begin to demonstrate behaviors that, if left unattended, will begin to push them off the path to graduation. This Early Warning Indicator (EWI) system is linked to a tiered response system that combines both proven prevention and intervention strategies and steadily increases the intensity of supports until the off-track behavior is mitigated. EWIs inform teachers and support personnel as soon as students begin to demonstrate off-track behaviors related to attendance, misbehavior, and poor course performance. EWIs are research-based and lead to validated interventions of increasing intensity, and EWIs support constant evaluation of the effectiveness of whole school, extra, and intensive supports. Teacher teams analyze this EWI data to identify desirable interventions related to academics, behavior, and attendance at the individual student, small group and team or whole school levels. Talent Development will work with schools and districts to identify resources within the community that can provide additional adult support to help meet students' needs.

Instruction

Middle School Curriculum and Instruction. The Talent Development Middle Grades program makes it possible for schools to engage all students in a standards-based curriculum that is coherent, focused, and challenging. Curriculum developed by Talent Development and professional development in each of the major subjects, combined with follow-up curriculum coaching and implementation support, enables teachers to develop instructional approaches that focus on teaching for understanding, peer-assisted learning, providing students with background knowledge, developing meta-cognitive strategies, and engaging students with questions that provoke higher-order thinking. Talent Development Middle Grades' emphasis on cooperative learning in heterogeneous teams of two to four students builds on young adolescents' social nature and maximizes student interest and learning potential. Instruction is reinforced by teacher and student modeling and role-playing as well as teacher monitoring during partner, team, and class activities. In addition, to prepare students for challenging content area texts, TDMG offers "All Hands on Deck" professional development for teachers in all content areas to help improve students'

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literacy skills as applied to those texts, including training in literacy strategies, a simulation of the infusion of literacy strategies into content-area instruction, and subject-specific breakouts.

The curriculum includes:

- Student Team Literature, a highly effective cooperative learning approach to teaching and learning in Reading, English, and Language Arts (RELA).
- A research- and standards-based mathematics curriculum, built around materials developed by the University of Chicago School Mathematics Project, with a multi-tiered teacher support system of sustained professional development and in-class coaching.
- A hands-on inquiry-oriented science curriculum linked to national and state standards and benchmarks that supports a variety of nationally recognized modular science systems built around the planning, execution, and interpretation of hands-on activities
- A U.S. history course using strategies and activities for interactive teaching and student team learning. Curriculum supports Joy Hakim's A History of US series, which prepares students for life in a multicultural world.
- The Savvy Readers (SR) Lab helps struggling students become independent readers who assume responsibility for their own learning through (1) instruction in strategic reading, (2) practice of reading strategies, (3) rotation of learning centers and, (4) coaching and in-class support for the SR lab teacher.
- The Computer and Team-Assisted Mathematics Acceleration (CATAMA) Lab, taught by a full-time, certified, experienced mathematics teacher, can accelerate the math learning of a large number of students, accommodating five classes a day. The goal is to raise lower-performing students to average math performance and provide enrichment that helps prepare higher-performing students for selective high school programs.
- Electives. Programs like debate, chorus, drama, art, computer animation, and robotics, as well as community service projects, engender a sense of camaraderie and group adventure, provide multiple opportunities for short-term success, and foster a high level of student engagement and effort.

High School Curriculum and Instruction

The TDHS instructional model uses extended 80- to 90-minute class periods offered on a 4x4-block schedule. Students enroll in four 90-minute courses, which meet every day for one semester. During the second semester, students enroll in four new 90-minute courses. This approach allows high schools to offer eight courses per school year versus only seven courses on a traditional schedule. Students use these additional courses to enroll in classes for additional support in math and/or language arts without sacrificing career or interest-based electives. This focus on accelerating learning in math and reading allows struggling students to "catch up" to their peers and even engage in advanced core classes or electives during 11th and 12th grades. This acceleration occurs in large part due to the innovative instructional practices teachers can implement in the 90-minute period. These practices include teacher modeling, incorporation of manipulatives and hands-on activities, the use of mixed ability cooperative learning teams, daily independent learning centers, and an emphasis on interdisciplinary units.

High School Curriculum developed by TDHS includes:

- Freshman Seminar is a transition to high school course that emphasizes the study skills, social skills, and career and post-secondary planning skills necessary to succeed in and beyond high school. All 9th grade students enroll in Freshman Seminar.
- Strategic Reading (SR) is an evidence-based intervention course designed to provide adolescents who are struggling with literacy with extra time to strengthen their reading and writing skills. This first semester, double dose course helps English teachers narrow skill gaps so students can succeed in their second-semester core course.
- Reading and Writing in Your Career is for 10th-graders whose reading levels are considerably below their grade level, this course provides a double dose of instructional time during the first semester to build and bolster the literacy skills needed to tackle the wide range of texts required in 10th grade. Teachers follow carefully designed, flexible instructional plans that enable students to converse, problem-solve, make decisions, share opinions and reach conclusions.

- College Prep Reading and Writing, an 11th-grade course moves the literacy initiative forward by providing additional and sustained support to students who have not acquired the necessary skills for college and post-high school careers. This course prepares students to meet the challenges of state assessments while enabling them to begin the necessary planning for post-secondary options.
- Transition to Advanced Mathematics is a ninth-grade, first-semester course, that is paired with Algebra 1 to offer students a year-long double dose of mathematics instruction. It encourages students' conceptual understanding of key mathematics ideas that underlie all high school mathematics and sharpens their overall basic mathematical skills. The course challenges students to think through and understand what they are doing, learn from one another, communicate ideas and make connections between mathematics and the real world.
- Geometry Foundations is a 10th-grade course offers the double dose strategy to geometry students. It reviews basic algebraic skills and fosters conceptual understanding of key mathematical ideas in high school geometry. It helps students learn missing mathematics components, develop new concepts, strengthen mathematics skills and reasoning, and broaden their understanding of geometry.
- Algebra II Foundations- This course is designed to help students build the "habits of mind" needed for success in Algebra II; it emphasizes the connections between numeric representation, graphic representation and algebraic notation. It fosters students' conceptual understanding of key mathematics ideas that underlie advanced algebra and challenges students to think through and make sense of what they are doing.
- Career Academy Blended Mathematics- This is a series of exciting projects that supplement existing Talent Development, as well as general, curricula. The multi-class projects provide real-world applications embedded with career themes that equip student with the necessary critical thinking abilities to prosper beyond high school.
- Accelerating Literacy For All (ALFA) Lab is an intensive triple dose course designed for ninth-grade readers functioning four or more years below grade expectancy. The lab is facilitated by a teacher and a lab assistant with a maximum of 20 students per class.

Assessment: Talent Development works with schools to align existing assessment programs to support the goals of the Talent Development model, and incorporates new strategies for formative and summative assessment into a school's instructional program. Talent Development instructional facilitators provide support for coaches and teachers to embed common, short-cycle formative assessments within literacy and mathematics courses, and ensure that this data is informing the EWI process as well as ongoing monitoring of professional development and support needs. Talent Development also helps schools and districts implement summative, norm-referenced assessments in reading and mathematics that are given at the beginning, mid-point, and conclusion of each school year. The results of these summative assessments are used to gauge progress, place students in the appropriate reading and math courses, and provide data to determine the impact of the school's strategic plans. Additionally, summative assessments are analyzed at the student, teacher, and team level to determine trends that may inform discussions around professional development and best practices.

Professional Development: The Talent Development professional development model, which is described in greater detail in the response to Exemplar 3, relies on job-embedded professional development and professional learning communities in order to develop the long-term capacity of the school team to meet student needs of and sustain high levels of achievement. Talent Development's intensive pre-service professional development before the school year begins provides all stakeholders with a strong understanding of the structures and strategies of the Talent Development model. During the school year, TD instructional coaches and facilitators provide job-embedded professional development that engages teachers in co-planning, co-teaching, and guided reflection around instruction. The coaches' and facilitators' work is complemented by ongoing assistance in developing high-functioning teacher teams that engage in the data-driven decision making that define strong professional learning communities. These teams receive coaching from an on-site facilitator as well as through regular peer coaching and mentoring.

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)

The Talent Development model as described in Section I is built on such research-and evidence-based practices as creation of small learning communities, interdisciplinary teacher teams, extended learning periods (including the 4x4 block schedule at the high school level), distributed leadership, positive behavior and school climate supports, early warning indicators and tiered intervention strategies, and instructional strategies that promote active student participation, such as cooperative learning, learning centers, and elective extra-help labs for struggling students.

Convincing evidence of Talent Development's success in using these practices is found in multiple research studies investigating the impact of the program on student achievement, school climate, and graduation rates, as well as correlated intermediate variables such as increases in attendance, course passing, credit earning, and promotion rates and decreases in suspension rates. These positive impacts have been replicated across multiple studies, grade levels, cohorts, and schools. The MDRC's independent, third-party evaluations of the TD program's impacts on student performance in Philadelphia's high schools (Kemple, Herlihy, & Smith, Making Progress toward Graduation, MDRC 2005) and middle schools (Herlihy & Kemple, The Talent Development Middle School Model--Interim Report, MDRC 2004, and The Talent Development Middle School Model--an Update, MDRC 2005), used a comparative interrupted time series analysis. The high school study evaluated the impacts of TD in the first five Philadelphia high schools to adopt the program by comparing the changes in these schools with changes in six non-TD Philadelphia comparison schools that were similar in terms of race/ethnicity, prior test scores, attendance, and promotion rates in the immediately preceding years. Analysis showed that TD produced significant, substantial, and pervasive impacts on credits earned, promotion rates, and attendance during the first year of high school. TD increased the attendance rate by 5 percentage points, increased core academic curriculum completion rate (percent of students earning at least 5 credits during ninth grade including one each in math, English and science) by 8 percentage points; raised promotion to 10th grade by 8 percentage points, and increased the proportion of students earning a credit in algebra by 25 percentage points. These impacts during the first year of implementation were replicated as the model expanded to other schools in the district and over subsequent cohorts of entering students. Impacts on credits earned and promotion rates were sustained as students moved through high school: TD produced a 7 percentage point increase in students promoted to 11th grade, and a 10 percentage point increase in students who earned at least three math and three English credits through 11th grade, key indicators of staying on course for graduation. TD also had modest positive effects on 11th-grade math achievement test scores and improved the likelihood of graduating on time by about 8 percentage points (on average, 40 additional graduates per year per school).

MDRC's middle school study final report (Herlihy & Kemple, 2005) describes the impacts of TD on student achievement levels by the end of 8th grade. TD had a positive impact on math achievement that became significant by the third year of implementation and strengthened further over the next three years. Both the TD and non-TD schools displayed improved 8th grade performance in mathematics over the years, but the improvements were significantly greater in TD schools than in non-TD schools. By implementation year 3, the cumulative improvement was 2.1 normal curve equivalents (NCEs) greater in TD than in non-TD schools. In years 4, 5, and 6, the cumulative improvement was 2.5, 2.9, and 3.4 NCEs greater in TD than in non-TD schools. By year 6, the effect size had reached 0.23 standard deviations. By year 6 of implementation, TD schools had reduced the percentage of students scoring in the bottom quartile by more than 30 percentage points; the reduction was 11 percentage points (0.29 standard deviation units) greater in TD schools than in non-TD schools. The study also estimated TD's impacts on reducing the percentage of 8th graders performing in the bottom quartile in reading achievement on statewide tests. Impacts on this outcome were less consistent than in mathematics, with TD schools significantly outperforming non-TD schools in the 2nd and 5th years of implementation, by 6 and 9 percentage points respectively. TD also produced "modest improvements in the percentage of students who regularly attend middle school – that is, students having attendance rates of 90 % or better" (Herlihy & Kemple, 2005, p. 12.)

Specific components of Talent Development

Davis & McPartland's 2009 study of TD's Adolescent Literacy Program, using impact findings from 41 schools and 1,996 ninth-graders on reading comprehension gains between September and May, show significantly and substantially greater comprehension gains in schools receiving TD's full Adolescent Literacy program including a teachers' workshop series, extensive lesson materials, and frequent expert coaching (an NCE gain close to 5) compared to schools receiving just the workshop series or the workshop series plus materials (NCE gains of about 3) (Davis & McPartland, Supporting high school teachers to close adolescent literacy gaps, paper presented at the AERA, San Diego 2009). Observations indicate that teachers who received the full program used the recommended practices significantly more often and more effectively than did teachers in either one of the "partial treatment" conditions. Further, Ruby, Mac Iver, and Byrnes (Improving reading proficiency in high-poverty middle schools, paper presented at the AERA, San Diego 2004) examined the impact of TD's Student Team Literature on change in students' reading proficiency levels on statewide tests, comparing 1,737 students at 3 high-poverty middle schools with 9,733 students at 23 similar schools that did not use the program. Students using Student Team Literature were 73% more likely to overcome a reading deficit during the middle grades and 43% less likely to develop a deficit.

Balfanz, Ruby, & Mac Iver's 2008's experimental evaluation of TD's Mathematics Acceleration Lab (Final report to the Institute of Educational Sciences: Evaluation of the CATAMA Lab, r305f050223, Baltimore, CSOS) included 985 students from six schools in grades 5-9 who were underperforming in mathematics who were randomly assigned to the lab (treatment) or to another elective (control) for one semester. During the semester, the treatment group outgained the control group on the CTBS TerraNova Survey Mathematics Test by 4.1 NCEs ($p < .001$). Additional studies of the TD middle grades mathematics program include Balfanz, Mac Iver, & Byrnes (The implementation and impact of evidence-based mathematics reforms in high-poverty middle schools, in *Journal for Research in Mathematics Education*, 37, 33-64, 2006), which examined the implementation and impact of the program on mathematics achievement in 3 TD schools and 3 matched comparison schools. Across the 4-year study, 2/3 to 3/4 of the classrooms attained at least a medium-high level of implementation despite high rates of teacher and administrator turnover. Students in TD schools outperformed students from comparison schools on multiple measures of mathematics achievement growth; the average effect size by the end of middle school was .24 standard deviations. Research on TD's science program includes Ruby (Improving science achievement at high-poverty middle schools, in *Science Education*, 90, 1005-1027, 2006): students at TD schools gained about 2 NCEs more per year in science achievement than students at matched comparison schools.

School culture, attendance, promotion and graduation outcomes

Mac Iver et al. ((TD Model in the Middle School, in J. Meece and J. Eccles, ed., *Handbook of Schools, Schooling, and Human Development*, New York: Routledge, 2010) investigate the impact of the TD Middle Grades model on preventing students from developing the early warning indicators of dropout risk as sixth-graders and on students' eventual on-time graduation by comparing the data of 540 students from the first three TD schools in Philadelphia with the data of 604 students from 3 matched comparison middle schools that did not use TD. Students in the TD schools were significantly and substantially more successful than those in non-TD schools in preventing students from developing early warning indicators. For example, sixth-graders in the TD schools attended school at higher rates (9% of the TD students vs. 18% of the comparison students had poor attendance), had lower course failure rates (6% of the TD vs. 15% of the comparison students failed math; 7% of the TD students vs. 9% of the control students failed English) and had lower misbehavior and suspension rates (36% of the TD students vs. 47% of the comparison students had unsatisfactory behavior and 27% vs. 34% had at least one suspension.) Students who spent the middle grades in a TD school were more likely than comparison students to earn on-time promotions each year in middle and high school (e.g., 91% of the TD students made it to ninth grade on time vs. 80% of the comparison students) and had higher on-time high school graduation rates (45% vs. 33%). Furthermore, a multivariate binary logistic model controlling for race, gender, special education, and English Language Learner status found that students who attended a TD middle school for 3 years (in sixth, seventh, and eighth grades) were 55% more likely to graduate on time than were comparison students.

Overall school improvement

Mac Iver, Ruby, Balfanz, & Byrnes (Removed from the list: a comparative longitudinal case study, in *Journal of Curriculum and Supervision*, 18 (3):259-289, 2003), a study of a reconstitution-eligible school that adopted the TD Middle Grades model as its turnaround plan, reports on a four-year study comparing outcomes in the targeted school with those of a closely matched comparison school. The targeted school made greater gains school in math, reading, and science achievement and in attendance and promotion rates. In its third year, the school was removed from the district school support list because of consistent and substantial gains. Shortly thereafter, it won a state school performance improvement award and was officially removed from the list of low-performing schools. Balfanz, Legters, & Jordan (Catching up: Effect of the TD ninth-grade instructional interventions, *NAASP Bulletin*, 88(641), 3-30, 2004) used multiple regression analyses of standardized test scores from 6 TD high schools and 6 matched comparison schools in two large urban districts to evaluate the impacts of TD's 9th-grade instructional interventions in reading and mathematics. Across the two cities, TD students outgained comparison students by .27 standard deviations in reading achievement and .35 standard deviations in math, on average.

Case studies

The following examples illustrate the results achieved in numerous schools as a result of implementing Talent Development's whole school reform model. After just one year of partial implementation of the Talent Development Middle Grades program in 2005-06, Ronald McNair Middle School in San Antonio, TX, saw achievement scores rise enough to meet AYP goals, including an 86% passing rate on the reading portion of the Texas Assessment of Knowledge and Skills, a gain of 11%. Mathematics scores also rose, increasing from 56 to 62%. In its second year with Talent Development, McNair saw scores improve another 7 % on state assessments in both mathematics and reading.

Baltimore Talent Development High School (BTDHS), a public, non-selective school, opened in 2004 and, by 2008-2009, enrolled 507 students in grades 9-12. 98 % of students are African American, 76% are eligible for free or reduced price lunch and 12.5% qualify for special education services. Graduation rates in 2008 and 2009 BTDHS were about 88 percent, much higher than the city average (63%). High School Assessment (HSA) passing rates were also higher than the Baltimore average. English proficiency scores in the advanced range increased from 1.8 % in 2006 to 33% in 2009, scores in the proficient range increased from 26.1% in 2006 to 50.5% in 2009, and scores at the basic level decreased from 72.1 % to 16.5%. HSA Algebra proficiency levels also increased, mostly from the basic to the proficient range.

David Starr Jordan High School, a high-poverty, largely Hispanic high school in Los Angeles moved into "corrective action" in 2004-05 because of its failing California Academic Performance Index (API) s and high suspension rate, and became a Talent Development High School in 2005-06. Jordan gained 43 points on the API, increasing from 483 in 2006 to 526 in 2007, far exceeding its own growth target of 16 points. More than 87% of 9th-graders passed English, more than 84% passed Algebra I and more than 80% had enough credits to be promoted to 10th grade. At the same time, suspensions at Jordan dropped from 742 in 2004-05 to 327 in 2006-07 and 304 in 2007-08. Average daily attendance rose from nearly 85% to 90% over the same period.

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:
 - o principals
 - o school leadership teams
 - o teachers
 - o support staff

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

Professional Development

In addition to curriculum, Talent Development programs provide the professional development, coaching, implementation support, capacity building, and structural and organizational reforms needed to spread excellence in teaching to every class. Intensive pre-service professional development is supplemented by ongoing monthly professional development provided by instructional facilitators and coaches as well as peer mentoring through teacher teams and common planning times. This ongoing support enables teachers to become skilled in instructional approaches that focus on teaching for understanding, peer-assisted learning, explicit mechanisms for providing students with essential background knowledge, developing meta-cognitive strategies, and practices and materials that engage students to interact with questions that provoke higher order thinking.

Teacher Placement, Induction, and Mentoring

During the planning period, Talent Development assists school leadership to ensure that each small learning community has an equitable distribution of both master and early career teachers, so that teachers with more experience can serve as mentors and professional resources for new teachers during team meetings and common planning time. Intensive pre-service professional development for all staff is especially beneficial for new and early career teachers who are still developing strategies for effective instruction and for developing strong relationships with students. Talent Development content facilitators also work with teacher teams and on-site coaches at this time to ensure curriculum alignment with state and district standards. During the school year, coaching is the primary means of job-embedded professional development and provides an ongoing means of mentoring new and early career teachers. Watching coaches modeling lessons and engaging in reflective dialogue with them can have a profound impact on newer teachers' ability to successfully build relationships with students and deliver instruction. As research shows, increasing teacher capacity and providing ongoing support are two of the critical elements of effective induction programs.

Talent Development Middle Grades Professional Development

Professional development for the Talent Development Middle Grades program typically begins in the summer before the first year of implementation. Instructional staff attend a two- to three-day workshop initiating them in the workings of the model. Professional development provided to teachers in all content areas includes such topics as:

- Characteristics of early adolescence
- Cooperative learning strategies
- The TDMG School Climate program
- Teaching in the extended (75- to 90-minute) period
- Literacy in the content areas
- Other topics as identified through needs assessment

Subject-specific professional development in the use of TDMG curricula is also provided to content area teachers. A team of curriculum coaches in math, reading/English language arts (RELA), science, and history is assigned to each school. Each curriculum coach assists the school in implementing a strong, coherent, standards-based instructional program and provides high-quality monthly grade-specific professional development sessions to model upcoming activities from the curriculum, develop teachers' content knowledge, demonstrate effective instructional approaches (including use of technology in the classroom), and/or provide opportunities for teachers to engage in collaborative reflection. Coaches also provide ongoing in-classroom assistance to teachers, including peer coaching, team teaching, trouble-

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shooting, and offering advice and encouragement, to ensure strong implementation of the instructional program.

Talent Development High Schools Professional Development

The TDHS model employs job-embedded professional development provided by instructional coaches, members of the faculty who focus on modeling, co-teaching, and engaging in guided reflection with their content area colleagues. Instructional coaches receive professional development from TDHS on developing trusting relationships with their colleagues and engaging in reflective practices that empower teachers to have a voice in their own professional growth.

This professional development begins with intensive, pre-service training that allows teachers to learn about the Talent Development curriculum and organizational structures, practice teaching lessons using the Talent Development instructional components, and engage in collaborative decision making and planning for the upcoming school year. Once the school year begins, the Talent Development model builds the capacity of instructional coaches to provide job-embedded professional development through an annual coaches' institute each summer and through regular visits to school sites by instructional facilitators.

While instructional coaches offer professional development for teaching and learning, the Talent Development High Schools organizational facilitator provides professional development focused on the school's organization, culture, and climate. During the planning phase, the organizational facilitator works with school leadership to perform a thorough budget review, analyzing how resources are currently being spent and identifying ways to realign spending to support essential components of whole school reform. The facilitator also assists school leadership in restructuring and in organizing staff into various planning committees, facilitates their collective planning and decision-making, and provides technical assistance on scheduling, staffing, and strategic and tactical planning for implementation. During implementation, the organizational facilitator offers development and technical assistance to the administrators, team leaders, teacher teams, counselors, and support staff using established protocols and strategies. These professional development activities increase the school's capacity to build a positive school climate, develop and sustain a distributive leadership, and engage in ongoing collective decision-making and actions that support student success.

In addition, instructional staff members work with one another to increase their collective instructional capacity. During their common planning period, teacher teams examine student work, engage in interdisciplinary planning, and share best practices. Academy leaders, instructional coaches, and other instructional support staff help organize and facilitate peer observations, visits to other classrooms and school sites, and other professional development activities.

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)

The implementation of the Talent Development model will align with the state's Process Cycle for School Improvement in the following manner:

Gather Data: Assistance with completion of Michigan CNA and aligned Talent Development needs assessment tools

Study/Analyze Talent Development Facilitation of Data Analysis using CNA and Talent Development aligned tools; Determination of alignment of Talent Development model to needs identified by the needs assessment.

Plan Talent Development Technical Assistance Plan; planning and inclusion of Talent Development model in School and District Improvement plan

Do Implementation of Talent Development model; Enacting Sustainability Plan through increasing local capacity; Professional Development and Ongoing Awareness Activities for stakeholders

Gather Data II Quarterly Data Reports; Climate and Instruction Survey; Quarterly Implementation Review Meetings

The Talent Development model aligns to federal requirements for School Improvement Grants: as follows:

(1) Developing teacher and school leader effectiveness

Required:

E. "Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions as that are designed to recruit, place and retain effective staff with the skills necessary to meet the needs of the students in a transformation school." Talent Development provides: TD works with school and district leaders to analyze student needs and create a responsive staffing plan. Small learning community and team structures provide progressive leadership roles for career growth, while teaming and flexible scheduling support staff success and commitment in high-challenge environments.

(2) Comprehensive instructional reform strategies

Required: A. "Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards." TD provides fully developed, research-based curricula in literacy, mathematics, and other areas that engage young learners, close skill gaps, and promote standards-based, college preparatory achievement. Extra help courses and computer-assisted labs o double and triple doses of support for students who need it.

B. "Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students." TD provides: Leaders and instructional teams in TD schools use common planning time to analyze course performance, attendance, and behavior data to assess student progress and coordinate individualized responses. TD's data analysis capacity offers schools regular snapshots of performance indicators.

(3) Extending learning time and creating community -oriented schools

Required: A. "Establish schedules and strategies that provide increased learning time." TD provides: TD schools' extended class period of 90 minutes in a 4x4 block schedule allows time for differentiated instruction and double doses of math and English; an optional 4x4+1 format extends the school day with advisories, arts, enrichment, and college/ career counseling often taught by community members.

B. "Provide ongoing mechanisms for family and community engagement." TD provides: TD schools implement a School, Family and Community Partnership Action Team based on the National Network of Partnership Schools' six types of family and community involvement, based on Johns Hopkins University research.

(4) Providing operating flexibility and sustained support

Required:

A. “Give the school sufficient operating flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and high school graduation rates.” TD provides: TD works with schools to establish school-based operational flexibility and relative autonomy in areas such as curriculum and instruction, staffing, scheduling, community partnership development, and even collective bargaining.

B. “Ensure that the school receives ongoing intensive TA and related support from the LEA, SEA or a designated partner.” TD provides: Partnering with TD provides sustained, site-based technical assistance and job-embedded professional development by trained, experienced facilitators over several years to ensure high level implementation of reforms (organizational and instructional) of TD’s transformation/ turnaround model.

Additionally, Talent Development aligns to the Michigan School Improvement Framework as follows::

Teaching for Learning Support Talent Development components include Talent Development curriculum; double-dose courses; extended learning periods; instructional coaching and professional development; literacy and math labs; formative and summative assessment support

Leadership Support Talent Development components include school leadership team; organizational facilitator support; academy & teacher teams; support for district strategic planning; data-driven decision making processes; school climate support

Personnel and Professional Learning Support Talent Development components include organizational facilitator; instructional coaching; pre-service professional development;

School and Community Relations Support Talent Development components include National Network for Partnership Schools; off-site opportunities in career academies; community participation in school celebrations; report card conferences;

Data and Information Management Support Talent Development components include Early Warning Indicators and related data analysis protocols; quarterly data reports; school climate and culture survey

The structure of the Talent Development High Schools model assures that every student can take the coursework required by the Michigan Merit curriculum, and all Talent Development reading and mathematics curricula aligns to Michigan grade level content expectations and high school content expectations as well as to the ACT College Readiness Standards for math, reading, English, and writing. Additionally, Talent Development works with schools and districts to ensure special education students, English language learners, and other special populations of students have appropriate, equitable access to all components of the Talent Development program.

Exemplar 5: Sustainability Plan**(15 points possible)**

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

Through its work conducted over the past 16 years, Talent Development has learned that for school reform to be successful, school districts and building level stakeholders must continue new practices without a continued reliance on external partners. In order to ensure that LEAs and schools sustain the Talent Development structures and strategies, Talent Development works with partners to develop a sustainability plan that becomes part of its memorandum of understanding with districts and schools. As Talent Development works with the school, this sustainability plan helps guide the work and ensures that the district and school are building local capacity to sustain the Talent Development model without a reliance on technical assistance.

Talent Development begins creating a sustainability plan with the school and district after conducting an initial needs assessment. This assessment provides school and district stakeholders to work with Talent Development to analyze student outcome data, the district and school's current capacity to implement the Talent Development model, and the context for implementation. Using the data analysis from the needs assessment, Talent Development, the district, and the school establish goals and incremental benchmarks for student outcomes. The next step is to develop a timeline with action steps that will ensure that the Talent Development model is implemented and the school meets student outcome benchmarks. When Talent Development works with a school and district to develop this implementation timeline, we begin with the end in mind. Our goal is to ensure that at the end of the 3-year grant period, the school is meeting the student outcome benchmarks agreed upon after the initial needs assessment, and can implement all components of the Talent Development model without technical assistance or external support. In order to meet this goal, the implementation timeline includes several types of actions and activities that relate directly to sustaining the model beyond the 3-year grant period.

A key strategy focused on sustainability is developing awareness among about the Talent Development model and securing a commitment to the model from all stakeholders involved in the process. When working with a new district and school, Talent Development conducts multiple awareness sessions with the following stakeholder groups:

- School Boards
- District leadership and staff
- School leadership and staff
- Union or Teacher Association
- Students
- Parents
- Business Members
- Community Members
- ISDs and other organizations working with the district and school

Talent Development's initial discussions focus on providing information around the components of the Talent Development model, and allowing local stakeholders to ask questions and voice concerns about the model. We also engage in a dialogue with each of these groups to discuss their role in the school reform process in general and in particular the Talent Development model. Talent Development seeks to gain support from each of these groups moving forward, and follows the initial awareness with regular updates on the progress of implementation to each of these groups.

Once stakeholders have a strong understanding of the Talent Development model, the next step of the sustainability plan focuses on creating a strong system of distributed leadership in the school to ensure a sense of local ownership of the school reform process. As part of the implementation process, schools create leadership teams and academy teams that engage in the strategic planning and ongoing decision making that drive implementation of the Talent Development model and improved student outcomes. This system of distributed leadership and accountability ensures that schools "own" their school reform

plan. In order to ensure that the leadership team and academy teams feel empowered to carry out this work, Talent Development provides significant professional development and facilitation to provide resources, protocols, and strategies that build the capacity of the distributed leadership system.

In order to ensure sustainability, Talent Development schools complement distributed leadership systems with a focus on peer-driven, job-embedded professional development. To this end, Talent Development requires all schools to select a mathematics coach, reading coach, and an organizational facilitator for each of its schools. Talent Development works with this team of local supports to ensure they develop an expertise regarding the Talent Development model and can provide job-embedded professional development beyond the 3-year grant period. Throughout Talent Development's work with the school over three years, this local support team learns to provide training to new staff members, conducts pre-service professional development, engages in job-embedded professional development, and collects and analyzes all necessary data. By the end of the grant window, the local support team can provide all of the critical activities related to the implementation of the Talent Development organizational and curriculum model without the need for external technical assistance. Talent Development builds the capacity of this local support team in several ways during the 3-year period. Coaches and organizational facilitators attend annual conferences focused on their work, engage in monthly professional development sessions with Talent Development facilitators, and participate in national network of coaches and facilitators who share best practices regarding professional development in the Talent Development model.

In addition to creating a strong system that supports sustainability at the school level, Talent Development also focuses on several critical steps towards sustainability at the district level. In addition to ensuring a strong understanding of the model among district staff, Talent Development also engages in regular communication with district staff related to the progress of implementation. This communication includes formal quarterly reports that provide student outcome data, progress towards implementation, and next steps towards full implementation. Talent Development also works with the district to ensure that the Talent Development model is embedded within the district's strategic plan. Further, Talent Development works with the district to conduct a resource analysis to ensure that the district fully understands and commits to funding the staffing model for Talent Development schools, including the local support team, after the conclusion of the School Improvement Grant. Progress towards implementation, impact on student outcomes, and anticipation of commitment of local resources after the conclusion of the grant are all regularly communicated with the school board and other critical decision makers.

Once schools have implemented the Talent Development model, we invite schools to remain actively engaged in the network of Talent Development schools after the conclusion of the grant period. These "emeritus" schools benefit from hearing about successful practices at other Talent Development schools across the country, receiving the Momentum newsletter published by Talent Development High Schools, and engaging in regular communication with the Talent Development team regarding successes and challenges at their individual school. These schools also host visits to their schools from schools seeking to learn more about successful school reform and the Talent Development model. There are no fees associated with this type of relationship between Talent Development High Schools, but the ongoing communication can help reinforce implementation and a continued commitment to the Talent Development model after the grant period concludes.

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)

Doug Elmer is Talent Development High Schools' Midwest Regional Manager, manages high school reform projects in Illinois, Michigan, Nebraska, and Missouri, along with a team of instructional facilitators.. He previously served as Kansas City Field Manager and has been an instructional coach for three years in Philadelphia as well as a language arts teacher in Newark, NJ. He holds a B.A. in English and an M.Ed. in Education Leadership, and is a Ph.D. candidate in Education Policy.

Kathy Nelson is Talent Development Middle Grades' Director of Implementation. She was previously program director at UCLA's School Management Program, providing executive management training to K-12 practitioners and administrators implementing whole-school change. She has experience in curriculum design for secondary social studies programs in the U.S. and abroad and has taught middle and high school social studies and English. She holds a B.S. in secondary education and is a candidate for an M.Ed. in Curriculum and Instruction.

Linda Muskauski is TDHS' Mathematics Division Manager. She previously was coordinator of mathematics and a science and mathematics resource leader for the School District of Philadelphia and taught mathematics at various levels. She has adjunct professor status at several colleges as a mathematics educator for pre-service teachers. She holds a B.S., an M.Ed. with a concentration in mathematics, and secondary administrators' certification.

Teresa Roe is TDHS' English Language Arts Division Manager for Talent Development High Schools. She is co-developer of several TDHS literacy courses and labs. She previously worked as associate director for curriculum and instruction at CRESPAR/Capstone Institute at Howard University and was classroom teacher, curriculum developer, and resource teacher in Maryland for more than 20 years. She holds a B.S. in education, a Masters Equivalent in special education, and an Advanced Professional Teaching Certificate for Special Education/ K-12.

Leslie Jones has been Talent Development Middle Grades' Director of Reading and English Language Arts for the past 16 years and developed TDMG's distinctive RELA programs. She previously taught middle and high school English, journalism, and drama and conducted professional development activities in Baltimore City. She holds a B.A. and teaching certification in English.

Cheryl Kanyok has been a TDMG math facilitator for ten years, helping develop the Computer and Team Assisted Math Acceleration labs, training teachers and providing on-going support. Prior to joining the TDMG team, she taught middle grades math in the Philadelphia School System and has also taught Adult Education. She holds a B.S. in education.

Criteria in the selection of additional staff to be employed to work with LEAs

Talent Development will look for additional staff who are fully qualified educators with hands-on experience teaching in challenging school environments, as well as effective communicators with the ability to provide professional development and on-site support to instructional staff. Candidates must have a proven track record of providing quality instruction in an engaging manner that fosters a positive school climate and participatory learning. They must be familiar with and fully committed to the core philosophy and components of the Talent Development model and able to work as members of the Talent Development team as well as interact effectively with all stakeholders, including school leadership, teachers, students, and parents. They must have excellent planning and coordination skills and be capable of using data to inform improvement in instruction and classroom management, as well as training others to do so.

Dr. Robert Balfanz

Center for the Social Organization of Schools
Johns Hopkins University
3003 N. Charles St.
Baltimore MD 21218

Education

Ph.D. in Education, University of Chicago, 1995.
B.A. in History, Johns Hopkins University, 1984.

Professional Experience

Principal Research Scientist, Center for Social Organization of Schools, Johns Hopkins University 2008-Present
Research Scientist, Center for Social Organization of Schools, Johns Hopkins University 2002-2007
Associate Research Scientist, Center for the Social Organization of Schools, Johns Hopkins University 1996-2002
Senior Author/Developer, University of Chicago School Mathematics Project-Elementary Component, 1991-1996

Professional Activities and Awards

Co-Director Everyone Graduates Center, Johns Hopkins University
National Governor's Association, Dropout Prevention Advisory Panel, 2008
Every Child a Graduate Award-Alliance for Excellence in Education 2007
Advisory Panel, College and Career Transitions Initiative, U.S. Department of Education.
Maryland Mathematics Commission 1999-2000
Editorial Board Member, NCTM, Math in the Early Years, 1996-1998

Selected Recent Scholarly Publications

Books

Balfanz, Robert, Fox, Joanna, Bridgeland, J and McNaught M (2009) Grad Nation Guidebook
America's Promise Alliance: Washington DC
Legters, N., Balfanz R., Jordan W., and McPartland J., (2002) *Comprehensive Reform for Urban High Schools: A Talent Development Approach* New York: Teachers College Press

Articles and Book Chapters (First and Co-Author)

Balfanz, R (2009) *The American High School in the Twenty-First Century: The Challenge of Becoming an Avenue of Advancement for All* in J Kemple and C. Rouse Eds Future of Children High School Issue, Princeton, NJ

- Balfanz, R., Herzog, L. & MacIver D. (2007) *Preventing Student Disengagement and Keeping Middle Grade Students on the Graduation Path in Urban Middle-Grade Schools: Early Identification and Effective Interventions* Educational Psychologist 42(4) 1-13
- Neild, R., Balfanz, R. & Herzog L. (2007) *An Early Warning System* Educational Leadership 65(2) 28-34
- Balfanz, R, Legters N, West, T. & Weber, L . (2007) *Are NCLB's Measures, Incentives, and Improvement Strategies the Right Ones for the Nation's Low-Performing High Schools* American Educational Research Journal 44(3)559-593
- Balfanz, R. and Legters N. (2007) NCLB and Low Performing High Schools: Help, Hindrance, or Unrealized Potential in G. Sunderman ed. *The NCLB Challenge: Achieving Accountability, Equity, and School Reform* Corwin Press.
- Balfanz R., MacIver D., Byrnes V. (2006) *The Implementation and Impact of Evidence-Based Mathematics Reforms in High Poverty Middle Schools: A Multi-Site, Multi-Year Study* Journal for Research in Mathematics Education (37):1 33-64
- Balfanz, R., & Byrnes. V. (2006). *Closing the Mathematics Achievement Gap in High Poverty Middle Schools: Enablers and Constraints*. Journal for Educating Students Placed at Risk 11(2),143-159
- Balfanz, R. (2006) *What Do SLC's Cost? Issues and Findings About Small Learning Communities*, Office of Vocational and Adult Education, U.S. Dept of Education: Washington D.C.
- Neild, R. and Balfanz, R. (2006) *An Extreme Degree of Difficulty: The Educational Demographics of Urban Neighborhood High Schools* Journal for Education of Students Placed at Risk 11(2) 123-143
- Balfanz, R, & Legters, N. (2004) *Locating the Dropout Crisis: How Many High Schools have a severe dropout problem, where are they located and who attends them*. In G. Orfield ed. *Dropouts in America*, Cambridge: Harvard Education Press
- Balfanz, R., Legters, N. & Jordan, W. (2004) *Catching Up: Impact of TDHS 9th Grade Instructional Program* NASSP Journal, 88(641) 3-30
- Balfanz R. (2004) *What Recent Research Has to Say About What Early Childhood Mathematics Educators Need to Know* in C. Greenes ed. *Challenging Young Children Mathematically* Golden Co: NCSM Monograph Series pp.4-14
- Balfanz, R., Spiridakis, K, Neild R., & Legters N. (2003) "High Poverty Secondary Schools and the Juvenile Justice System: How Neither Helps the Other and How that Could Change" Gil Noam ed. Cambridge MA: Harvard Univ. Press
- Balfanz, R., Ginsburg H., & Greenes C. (2003) "Big Math for Little Kids Early Childhood Mathematics Program" *Teaching Children Mathematics* 9(5) 264-268
- Balfanz, R., McPartland J., & Shaw A. (2002) "Reconceptualizing Extra Help for High School Students in a High Standards Era" *Journal for Vocational Special Needs Education* 25(1) 24-41

- Balfanz, R., MacIver D., and Ryan D. (2002) "Enabling 'Algebra for all' with a Facilitated Instructional Program: A Case Study of Talent Development Middle School" in V. Anfara (Ed) *Handbook of Research in Middle Level Education, Volume 2*. Greenwich CT: Information Age Publisher
- Balfanz, R, Ruby A, and MacIver, D. (2002) "Essential Components and Next Steps for Comprehensive Whole School Reform in High Poverty Middle Schools" in *Educating At Risk Students* eds. S. Stringfield and D. Lamb Chicago: National Society for the Study of Education
- MacIver, D. and Balfanz R. (2001) "No Excuses: Committing to Performance" *Principal Leadership* 1(6), 36:42
- Balfanz, R., and MacIver, D., (2000) "Transforming High-Poverty Urban Middle Schools Into Strong Learning Institutions: Lessons From the First Five Years of the Talent Development Middle School" *Journal of Education for Students Placed at Risk* 5(1,2),137-158

Grants and Contracts

- Principal Investigator-College Know How Project-Institutute of Educational Sciences, US Department of Education, June 2008 to June 2011 \$1,200,000
- Principal Investigator-CTE Evaluation of Philadelphia, US Department of Education, Sept 2007-Sept 2009, \$400,000
- Principal Investigator-Evaluation of TDHS 9th Grade Mathematics Program, Institute of Educational Sciences, US Department of Education, Sept 2007-Sept 2011, \$2,000,000.
- Co-Principal Investigator-Baltimore Educational Research Consortium-Spencer, Gates, OSI, Abel, Anne E. Casey and Blaustein Foundations, Oct 06-Oct 08, \$400,000
- Principal Investigator-Dual Agenda-Raising Graduation Rates and Achievement-Carnegie Corp-Sub-Contract from Achieve \$50,000 June to Sept 2006
- Philadelphia Out of School Youth Project-Calculating the OSY Rate in Philadelphia-William Penn Foundation, Sub-Contract from UPenn- Sept 2005-May 2006-\$70,000
- Principal Investigator- "Middle Grades Dropout Predictors and Dropout Prevention Study" William Penn Foundation. July 2004-July 2006, \$500,000
- Principal Investigator "The Impact of a Middle Grades Math Extra Help Lab" Institute of Educational Sciences, US Department of Education Aug 2005-Aug 2008, \$600,000
- Co-Principal Investigator on "Investigating the Big Ideas: A Mathematics Program for Pre-School and Kindergarten Children" NSF #ESI-9730683 June 1998-June 2002 1,000,000 total \$370,000 to JHU
- Associate Director and Co-PI for "Teacher Development- - In Service Professional Development---Models of Excellence" U.S. Dept. of Education ED-98-R-0023 Oct. 1998-Oct. 2001 \$1,800,000. Extended Through March 2003- \$300,000
- Associate Director and Co-PI on "Increasing the Technical Capacity of the Talent Development Middle School Model" - U.S. Dept of Ed/OERI . Oct. 1999- Oct.2000 475, 000

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- ***Whole School Turnaround***

Johns Hopkins University's Center for the Social Organization of Schools

Director of Implementation. Manage national field sites for the Talent Development Middle School Program, a comprehensive whole school turnaround model. Duties include guiding schools through the application process and planning year, negotiating contracts, serving as a liaison with school principals and district officials, site visits, overseeing the implementation process, and giving awareness sessions about the model.

Metro DC School Management Program.

Regional Director. Managed UCLA School Management Program office in the Washington, DC and Boston metropolitan areas. Coordinated whole school change training for K-12 educational leaders. Customized management & instructional modules included curriculum design, assessment, public engagement, educational leadership, technology, and school-to-work,

UCLA School Management Program. Los Angeles, CA

Manager. Managed the planning, design, and implementation of a program providing executive management training to K-12 practitioners & administrators in the Los Angeles Unified School District implementing whole-school change. Primary responsibilities included curriculum development in conjunction with UCLA faculty; coordinated efforts with training providers in the corporate, not-for-profit, and education sectors.

- ***Standards-based reform.***

Consultant. Provide training and technical assistance to public school districts developing K-12 content and performance standards. Recent contract include:

Akron-Westfield School District; Westfield, IA

Los Angeles Unified School District; Los Angeles, CA

Cincinnati Public Schools; Cincinnati, OH

Columbus Public Schools; Columbus, OH – included K-16 alignment

Flint City Public Schools; Flint, MI - included developing a district-wide assessment system.

- ***Curriculum Design***

Close Up Foundation. Alexandria, VA.

Program Manager. Responsible for designing, managing, and evaluating citizenship education programs for secondary students and for K-16 educators. Duties included developing educational programs and materials; marketing; conference presentations; and staff development. Projects included securing and managing federally funded programs, teacher training, and curriculum projects; provided training and technical assistance for educators from American Indian Tribes, Pacific Island nations, and Russia.

Curriculum Coordinator. Developed curriculum for and managed the implementation of educational programs for secondary students and K-12 practitioners throughout the US, Eastern Europe, and Pacific Island nations.

Designed and implemented instructional staff training; researched and produced curriculum materials on citizenship education.

Co-Author: *American Indian Citizenship in Balance.* A curriculum unit on the concept of dual citizenship as it applies to American Indians. Used in social studies classrooms in 104 Bureau of Indian Affairs high schools. Made possible by a grant from the US Department of the Interior.

- ***Instruction and Program Management***

Close Up Foundation. Alexandria, VA.

Program Manager & Instructor. Implemented the Close Up educational program of providing citizenship education to secondary students & educators. Supervised and evaluated instructional staff. **Designed components of curriculum and taught** daily courses covering topics such as international relations, defense, domestic policy, economics, & US History.

Stanford University. Palo Alto, CA.

Director. "Law, Politics & Government." Developed curriculum; hired and trained faculty, and organized all aspects of an enrichment program for secondary students. With faculty, implemented academic courses and activities on the political process, law & foreign policy.

Leysin American High School. Leysin, Switzerland.

Teacher. US History, U.S. Literature, World Affairs, and Journalism. Faculty advisor to student government, yearbook and National Honor Society.

Jordan School District. Sandy, UT.

Teacher. Social Studies and English. Secondary level.

- ***Education and Honors***

University of Virginia M.A. Candidate - Curriculum & Instruction

Brigham Young University B.S. & Teaching Certificate - Social Studies

Taft Fellow: "American Indian Politics." University of Montana Taft Teacher Institute. New York, New York. June 1993.

- ***Presentations***

"The Teacher as Leader". UCLA Advanced Management Program Summer Institute for 200 K-12 administrators. Palm Springs, CA.

"Civic Education in Your Community." Department of Education, Federated States of Micronesia (FSM). Inservice workshop. Saipan, FSM.

"Teaching Active Citizenship." Guam Department of Education. Conference on "The Inter-disciplinary Classroom." Agana, Guam.

"Civic Education in the United States." Youth Creators of the 21st Century. Teacher workshop. Moscow, Russia.

Linda Taylor Muskauski

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Summary

Instructional designer with solid curriculum and professional development background in the fields of mathematics and high school reform. Exemplary communication, leadership, and presentation skills. Extensive knowledge of high school redesign.

Professional Experience

July 2001 – Present

Division Manager Mathematics

Talent Development High Schools

Center for Social Organization of Schools

Johns Hopkins University

- o Responsible for overall development, management and implementation of mathematics program at all TDHS schools
- o Recruitment and implementation of treatment conditions for Algebra 1 Study funded by USDOE
- o Leadership of TDHS personnel assigned to Mathematics Division
- o Coordinate development of Technical Assistance Plans specific to mathematics and assignment of mathematics personnel for all Talent Development High School Sites
- o Serve on TDHS Implementation Leadership and Management Teams and provide Stewardship for TDHS Organization across Regions and Content Areas
- o Design and implement National Curriculum Coaches Institute for Talent Development High School Instructional Coaches
- o Design and deliver professional development for Mathematics Instructional Facilitators at content area meetings and through job embedded visits
- o Set and review employee performance expectations
- o Support professional growth plans for all division members
- o Assist major districts with planning and implementation of intensive scheduling and creation of framework and standards alignment for implementation of Talent Development High Schools Reform Model
- o Assist division with design of support materials to influence assessment and data driven decision making
- o Trouble shoot site based challenges to ensure successful implementation of TDHS mathematics component

1998 – 2000

Mathematics Collaborator K-12
Office of Curriculum Support
School District of Philadelphia

- o Coordinate, plan and implement K-12 Mathematics Program for School District of Philadelphia
- o Curriculum advisor for end of course assessments
- o Design mathematics curriculum for GEAR UP professional development sessions for middle grade teachers
- o Facilitate revision process for mathematics section of the 3rd edition of the Philadelphia Curriculum Frameworks with emphasis on alignment to PA Academic Standards for Mathematics
- o Align standards and benchmarks for district wide mathematics proficiency examinations
- o Plan and facilitate textbook review process
- o Provide stewardship and convene work sessions for High School Mathematics Curriculum Council
- o Develop and implement mathematics professional development for area networks

1999 – 2000

Adjunct Faculty
Arcadia University
Teaching Algebra in the Secondary Classroom

1998 – 2000

Adjunct Professor
Rosemont College
Teaching Mathematics in the Elementary and Middle School

1989 – 1998

Teacher
Ada Lewis Middle School

- o Mathematics Coordinator
- o Pupil Support Teacher
- o Instructional Support Teacher – Responsible for designing and implementing school based professional development
- o Testing Coordinator
- o Science Resource Leader/ Science Fair Coordinator
- o Math and Science Instructor
- o Student Assistance Program, Drug Alcohol / Mental Health Intervention Specialist
- o Coordinator Family Math Nights
- o Title I Math Coordinator

Educational Background

Gwynedd Mercy College	Beaver College	Cheyney University
Bachelor of Science	M D Education	Secondary Administrator
Elementary Ed	Concentration	Certification
Minor: Math	Mathematics	

Other Qualifications and Experience

Spring 2009-Johns Hopkins University Project Management Course Series

October 2007 – March 2008 Certified Cognitive Coach Missouri State Department of Education

July 2006 – Developing Collaborative Groups Adaptive Schools Summer Institute

October 2005 - Certified Trainer – Frameworks for Understanding Poverty

November 2005 - Completion of Supervisory Training Program – Johns Hopkins University

May 2005 – SPSBE Johns Hopkins University -New Techniques for Executive Decision Making

April 2004 – Presenter - National Council of Supervisors of Mathematics National Conference
TDHS Mathematics Curriculum Coaches

April 2001 – Strand Coordinator - National Council of Supervisors of Mathematics National
Conference

1999-2000 – Instructor - Pennsylvania Governor’s Institute for Mathematics Educators, Penn
State University

2000 – University of Illinois, National Council of Supervisors of Mathematics Leadership
Academy

1993-2000 – School District of Philadelphia Public and Private Schools Conferences – tri
annually – topics around mathematics and science reform perspectives

1999 – Presenter - TIMSS Global Perspective National Conference, Washington DC

1999- Certified Trainer – Seeking Equity and Educational Diversity

1998 – Middle States Higher Education Outcome Assessment Committee Members

1998 – Instructor – Pennsylvania Governor’s Academy for Urban Education, Widener University
Center, PA

1997-1998 – Facilitator – Martin Luther King High School Cluster – School District of
Philadelphia – New Standards Training

1994 – Designer/Presenter – Sequencing the Elements of Reform – Science Department Heads /
Chairpersons, School District of Philadelphia

Teresa M. Roe

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Randallstown, Maryland

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410 516-8802 (work)

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Objective: To secure leadership opportunities that build upon my current experience and enable me to extend my professional growth.

EMPLOYMENT HISTORY

Johns Hopkins University

Baltimore, Maryland

Center for Social Organization of Schools (CSOS)

Talent Development High schools (TDHS), English Language Arts (ELA)

Assignments and Positions held:

English Language Arts Division Manager

July 2006 to Present

Manage the overall goals and operations of the English Language Arts Division.

Supervise Instructional Facilitators, curriculum writers, and other support staff working for the ELA Division.

Collaborate with TDHS Researchers, Chief Operating Officers and Regional Managers on project-wide issues.

Support the refinement of the TDHS model as a member of the TDHS Management Team.

Establish and facilitate professional development plans for each member of the ELA Team.

Plan and conduct content area meetings for the ELA Division Team.

Contribute to the development of ELA curricula materials.

Manage the materials inventory and support the production process for all ELA curricula materials.

Travel regularly to support and help deliver technical assistance to TDHS districts and schools.

Manage the implementation and expansion of the 9th grade literacy lab, *Accelerating Literacy for Adolescents*.

Co-create curriculum units for the 9th grade literacy lab.

Participate on the TDHS conference steering committees for planning the annual coaches' institute and the biannual national conference.

Materials Development Manager

July 2006 to July 2008

Provide on-going support for the successful implementation of the ELA program.

Develop, revise, and help coordinate continual improvement of the ELA curricula and materials.

Plan and facilitate ELA Materials Development committee meetings.

Participate on the management team for the Adolescent Literacy Initiative Study

Develop and facilitate professional development training for district administrators and teachers participating in the Adolescent Literacy Initiative Study.

Travel regularly to support and help deliver technical assistance to TDHS districts and schools.

Monitor the implementation of a piloted literacy lab supporting secondary readers and writers.

Co-create curriculum units for the 9th grade literacy lab, *Accelerating Literacy for Adolescents (ALFA)*.

Support the ELA Division manager with planning and conducting content area meetings for the ELA Division Team.

Serve as a member on conference planning teams.

Senior Instructional Facilitator

July 2004 to July 2006

Provide on-going support for the successful implementation of ELA initiatives.

Deliver technical assistance and job embedded professional development support to TDHS Instructional Coaches and Teachers.

Participate on the management team for the Adolescent Literacy Initiative Study

Develop and facilitate professional development training for district administrators, coaches and teachers participating in the Adolescent Literacy Initiative Study.

Assume primary authorship for the 9th grade literacy lab, *Accelerating Literacy for Adolescents (ALFA)*.

Facilitate the training and initial implementation of the literacy lab, *Accelerating Literacy for Adolescents (ALFA)*.

Create curriculum materials and training materials for the 9th grade literacy lab, *Accelerating Literacy for Adolescents (ALFA)*.

Travel regularly to support and help deliver technical assistance to TDHS school administrators, coaches, and teachers.

Support the ELA Division manager with planning and conducting content area meetings for the ELA Division Team.

Howard University

Washington, D.C.

Center for Research on the Education of Students Placed At Risk (CRESPAR)

Talent Development Elementary School (TDHES) Project

Associate Director for Curriculum and Instruction

September 1998 to July

2004

Develop and coordinate language arts curriculum and materials utilized in the Talent Development Elementary School tutorial programs.

Plan and facilitate professional development activities for TDES teachers and training activities for TDES tutors.

Provide on-site implementation support to TDES teachers.

Work with CRESPAR Researchers to plan and monitor TDES Academic Support program.

Create a curriculum framework (Pathways To Reading) and curriculum tools for the TDES before and after school tutorial programs.

Manage the production of curriculum tasks completed by other project staff.

Work with Associate Director of Operations to plan tutor-training sessions for the TDES Academic Support program.

Anne Arundel County Public Schools

Annapolis, Maryland

Assignments and Positions held:

Carver Staff Development Center

Regional Resource Teacher for the Special Education Division

August 1988 to June 1998

Assist an assigned region of elementary schools with program evaluation, instruction, staff development, and the Special Education Admission, Review and Dismissal (ARD) process.

Contribute to the framework development and content specifications as a member of the steering committee for the Anne Arundel County *Elementary Reading/Language Arts Handbook*, 1994.

Board of Education

Special Education Central Office Resource Teacher

August 1987 to June 1988

Assist Special Education Central Office Administrators with planning and implementing county-wide initiatives, staff development, and placement decisions for specific special education students.

Assist Principals, Teachers, and ARD Teams with examining compliance issues and the implementation of special education services.

Pasadena Elementary School

Special Education Demonstration Center Resource Teacher

August 1986 to June 1987

Provide extensive professional development support to newly hired special education teachers.

Demonstrate and model specific instructional practices.

Jacobsville Elementary School

Special Education Teacher

August 1978 to June 1986

Deliver daily instruction to students with Individualized Education Programs (IEPs).
Document student performance and progress according to IEP goals and objectives
Conduct annual reviews of students' IEPs.
Manage the special education resource room
Serve as a regular member on the ARD Team
Assume responsibility for: administering individualized standardized test, writing assessment reports, and writing IEPs as determined by the actions of the ARD Team.

West Annapolis Elementary School

Special Education Teacher

August 1976 to June 1978

Deliver daily instruction to students with Individualized Educational Programs (IEPs).
Document student performance and progress according to IEP goals and objectives
Conduct annual reviews of students' IEPs.
Manage the special education self-contained classroom

EDUCATIONAL HISTORY / QUALIFICATIONS

Hampton University	Undergraduate Studies, 1972 – 1976
Hampton, Virginia	Bachelor of Science
Bowie State University	Graduate Studies, 1978 – 1983
Bowie, Maryland	Completed Masters Degree Program Courses Special Education Certification
Maryland State Department of Education	Advanced Professional Teaching Certificate Speech and Drama/Special Education K-12

EDUCATIONAL TRAINING

Johns Hopkins University	Management and Staff Development Training Program, 3/30 – 5/26/2009, course taken include: • Employment Law for Supervisors • Cultivating the Power of Emotional Intelligence • Managing Multiple Priorities • Business Law for Supervisors • Success for Supervisors • Basic Supervision DAC • Essentials of Communicating with Tact and Finesse DAC
Intel	Intel Teach To the Future, 10/4 – 7/2002
Rigby Incorporated	Train the Trainer Institute – <i>Balanced Literacy</i> , 7/30 – 31/1998, 8/1/1998 Atlanta, Georgia
Lindamood-Bell Learning Processes	Phoneme Sequencing Program – <i>Phonemic Awareness</i> , 12/10 – 12/1997 Annapolis, Maryland
Maryland Assessment Consortium	Developing Performance Assessment Tasks, 1991 Frederick, Maryland
Mid-continent Research for Education And Learning (McRel)	Training of Trainers – <i>Dimensions of Learning</i> , 1990 Garnbrills, Maryland

LEADERSHIP EXPERIENCE

International Reading Association (IRA)

May, 2005

Symposium, San Antonio, Texas

Teresa represented Johns Hopkins University, Talent Development High Schools' (TDHS) program by providing an overview of the national research project titled THE TDHS Adolescent Literacy Initiative Study.

Southeastern Consortium for Minorities in Engineering (SECME)

July 2002

Summer Institute, Washington, D.C.

Teresa facilitated a three-hour session for teachers participating in the Annual SECME Summer Institute hosted by Howard University. The seminar focused on the *Pathways to Reading* instructional framework and the use of the framework with expository text.

National Council of Teachers of English (NCTE)

November 2001

Teresa co-presented with A. Wade Boykin, Ph.D., Director of CRESPAR/Capstone Institute, Howard University, to a group of teachers and district level staff attending the conference, she presented the *Pathways to Reading* framework as curriculum tool designed to enhance teacher planning and instructional delivery.

Council for Exceptional Children (CEC)

February, 1998

Teresa co-presented with Jay McTighe, nationally recognized author and consultant, on the topic of *Using Performance Assessment to Enhance Instructional Planning and IEP Evaluation*.

Center for Research on the Education of Students Placed At Risk (CRESPAR)

1996 – 1997

Advisory Panel

Teresa participated as a teacher representative on the CRESPAR Advisory Panel which convened twice year. She met with researchers from Johns Hopkins University and Howard University to discuss the various research projects and share the practitioner's perspective.

Maryland Assessment Consortium Leadership Network

1995 – 1997

Teresa functioned as a member of the Performance-Based Instruction/Dimensions of Learning Network. This network met periodically to address uses of performance instruction and Dimensions of Learning. The primary purpose of the network was to share effective staff development designs and strategies, and to develop training modules for use in local and regional staff development programs throughout the Maryland school districts.

Maryland Assessment Consortium

1991 – 1996

While serving as a member of the elementary curriculum development team, Teresa worked with colleagues from various districts to write performance assessment tasks. After serving as task writer for two years, Teresa worked as an Elementary Language Arts Group Leader for four years. She facilitated writing teams of teachers through the task development process. Teresa worked closely with Hay McTighe, the Director of the Maryland Assessment Consortium, conducting extensive reviews of the tasks produced in the language arts group. The consortium tasks were published and disseminated to all counties in the state of Maryland to assist teachers with helping students meet Maryland School Performance Assessment Program (MSPAP) standards.

Johns Hopkins University, Talent Development High Schools

1986 – 1988

Teresa co-authored Strategic Reading, a 9th grade course offered as part of the Talent Development High Schools reform model. This transitional course targets 9th graders performing below grade expectancy in reading.

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2002- Present Director, Reading/English Language Arts
Talent Development Middle Grades Program
Johns Hopkins University
Baltimore, Maryland

Responsible for the on-going development of reading and English language arts (RELA) components: Listening Comprehension, Student Team Literature, and Talent Development Writing. Developer of curriculum materials for students and teachers as well as for teacher and trainer trainings. Supervisor of four instructional facilitators and one senior curriculum writer. Responsibilities include: coaching teachers implementing program components, working with the program's research scientists to evaluate its RELA components, contributing to general program development as a member of the program's leadership team, and representing TDMS at national conferences. Also serve as curriculum advisor for the *Stocks in the Future* program.

1995-2002 Instructional Facilitator, Reading/English Language Arts
Talent Development Schools
Johns Hopkins University
Baltimore, Maryland

Developed Student Team Literature, adapting of the work of Robert Stevenson for underachieving middle grade urban learners. Co-developed Talent Development Writing. Taught course for implementers of the TDMS RELA program in Philadelphia in conjunction with St. Joseph's University. Developed curriculum materials for students and teachers as well as for teacher and trainer trainings. Served as teacher coach. Represented TDMS/HS program at national conferences.

1993-1995	Instructional Facilitator, Reading/English Language Arts Success for All Johns Hopkins University Baltimore, Maryland Trained and coached elementary reading/English language arts teachers in 26 schools, 6 states in Beginning Reading.
1980-1993	Teacher of English Baltimore City Public Schools Baltimore, Maryland Taught high school English and Journalism as well as middle school English and Drama

PUBLICATIONS FOR TALENT DEVELOPMENT SCHOOLS

Mac Iver, D., Balfanz, R., Ruby, A., Byrnes, V., Lorentz, S., & Jones, L.
 Developing adolescent literacy in high poverty middle schools: The impact of
 talent development's reforms across multiple years and sites. In P. Pintrich
 (ed.), Motivating Students, Improving Schools: Advances in Motivation and
 Achievement, 13, 185-207. Bristol: Elsevier.

Editor, *Talent Development Schools' Curriculum Coaches' Manual*. 2002
Talent Development Writing Teachers' Manual, 1st and 2nd Eds., 2000 and 2001
The Student Team Literature Teachers' Manual, 1998
A Guide to Using the Extended Class Period, 1997

PROFESSIONAL DEVELOPMENT ACTIVITIES DESIGNED AND CONDUCTED FOR TALENT DEVELOPMENT SCHOOLS

Listening Comprehension
 Student Team Literature
 Talent Development Writing
 All Hands On Deck! Marshalling the Forces of Content Area Teachers to Improve
 Students' Literacy Skills
 Differentiating Instruction
 Teaching Social Skills, Teaming Students, and Managing a Cooperative Learning
 Classroom
 Talent Development Middle Grades Training for Coaches
 Simple Cooperative Learning Activities
 Movement-oriented Learning Activities
 Teaching and Learning in the Talent Development Middle/High School: An
 Approach to Classroom Management
 Infusing Reading Strategies into Social Studies Instruction
 Planning For and Teaching In Extended Class Periods

Teaching Students to Craft Brief Constructed Responses
Crafting Questions that Address Bloom's Hierarchy
Building Students' Background Knowledge
Talent Development Writing Across the Curriculum
Listening Comprehension Across the Curriculum

EDUCATION

Bowie State University, Bowie, Maryland
B.S. English (Secondary Education minor), 1977

Graduate coursework at Johns Hopkins University, School of Continuing
Education

Professional Cooking Certification, Baltimore's International Culinary College,
1993

PROFESSIONAL MEMBERSHIPS

National Council of Teachers of English
International Reading Association
National Middle School Association
Association for Supervision and Curriculum Development

Cheryl L. Kanyok

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Areas of Educational Experience:

Johns Hopkins University, Center for Social Organization of Schools TDMG: 2008 - current

Program Developer/Sr. Math Instructional Facilitator/CATAMA Coach:

- Provided on-going instructional math support in Philadelphia “Diplomas Now” schools in collaboration with City Year, CIS and Philadelphia Education Fund.
- Conducted professional development to City Year Core members on math tutoring strategies
- Conducted “Differentiated Instruction” professional development.
- Provide on-going math coaching in Baltimore “Civitas” school.
- Algebra Study: conducted observations, prepared evaluations and reports

Philadelphia School System Teacher on Special Assignment: 2000 – 2008 Johns Hopkins University, Center for Social Organization of Schools

Senior Math Instructional Facilitator/Coach and CATAMA Coach:

- Conducted a 3-year experimental study for extra-help math labs
CATAMA (Computer and Team Assisted Math Acceleration)
- Created Extra-Help Math-Technology Lab Handbook
- Trained and provided on-going coaching for the extra-help math labs integrating Cooperative teaming; technology using research-based, comprehensive math software; small-group instruction; whole-group instruction and one-on-one tutoring
- Provided Everyday Math and Math-In-Context professional development for grades 5 - 8 aligned with Philadelphia Core Curriculum and state standards
- Provided on-going math coaching in JHU/TDMG Philadelphia Schools for grades 5 to 8
- Provided professional development: Classroom Management Strategies, Cooperative Learning, Differentiated Instruction and Student-Centered Environments

Philadelphia School System Teacher/ Math Resource Teacher Leader:

Central East Middle School: 1992-2000

- Successfully implemented extra-help math technology lab integrating cooperative learning structure, technology, classroom management strategies and best practices (1995-2000)
- Provided Everyday Math professional development for Urban Systemic Initiative and Johns Hopkins University Talent Development Middle Grades Educational Reform Program (1995-2000)
- Successfully created and implemented Family Fun Nights and Math Family Breakfasts

- Math Resource Teacher/Leader: attended Teacher/Leader meetings; provided turn-around training and in-school math coaching for new teachers; ordered, inventoried and distributed all math supplies
- New Teacher Mentor
- Grade 6 teacher (1993-1995): team/teacher – math, reading, social studies
Provided a stimulating learning environment integrating hands-on math activities and whole-language reading/language arts program enabling students to develop to their full potential
- Grade 6 teacher (1992/93): team/teacher - science, reading – successfully integrated cooperative learning and classroom management strategies into daily hands-on science and reading lessons

Barton Elementary, Philadelphia School System: 1991/92

- Grade 6 self-contained classroom teacher

Willard Elementary, Philadelphia School System: 1990-1991

- Grade 4 self-contained classroom teacher

Morrisville School District: 1989-1990

- Long-term substitute – grade 4 self-contained classroom

Private Industry Council of Westmoreland/Fayette Counties: 1984-1989

- Adult education instructor: Successfully remediated and provided career guidance for high-school drop-outs, rehabilitated drug/alcohol addicts and dislocated/unemployed workers

EDUCATION: Master's Equivalency:
 Saint Joseph's University, Beaver College, West Chester University

California University of PA:
Bachelor of Science Elementary Education

Training: Everyday Math (UCSMP) 1995

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**