

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

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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	
[REDACTED]		NCS Pearson, Inc.	
3. Name of Entity as you would like it to appear on the Approved List			
K-12 Solutions group (a unit of NCS Pearson, Inc.)			
4. Entity Type:	5. Check the category that best describes your entity:		
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit	<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____		
6. Applicant Contact Information			
Name of Contact Scott Drossos, President		Phone 916. 288. 1880	Fax 916. 288. 1571
Street Address 10911 White Rock Rd. Suite 200		City Rancho Cordova	State Zip CA 95670
E-Mail scott.drossos@pearson.com		Website www.pearson.com	
7. Local Contact Information (if different than information listed above)			
Name of Contact Ivory Benton		Phone 404. 395. 9172	Fax 916. 288. 1571
Street Address 501 Boylston St.		City Boston	State Zip MA 02116
E-Mail ivory.benton@pearson.com		Website www.pearson.com	
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
<input checked="" type="checkbox"/> Statewide			
Intermediate School District(s):		Name(s) of District(s):	

9. Conflict of Interest Disclosure

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

Yes

No

What school district are you employed by or serve: n/a

In what capacity are you employed or do you serve (position title): n/a

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)

Comprehensive school reform research suggests that improvement strategies have the best opportunity for success and sustainability when they take into account a broad array of system elements. Yet, many current secondary school improvement initiatives focus only on specific topics, intervention strategies, or program initiatives. Implementing such initiatives may lead to success in addressing specific needs, but the probability of widespread improvement is small.

Michigan students deserve an education system that promotes high academic achievement and prepares them for success in college and careers. Pearson, a leader in education nationally and internationally, will help the Michigan Department of Education (MDE) by providing comprehensive, systemic efforts to maximize achievement for all secondary students, with a focus on students who have been historically underserved. We developed a framework that provides a lens for mapping secondary school improvement efforts through 10 core elements.

Pearson's School Turnaround Education Partnership (STEP) recognizes that every secondary school and related improvement initiative is situated in a unique cultural, demographic, political, and societal context, which influences the school's vision, structure, culture, and outcomes. These considerations affect each element and must be explicitly addressed in improvement strategies.

The STEP model will provide Michigan schools with a wide array of achievement-focused products and services with direct support from our K–12 Solutions team, which specializes in partnering with schools to achieve significant and sustainable improvement through research-based solutions. The STEP model integrates 10 research-supported core elements:

1. Systematically Plan for School Improvement
2. Develop Instructional Leadership
3. Create Collaborative Education Partnerships
4. Emphasize School Culture
5. Embed Achievement Support
6. Align Curriculum
7. Optimize Conditions for Teaching and Learning
8. Foster Knowledge Driven Decision-Making
9. Utilize Technology for Learning
10. Evaluate for Continuous Improvement

1. Systematically Plan for School Improvement. Using a thorough diagnostic assessment, Pearson collaborates with school stakeholders to customize the STEP model and create detailed implementation and evaluation plans. This process enables schools to adjust the approach and course based on your experience. It also emphasizes ongoing assessment, review, and correction, which produces better program design and a system that strategically monitors, manages, and reports outcomes throughout project development and implementation.

2. Develop Instructional Leadership. Strong leadership is a necessary component to successful school turnaround programs (Berends et al., 2001; Duke, 2004). Without effective leadership, schools are less likely to address practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005). To prepare school improvement leaders, the STEP model focuses on leadership skills and management training.

Principals need instructional knowledge as well as management skills to lead

change. If scalable and sustainable improvement is the goal, it is likely that the implementation of improvement efforts will require organizational change. No strategy is complete without attention to the challenges of leading change within the organizational culture. However, instructional leadership is not a one-person job; it is a collegial obligation of both teachers and principals (Woolfolk Hoy & Hoy, 2009). Bringing them together has the potential to promote distributed leadership. Without this collaboration, targeted professional development does not affect the classroom (Darling-Hammond et al., 2009; Goldenberg, 2004).

Our model provides administrators and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained improvement. In each school, our K–12 Solutions team will help Michigan administrators and teachers effectively implement changes by

- Engaging principals in developing and monitoring their school’s improvement model
- Providing ongoing targeted professional development
- Creating collaborative Learning Teams (LT) to distribute leadership and develop effective teaching strategies
- Facilitating collaboration among district and school administrators

3. Create Collaborative Education Partnerships. To make school improvement a success in Michigan, we will bring faculty, staff, parents, and business and community leaders together with administrators to form an effective education partnership. School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza, 2004).

Key community stakeholders will be invited to meet quarterly with K–12 Solution team members to participate in planning and problem solving. This leads to accountability, buy-in, rigorous implementation, and the sustainability to deliver the expected outcomes. The STEP model provides a specific focus on engaging parents and/or other responsible family members in student learning through a designated Parent Specialist and a parent portal to facilitate school-to-family communication.

4. Emphasize School Culture. For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes, such as fewer incidents of disciplinary referrals and victimization and reduced dropout (DeWit et al., 2003; Christle, Jolivette, & Nelson, 2007). Evidence suggests that the best intended efforts to turn around schools and enhance student learning and achievement does not succeed if school culture is ignored. Through our STEP model, we will help Michigan schools create a culture that is family-friendly and safe, where all students and families are respected, and where students feel connected to their learning and their school. Student aspirations have been linked to student achievement—districts that have targeted student aspirations report higher attendance and decreased dropout rates (QISA, 2009).

5. Embed Achievement Support. To bring your schools to the top three tiers, Michigan teachers and administrators will receive direct, onsite guidance from our K–12 Solutions team. The STEP model includes a dedicated achievement support team of local, onsite achievement advisors and instructional coaches to oversee the implementation. The STEP model supports a collaborative, aligned workforce from the school, district, and Pearson, as well as a defined scope of work.

6. Align Curriculum. In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that what is written is taught, and what is taught is

effective. When even one of the components is out of alignment, instruction is less than effective. Our team will work with Michigan teachers and administrators to effectively align each school's curriculum with Michigan standards to build an aligned, supportive pipeline that verifies students are prepared to transition successfully to each grade and, ultimately, to college and careers.

7. Optimize Conditions for Teaching and Learning. Pearson is committed to optimizing conditions of teaching and learning. We begin the process by looking at teacher performance, opportunities for collaborating for improving instruction, and tools teachers need to personalize instruction. All components of the STEP model optimize the conditions of teaching and learning and create mechanisms for sustained improvement. Our K–12 Solutions team uses five change levers, which are aligned with the Christman et al. (2009) recommendations, to optimize the conditions for teaching and learning.

8. Foster Knowledge Driven Decision-Making. Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. School improvement requires that the cultural conditions shift toward informed, collaborative data users. The K–12 Solutions team will help Michigan principals and teachers use data tools for understanding and improve their own practice, leading to improved student achievement.

9. Utilize Technology for Learning. Although the quality of teaching has the biggest impact on student achievement, tools and resources can support teaching. Principals and teachers need easily accessible, accurate, reliable, and timely assessment data for knowledge driven decision making and to personalize instruction. The US Department of Education's National Educational Technology Plan emphasizes the use of technology to empower educators with the ability to transform teaching and to personalize instruction. Pearson will visit Michigan schools to assess and support the interoperability of existing technology systems as well as how technology is used to enhance instruction and extend learning opportunities for students. We also evaluate technological support needs so administrators and teachers can adequately implement the customized STEP model.

10. Evaluate for Continuous Improvement. Pearson's STEP model includes the creation of an evaluation plan that is aligned with the customized Theory of Action and implementation plan for each school. Building evaluation into the STEP model during the planning process can save valuable time and resources by identifying the information needed for monitoring implementation; providing feedback to stakeholders regarding progress; identifying the need for a change of course in a timely manner; and documenting short-, mid-, and long-term outcomes.

To conclude that observed changes are associated with the STEP model, it is critical to document how and the extent to which the initiative is implemented. Using a participatory evaluation model in which Michigan is a key contributor to the design and implementation of the evaluation, we develop a collaborative plan for both a formative and summative evaluation.

We have included a few case studies to demonstrate the effectiveness of the STEP Model for professional development.

Los Angeles Unified School District. During the 2006–2007 school year, Pearson implemented LT in 15 pilot middle and high schools in the Los Angeles Unified School District (LAUSD) to establish and sustain effective teacher teams at all 184 secondary schools in the LAUSD over a five-year period. LT was expanded in 2007–2008 to include 33 new middle and high schools; prepare 36 additional middle and

high schools for LT implementation; train district staff; collaborate with district staff to integrate LT with existing programs; and prepare to expand to additional schools. At the end of the first year, more than 80 percent of teacher workgroups were on track or making significant progress with establishing regular LT meetings and systematically studying their teaching. An external analysis of student achievement data after the first year of LT implementation also indicated that schools with at least one high-implementing workgroup showed moderate growth compared to matched schools in most subjects, and impressively higher growth in a few subjects. Newark Public Schools. In Newark Public Schools, we have demonstrated our capacity to service and implement the LT program at K–8 schools. The work began with seven schools in 2005–2006 and expanded to all 13 schools in Cohort III in 2006–2007. Cohort III is located in the poorest sector of the city and has the largest proportion of schools in School Improvement status. State reviews have determined that the LT program is noticeably improving school-based professional development in almost all 13 schools. New Jersey achievement data show that the original eight LT schools showed higher gains in percent scoring and were proficient and above in both math and literacy over the first two years of implementation compared to the five non-LT schools and the district as a whole.

References

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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 STEP model's 10 change elements were identified from years of experience improving struggling schools using a process based on research and evaluation. The change elements are consistent with literature about improving struggling schools. These schools generally serve high poverty communities and fail because their challenges cannot be addressed by the traditional education system (Calkins et al., 2007). These school systems need dramatic transformations that address poverty-related barriers to effective teaching and learning and also integrate strategies aimed at both academic and non-academic factors (Wentzel, 1993).

These change elements are also consistent with the five keys of urban school success that Bryk et al. (2010) identified from 15 years of data. They note that although each of the five keys can be linked to improvement, they were more effective in tandem, emphasizing the importance of a coherent approach to school improvement. In addition, struggling schools require an external partner, a Lead Turnaround Partner, to guide them through a school change (Calkins et al., 2007). We describe the research basis for the STEP model elements below.

1. Systematically Plan for School Improvement. Clearly defined, externally developed reports are implemented with greater fidelity and have a stronger effect on teaching and learning (Borman et al., 2003). The central focus of our systematic approach to planning and implementation is the Theory of Action, which provides guidelines for an implementation that is likely to return educational benefits (Maddux & Cummings, 2004).
2. Develop Instructional Leadership. Studies find no examples of success in turnaround schools without strong principal leadership (Duke, 2004). Principals need to set direction, help their faculty grow professionally, and redesign the organization (Leithwood et al., 2004). Without effective leadership, schools and districts are less likely to address school and teacher practices that impact student achievement in a coherent and meaningful way (Marzano, Waters, & McNulty, 2005).
3. Create Collaborative Education Partnerships. For external models of school change to make an important impact within schools, teachers and administrators must support, or even help co-construct, the reform design (Borman et al., 2003). Supovitz (2007) observes that districts must build system-wide commitment to school improvement plans, establish stable relationships, and clarify responsibilities.
4. Emphasize School Culture. Research identifies a replicable correlation among features of school culture and student outcomes. For example, studies indicate that educator expectations impact student achievement, and student expectations strongly predict high school completion (Ou & Reynolds, 2008).
5. Embed Achievement Support. Research highlights the need for ongoing, onsite, support from trained educators to guide the implementation of a school turnaround model. The Turnaround Challenge report emphasizes embedded assistance from a partner as a non-negotiable for schools needing turnaround (Calkins et al., 2007).
6. Align Curriculum. Deep curriculum alignment has been defined as the congruence of the content, context, and cognitive demands present in the written, taught, and tested curriculum (English & Steffy, 2001). Research has established deep curriculum alignment as one of the prominent tools used by educators to develop valid content (Downey, 2001). Aligned and balanced curriculum increases student

achievement. Test scores have shown a dramatic increase in subjects where the curricula is deeply aligned (English & Steffy, 2001). Deep curriculum alignment affords teachers more time to focus on lessons and provide more meaningful, engaging content.

7. Optimize Conditions for Teaching and Learning. Teacher effectiveness is a strong determinant in student learning (Nye et al., 2004). For example, Sanders and Rivers (1996) found that children assigned to three effective teachers in a row scored at the 83rd percentile in math at the end of 5th grade, while children assigned to three ineffective teachers in a row scored at the 29th percentile. The difference between an effective and an ineffective teacher can be a full level of achievement within a single school year (Hanushek, 1992).

8. Foster Knowledge Driven Decision-Making. For districts and schools to identify specific needs of students, detailed data must be collected. Frequently administered assessments, quick results, and close alignment with curriculum all contribute effective use of data in instructional decision-making (Marsh et al., 2006). Moreover, tests that are integrated with daily instruction (or assessments for learning) are powerful learning tools. Hattie's (1999) review of multiple meta-analyses of research studies indicates that effective feedback is one of the most powerful influences on student achievement. Critically, research confirms the importance of providing training on how to use data and connect data to practice; training and support are needed to help educators identify how to act on knowledge gained from data analysis (Marsh et al., 2006).

9. Utilize Technology for Learning. Educators have struggled with enabling true data-driven decision making because data are located in numerous places and there is a lag time between collecting data and reporting the results, according to the Schools Interoperability Framework (SIF) Association report (2006). SIF provides better data interoperability and upgrades in student services, reduces data entry time and lost funding, while increasing data accuracy and reliability, data-driven decision making, ability to analyze trends and implement changes, and timely assessment data that allows for personalized instruction (SIFA, 2006).

10. Evaluate for Continuous Improvement. Programs must be monitored against benchmarks, timelines, and expected outcomes. Measuring outcomes early enhances program success by addressing problems early (W.K. Kellogg Foundation, 2004). Also, conducting an activity is not the same as achieving results from an activity. Specifying program benchmarks builds data gathering methods and enables regular assessment of progress toward goals.

References

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

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

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

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

The Pearson STEP model is rich in personalized professional development for each group involved. Professional development for principals is critical for positive school change. A five-day Leadership Academy for district and site administrators provides a common language for learning and instruction—leading to insight into the beliefs, commitments, and practices found in high performing schools. In addition, to create the intensity needed for effective principal leadership, the STEP model includes one-on-one coaching by our K–12 Solutions Achievement Advisor (AA), as well as distributed leadership and collaborative decision-making guidance through the LT and Instructional Leadership Team (ILT), a school leadership team. Pearson also facilitates monthly skills training and change leadership support principal meetings.

The AA focuses on the following professional development actions with principals:

- Develop personalized professional development plans to enhance leadership skills
- Build instructional leadership by conducting Learning Walks and providing actionable feedback to teachers to enhance instructional practices
- Lead the use of data to personalize and target student learning needs
- Implement professional development to develop teacher knowledge and skills
- Guide the LT to build instructional capacity
- Monitor the school improvement process

Similarly, onsite Instructional Coaches (IC) work with teachers and support staff

- Develop personalized professional development plans designed to enhance instructional practices and leadership
- Provide one-on-one coaching to facilitate learning and retention of new practices
- Guide and support the development of a deeply aligned curriculum
- Provide training in assessments for learning and the interim assessment system
- Model lessons and monitoring classroom instruction so that high-quality instruction and professional development training make it into classroom practices

The embedded team will draw from the extensive repertoire of Pearson’s Teacher Education and Development (TED) group, which offers professional development in content and pedagogy. Services range from institutes in Sheltered Instruction Observation Protocol (SIOP®) for English learners to personalized online professional development courses.

LT, the instructional infrastructure of STEP, is a well-defined, scalable model for teacher collaboration that helps schools continuously improve teaching by engaging educators in the systematic study of student instructional needs. Derived from decades of research, LT is one of the few K–12 teacher collaboration and school improvement models with its proven results recorded in peer-reviewed journals.

Research demonstrates that teachers and principals need to work together for school turnaround programs to be a success. Our recent studies show that establishing and sustaining teacher learning teams in Title I schools can significantly increase student achievement (Gallimore et al., 2009). In addition, results from a five-year study of Pearson’s collaborative LT model indicate that LT provides more focus in grade-level and ILT meetings on student academics, systematic and joint planning, purposeful use of assessment data, and efforts to implement and evaluate jointly developed instruction (Gallimore et al., 2009). The study also showed that achievement in LT schools rose by 41 percent overall and 54 percent for Hispanic students (Saunders et al., 2009).

Research also suggests that LT improves retention as teachers become empowered

with greater instructional decision-making (Borman & Dowling 2008). Among 2,000 past and current California teachers, decision-making autonomy was the one factor that mattered most to teachers who chose to stay in the field (Futernick, 2007).

The LT model comprises five elements:

1. A clear design for teams and settings
2. Tested team collaboration protocols that help educators use data and inquiry to drive instructional improvement in any course or subject area
3. Leadership training for both administrators and teacher-leaders through the ILT
4. Ongoing site-level support to sustain focus and implementation
5. An explicit plan for transferring capacity to district and site-level leaders

LT not only builds capacity to improve achievement, it serves as one of the critical implementation mechanisms for the Pearson initiative that impacts teaching and learning in the classroom. Compared to schools without the above features in place, our research shows that LT schools have greater gains in student achievement and better overall school functioning, including:

- Tighter links between teachers and administrators in their efforts to focus on academic goals and improved student achievement
- Increased administrator participation in meetings focused on improving instruction
- More tightly coupled meetings that were less frequently cancelled or re-purposed
- Better teacher understanding and more positive expectations of assessment data
- Improvement for collecting, analyzing, and using data over time
- Attributions for student achievement more focused on teachers' planning and instruction, rather than teacher and student traits, and other non-instructional explanations (McDougall, Saunders, & Goldenberg, 2007; Saunders et al., 2000).

The STEP Advisory Committee, composed of stakeholders such as parents, staff, business members, and district representatives, receive leadership training to equip Michigan administrators to become leaders and efficient managers. The leadership skills they develop from working with the committee influences the work they do in other committees, as well as fosters an improved community relationship.

References

Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 73(2), 125-230.

Futernick, K. (2007). A possible dream: Retaining California's special education teacher. *The Special Edge*, 19(3), Retrieved from <http://www.calstat.org>.

Gallimore, R., Ermeling, B.A., Saunders, W.M., & Goldenberg, C. (May, 2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *Elementary School Journal*. 109(5), 537-553.

McDougall, D. Saunders, W. and Goldenberg, C. (2007). Inside the black box of school reform: Explaining the how and why of change at Getting Results schools. *Journal of Disability, Development, and Education*, 54, 54-89.

Saunders, W. and Ermeling, B. (2007). LT: Program Manual. Glenview, IL: Pearson.

Saunders, W.M., Goldenberg, C.N., & Gallimore, R. (2009) Increasing achievement by focusing grade level teams on improving classroom learning: A Prospective, quasi-experimental Study of Title 1 schools. *American Educational Research Journal*, 46(4) 1006-1033.

**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)

Pearson, the world's largest education company, encompasses publishing, assessment, and other services that provide educators with the information they need to teach effectively. As the most comprehensive provider of educational assessment products, services, and solutions, Pearson has been a trusted partner in district, state, and national assessments for more than 50 years. We have experience with school improvement, state assessments, and federal requirements Alignment with the School Improvement Framework. The Pearson STEP model deeply aligns with the Transformation and Turnaround models as outlined by the US Department of Education and is consistent with School Improvement Grants (SIG). In creating another partnership with the MDE, Pearson will use the research-based STEP model to create bold school turnaround and transformation for Michigan students.

The K–12 Solutions STEP framework meets the required elements of the SIG Transformational Model for Tier 1 and Tier II schools in the following ways:

1. Develop and increase teacher and school leader effectiveness using the following methods:

- K–12 Solutions senior staff will work closely with the MDE to recruit, identify, select, and develop the most qualified principals who have specific skills matched to the needs of individual schools
- Each STEP principal will attend a five-day leadership academy, attend regular principal cohort trainings, and receive ongoing coaching from the K–12 Solutions AA.
- Professional development targets areas identified in the needs assessment, is data driven, personalized, and focuses on research-based instructional practices
- Onsite instructional coaches work with teachers to transfer new information and strategies into classroom practice
- Pearson's LT implementation develops distributed leadership among the staff, improves the quality of instruction and instructional leadership, and increases both retention and morale

2. Implement comprehensive instructional reform strategies. Our STEP model focuses on research-based approaches to teacher development that have proven to increase teacher effectiveness and student achievement. The professional development process provides for collaboration, initiation, implementation, institutionalization, and renewal to build instructional capacity. Our school-based AA and IC provide targeted professional development, follow up, and on-the-job application support to improve instruction.

3. Increase learning time and create community-oriented schools. The time and the school calendar play an important role in student learning outcomes and in creating community-oriented schools. These factors provide opportunities that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day or school calendar.

We will help schools define and optimize opportunities for increasing learning time and building community-oriented schools using the guiding principles:

- Support clear, school-wide academic focus
- Maximize the amount of academic learning time
- Create additional time for core academics
- Identify additional time for enrichment

- Provide additional time for teacher leadership and collaboration
- Support focused and collaborative leadership
- Reduce initiative overload

4. Provide operational flexibility and sustained support. The STEP model is flexible and customized to the unique needs of each school through the systematic planning process. The K–12 Solutions STEP model is designed to build capacity and distributed leadership within the school. Step-down strategies are built into the model from the start for a smooth transition to help internal staff sustain the school’s transformation.

A Rich Understanding of State Assessments. We have provided 12 of our state customers with assessment solutions for more than 10 years—and six of those customers have trusted Pearson as their state assessment provider for 20 years or more. We are the largest scorer of student assessments in the US.

Michigan is a valued Pearson client. We align items created by Michigan educators with Michigan Grade Level Content Expectations (GLCEs). After item development, we prepare final test booklets to support high-quality assessments for Michigan administrators. In addition to the Michigan Educational Assessment Program (MEAP), Pearson was awarded the contract for the Michigan Merit Exam (MME). Working with subcontractor ACT, Pearson designs, delivers, and scores the exam required for Michigan high school graduation. Pearson also develops customized assessments for all test levels of the Michigan English Language Proficiency Assessment (ELPA) that evaluates English language proficiency in reading, writing, speaking, and listening for students divided into five grade spans—K, 1–2, 3–5, 6–8, and 9–12. We create and support curriculum products and coursework for educators to better serve all students, including students with disabilities. With this experience, we can address the requirements of The Michigan Comprehensive Needs Assessment, Individual School/District Improvement Plans, North Central Association (NCA), and the One Common Voice—One Plan.

Federal Requirements. In the STEP model, phase 7 (Optimize Conditions for Teaching and Learning) personalizes and extends opportunities for learning using a tiered instruction approach and extends learning beyond the traditional classroom (Bryant, et al., 2008). The higher the quality of instruction, especially as it accommodates students' differing education backgrounds, abilities, and learning styles, the greater the academic achievement (Aronson et al., 1998; Bryant, Smith, & Bryant, 2008).

References

- Aronson, J., Zimmerman, J., & Carlos, L. (1998). Improving student achievement by extending school: Is it just a matter of time? West Ed online research report. Retrieved from <http://www.wested.org>.
- Bryant, D.P., Bryant, B.R., Gersten, R., Scammacca, N., Funk, C., and Winter, A. (2008). The effects of Tier 2 intervention on first-grade mathematics performance. *Learning Disability Quarterly*, 31(2), 47–63.
- Bryant, D.P., Smith, D.D., and Bryant, B.R. (2008). *Teaching students with special needs in inclusive classrooms* (1st ed.). Boston: Allyn & Bacon.

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)

Building Sustainable Instructional Improvement

The STEP model is designed to build distributed instructional capacity and teacher effectiveness to enable schools to sustain and continue the cycle of school improvement. Pearson's goal in the first two years of the project is to build sufficient foundations of achievement and capacity for continued and sustainable progress and to set the stage for Pearson's eventual step down. At the start of the STEP implementation, teacher leaders are identified and selected to represent each grade level/content area to form an ILT. The formation of this team, along with support and training from the embedded K–12 Solutions team, builds distributed leaders who facilitate teacher workgroups as well as adoption and implementation of improvement strategies. These teachers also serve as teacher leaders for small learning communities, applying professional development to the classroom in ways appropriate for their grade level and content area.

Research indicates that when coaching accompanies training, teachers transfer 80 to 90 percent of what they learn into the classroom, compared to only 5 to 10 percent with training alone (Joyce & Showers, 1995). We emphasize coaching because it provides job embedded learning, which allows administrators and teachers to learn by doing, reflect on their experiences, and create new and shared insights with colleagues while engaging in their daily work. Our school-based AA and ICs provide targeted professional development, follow up, and on-the-job application support that affects improvement and builds instructional capacity through the following:

1. Weekly job-embedded professional development to transform classroom practices and maximize learning. These sessions build the foundation for the language of instruction, a defined school-wide vision for effective learning routines and instructional practices.
2. Individualized coaching for classroom teachers that involves modeling, one-on-one training, co-teaching, monitoring to embed instructional practices, and providing constructive, actionable feedback to teachers to strengthen teaching and learning.
3. Creation of highly functioning job-alike workgroups in Year 1 that transition to LTs in Year 2. Teachers meet weekly in job-alike groups to practice what they learn about using data for decision making as they address alignment issues, assess student learning needs, reflect and evaluate instructional practices, and problem solve together to identify instructional strategies to meet student learning needs.
4. Building school leadership to achieve transformative results through 1) encouraging rigorous, goal- and data-driven learning and teaching; 2) building and managing a high-quality staff aligned to the school's vision of success for every student; 3) developing an achievement- and belief-based school-wide culture; 4) instituting operations and systems to support learning; and 5) modeling the personal leadership that sets the tone for all student and adult relationships in the school.

To build sustainability into the STEP model, data collection training is critical so that school personnel can continue to evaluate the STEP model against identified benchmarks and intended outcomes. Michigan teachers and administrators will receive training and coaching so they can use rich and timely assessment data to inform instructional delivery. Teachers will use the STEP protocols of focusing on data-driven inquiry and student learning achievement to create a cycle of continuous improvement for Michigan schools.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

Building Sustainability with District In-House Advisors

Typically in Year 2 or 3 of our STEP model implementation, we recommend that districts begin to dedicate district personnel as in-house advisors to replace Pearson staff for site-level support services. At least one in-house advisor will be identified and certified during the spring of Year 2 implementation to work side-by-side with our personnel to learn site level services during Year 3. Pearson senior staff will continue to provide ongoing support and guidance to in-house advisors as well as access to the Pearson Advisors Desktop, an electronic platform and knowledge base for accessing our latest advisor resources and teaching materials.

Dedicating in-house advisors prepares the district to transfer capacity to sustain STEP model services over the long term.

References

Joyce, B. & Showers, B. (1995). *Student Achievement Through staff Development: Fundamentals of School Renewal*. 2nd ed, White Plains, NY: Longman.

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)

Drawing on more than 25 years of professional development research and experience, Pearson knows it takes a dedicated, locally based team with specialized tools to help improve instruction, leadership, and ultimately student achievement in chronically under-performing schools. All Pearson personnel assigned to projects are be matched to the specific level of service and by level of expertise.

To find highly qualified individuals, we recruit experienced, certified educational professionals who have demonstrated capacity as master teachers with coaching experience and pedagogical content expertise, and highly successful master leaders such as former principals and school leaders with experience in successful school reform. We have a strong network of educators that we maximize for referrals and use a rigorous screening process, including fingerprint background clearance, to secure qualified personnel. Candidates are interviewed in a multi-step process that results in a profile of both skills and dispositions that can be used to assess fit with particular positions. Wherever possible, we recruit locally to access local knowledge. K–12 Solutions includes 12 diagnosticians, 80 professional development experts, and over 160 educational consultants with years of experience educational settings. We included vitae of the following core team members:

Scott Drossos, President. Scott is responsible for developing and implementing comprehensive solutions that focus on district and school improvement. Under Scott's leadership, the K–12 Solutions team developed the STEP model.

Jan Vesely, EdD, Senior Vice President. Jan is responsible for the planning and implementation of achievement partnerships for states, districts, and schools. Her experience also includes work as a secondary teacher, elementary principal, and assistant superintendent.

Beth Wray, President, Learning Teams/Senior Vice President, K–12 Solutions. Beth taught at the elementary and college levels in special education for 10 years before entering the educational publishing industry.

Michael Hussey, Senior Vice President, Business Development. Michael provides school improvement solutions support for states and districts. He started as a secondary mathematics teacher and has spent the past 22 years implementing technology-based solutions in schools, districts, and states for Pearson.

Lou Delzompo, Senior Vice President, Solutions Development. Lou verifies that Pearson's solution offerings meet customer needs and provides technology expertise.

Katherine McKnight, PhD, Director of Evaluation. Katherine is responsible for designing and implementing evaluations of Pearson programs and products. Katherine's background in education reform includes tenure at the University of Arizona and California Teachers Association. Her Tucson gap analysis contributed to the development of an American Indian Social and Cultural Center.

Roseanne DeCesari, Solutions Specialist. Roseanne travels to schools and collects data onsite with our diagnosticians. She also synthesizes results into a Diagnostic Report for each school. Before joining Pearson, she served as a teacher, curriculum specialist, and a principal in the Tucson Unified School District.

Ivory Benton, Vice President, Business Development. Ivory works with school districts to customize school improvement solutions. Before joining Pearson, Ivory worked to implement education products and services in large school districts. His experience also includes five years as a teacher in Boston Public Schools

Scott Drossos

Pearson, President, K–12 Solutions (2009–Present)

- Lead the development and oversight of Pearson’s school improvement business
- Executive responsible for leading Pearson’s Race to the Top and School Improvement Grant funding strategies and field engagements

EdisonLearning, Chief Development Officer and Executive Vice President of Strategic Planning (2004–2009)

- Oversaw that all solutions development work, including school design for Edison
- Responsible for Edison’s strategy and growth objectives in district partnerships, charter schools, assessment, and portfolio services

Apple PowerSchool, Vice President, Sales (2002–2003)

Centrinity Inc., Vice President, Sales and Executive Support (1998–2003)

- Served on executive team for an engineer-marketer of unified communications-collaboration systems and provider of professional services to K–12, higher education, telecommunications, and commercial sector enterprises
- Built the two largest online learning communities in the world (at the time)—the Open University in the UK and Denmark
- Led innovative efforts on the use of technology-based collaboration for the purposes of developing teachers and learning communities

Xerox, Multiple Sales and Marketing Capacities (1980s–1998)

- Responsible for the education portfolio and completed the largest education transactions in company’s history
- Led numerous quality improvement initiatives that focused on driving greater effectiveness and efficiencies
- Developed break-through partnerships with colleges and school districts that allowed large education institutions to take advantage of best practices and improve their focus on their core practices

Education

- BA, International Relations, University of British Columbia
- Business Administration degree, Pace University, New York

Jan Vesely

Pearson, Senior Vice President, K–12 Solutions (2009–Present)

- Work closely with school districts to create a plan and set measurable goals for successful program implementation for school turnaround
- Formalize and execute customized professional development training modules specific to clientele

Sunnyside Unified School District, Assistant Superintendent for Curriculum and Instruction (2007–2009)

- Assumed leadership for continuous improvement of the PreK–12 curriculum, instruction, professional learning, and assessment programs aligning to the Arizona Performance Standards; and provide supervision and evaluation of principals
- Coordinated with principals in the development, implementation, and evaluation of annual goals for school improvement

Edison Schools, Vice President Education Services, Achieve Management (2003–2007)

- Provided on-going data analysis to help constituents' track and monitor student progress, identify curriculum or instructional strengths/weaknesses, and transfer findings into instructional action
- Supervised, observed, evaluated, and assessed principals from an instruction, school culture, and school operations perspective by visiting schools, classroom observations, and attending team and leadership meetings

Tucson Unified School District, Principal/Principal Supervisor (1997–2003)

- Served as instructional leader to guide and facilitate student achievement
- Developed strategic plan focused on school improvement that included mission, vision, beliefs, practices, and goals

Amphitheater School District, Executive Director (1992–1997)

- Oversaw and administered all community school programming for 20 schools

Amphitheater School District, Teacher/Department Chair (1977–1992)

- Taught CTE, economics, biology, and math for grades 7–12

Education:

- EdD, Educational Leadership, Northern Arizona University
- MEd, Educational Leadership, Northern Arizona University

Awards:

- Featured in the book, *Third Space-When Learning Matters* (2005) as one of 10 case study schools with high achievement from low income, diverse student populations
- OMA and Howell Elementary featured on US Department of Education website as model program for impacting student achievement, 2003
- Recognized by the Arts Education Partnership in Washington, D.C. as one of eight top schools nationally to develop a model arts-integrated curriculum positively impacting achievement, 2003
- Recognized as a "Beat the Odds" (High Poverty, High Performing) Arizona school, The Center for the Future of Arizona, 2004

Current Certifications:

- Superintendent & Principal

Beth Wray

Pearson, Senior Vice President, K–12 Solutions; President, Learning Teams (2009–Present)

- Lead the solutions integration and implementation of Pearson Learning Teams, which provides direct assistance to schools seeking to improve teaching and learning
- Responsible for selected state and large district partnerships for solutions related to the American Recovery and Reinvestment Act (ARRA) and school-improvement initiatives

Pearson, CEO, Pearson Achievement Solutions (2005–2008)

- Responsible for building a new business offering customized and integrated solutions tailored to help school districts improve student achievement

Pearson, President, Supplemental and Professional Development Group (2003–2005)

- Responsible for Pearson Education's supplemental publishing and professional development companies: Pearson Learning Group, LessonLab, and Pearson Professional Development

- Integrated Globe Fearon with Pearson's elementary supplemental company and implemented a coordinated company strategy across markets and grade levels

Pearson, President, Pearson Learning Group (2000–2003)

- Responsible for publishing efforts in reading, science, social studies, special education life skills, early childhood and English as a Second Language (ESL)

Globe Fearon Educational Publishers, President (1998–2000)

- Launched the company's first web-based custom publishing initiative and directed their first interactive product for students with special needs

Silver Burdett Ginn, Inc., Senior Vice President, Sales and Marketing (1997–1998)

Scholastic, Inc. (1991–1997)

- Vice President, Sales and Marketing, Instructional Publishing Group
- Vice President, National Sales Manager
- Regional Sales Director, West Region

Ginn & Company/Silver Burdett Ginn, Inc. (1984–1991)

- California Field Editor
- District Sales Manager, West Region
- Regional Marketing Manager reporting to Director of Reading Marketing
- Consultant, West Region
- Sales Representative, California

The Economy Company

- Sales Representative, Central California (1983–1984)
- Niles Township Early Childhood Program, Morton Grove, IL
- Special Education Teacher/Case Coordinator (1973–1983)

North Park College, Chicago, IL (1973–1983)

- Adjunct Instructor, Education Department

Education:

- MS, Learning Disabilities, Purdue University
- BS, Elementary Education, Northwestern University

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

Michael Hussey

Pearson, Senior Vice President, Sales and Business Development, K–12 Solutions (2010–Present)

- Lead K–12 Solutions business developers in developing school improvement solutions for state departments of education and school districts

Pearson, Senior Vice President, Sales and Marketing, Educational Assessment (2008–2010)

- Responsible for strategic initiatives and business development for the sales and marketing of standards- and curriculum-based interim and benchmark assessment products and services

Pearson, Executive Vice President and General Manager, Educational Assessment; Executive Vice President, Assessment and Information (2007–2008)

- As Executive Vice President and General Manager, headed the unit that manages and delivers standards- and curriculum-based interim and benchmark assessment products and services

- As Executive Vice President, was responsible for strategic planning and business transformation initiatives; and overseeing that group's product management, product development, marketing, and sales

Pearson, Executive Vice President, US Assessments and Testing (2007)

- Led strategic planning, integration, and business transformation initiatives across the US Assessments & Testing businesses

- Developed and oversaw plans, programs, and processes related to shared business functions across the Assessments & Testing group and the Pearson School Companies

Pearson, Regional Vice President, Educational Measurement (2004-2007)

- Account executive with overall responsibility for business development, planning, and execution of state assessment programs in central and eastern US and Canada

- Worked with clients on new and renewal assessment programs

- Facilitated communication and activities within program teams

- Promoted quality and on-time delivery

- Supported state education agencies in assessment-related legislative efforts

Pearson, Director of Business Development (2002-2004)

- Responsible for identifying and implementing new business opportunities for state education agencies with a focus on high stakes electronic testing, data warehousing, formative assessment, and automated essay scoring

Pearson, Sales/Business Development (1988-2002)

Tandy Corporation, Education Marketing Manager (1986-1988)

- Responsible for the sale and implementation of local and wide area networks to K–12 school districts for instructional delivery, assessment, and student administrative systems

School Town of Highland, IN, Secondary Mathematics Teacher (1984-1986)

Education:

- BS, Mathematics, Indiana University

Louis Delzompo

Pearson, Senior Vice President, Solutions Development, K–12 Solutions (2010–Present)

- Lead product management and solutions design for the K–12 Solutions
- Verify that solution offerings meet the needs of customers
- Serve as liaison to Pearson product groups, confirm that solutions leverage the vast array of Pearson assets, and identify new growth areas

Connected Information Systems, LLC , CEO and Co-Founder (2007–2010)

- Founded and built a startup from idea inception to pilot launch, with technology currently in operation at several school sites

Pearson, Senior Director, Core Engineering, School Systems (2006–2007)

- Provided significant leadership during the product alignment process
- Led several integration efforts to combine three product lines from different companies (Pearson, Chancery, and Apple) into a more cohesive product strategy

Apple Computer, Vice President, Products and CTO, PowerSchool Division (2003–2006)

- Drove the revitalization of the product offering through personal leadership
- Stabilized the existing product line (PowerSchool Pro) and created a new product line (PowerSchool Premier) based on new industry standard technologies

Zenprise Corp., Co-Founder and Vice President, Products (2002–2003)

- Envisioned the company's initial product offering—a self-healing server appliance for Microsoft Exchange

• Researched the market, validated the technology, and secured initial design partners

- Successfully secured seed and Series A funding for the company through the creation of the first business plan and presentations to venture management groups
- Rainfinity Corp., Vice President, Products (Engineering and Product Management) (2000–2002)

- Developed the idea for a suite of storage virtualization products, which ultimately resulted in the acquisition of the company by EMC

Netschools Corp.

- Vice President and General Manager, California Research Facility (1999–2000)

- Vice President, Research and Development (1999)

Education:

- MBA, Worcester Polytechnic Institute
- BS, University of San Francisco

Katherine McKnight

Pearson, Director of Evaluation, K–12 Solutions (2006–Present)

- Design and implement evaluations of programs to improve K–12 teaching
- Design long-term plan for building evaluation into education products

George Mason University, Adjunct Assistant Professor, Department of Psychology (2006–Present)

George Mason University, Adjunct Assistant Professor, Department of Public and International Affairs (2005–Present)

- Taught graduate level Statistics, Measurement & Research Methods

University of Arizona, Adjunct Assistant Professor, Department of Psychology (2001–2005)

Public Interest Research Services, President (2001–2006)

- Carried out day-to-day business operations for a program evaluation, research methods, and data analysis

University of Arizona, Southwestern Institute for Research on Women, Senior Research Specialist (2000–2003)

- Provided research design consultation, performed measurement development, conducted data analysis, and authored scientific papers for peer-reviewed journals
- Southwestern Institute for Research on Women, University of Arizona, Program Evaluator, Evaluation Group for Analysis of Data (2000–2006)

- Evaluated design, implementation, analysis, report writing, and program advocacy for a wide range of public and private programs and organizations

Program Evaluator, Tucson Indian Center (2001–2002)

- Conducted gap analysis for Phase I of the development of an American Indian Social and Cultural Center

- Designed and implemented the evaluation plan, data analysis, and evaluation report

Research Design and Analysis, Southwestern Institute for Research on Women (SIROW); Department of Women's Studies, University of Arizona (2003–Present)

Program Evaluation, School of Nursing, University of Arizona (2003–2006)

Program Evaluator, Center for Insect Sciences' PERT Postdoctoral Fellow Program, University of Arizona (2003–2005)

Program Evaluator and Policy Analysis, Arizona Health Policy & Law Institute, University of Arizona (2003–2005)

Education:

- PhD, Clinical Psychology; minor, Program Evaluation and Research Methodology, University of Arizona

Selected Publications:

McKnight, K., & McKnight, P. (in press). Measures for improving measures. In D.L., & Sidani, S. (Eds.). *When research goes off the rails*. New York: Guilford Press.

Emerson, K., Orr, P., Keyes, D., & McKnight, K. (in press). Environmental conflict resolution: Evaluating performance outcomes and contributing factors. *Conflict Resolution Quarterly*.

McKnight, K., & Secrest, L. (2005). Psychology, psychologists and public policy. *Annual Review of Clinical Psychology*, 1, 557-576.

Roseanne DeCesari

Pearson, Solutions Specialist, K–12 Solutions (2010–Present)

- Collect data onsite with diagnosticians
- Synthesize results into diagnostic report
- Report results and recommendations to each school
- Meet with district to help identify appropriate intervention model for each school

Pearson, Curriculum Specialist, Western Region (2009–2010)

Tucson Unified School District, Principal (2000–2009)

- Monitored student achievement data to verify student achievement
- Worked collaboratively with teachers and support staff to analyze data and adjust teaching and learning to meet the needs of students
- Supervised, observed, evaluated and assessed teachers from an instruction, school culture, and school operations perspective by announced and unannounced observations, classroom walk-throughs, attending team meetings, and site professional development
- Assessed professional development needs at school and develop customized professional development. Worked with teachers and support staff to facilitate workshops in researched based teaching strategies, classroom management, data analysis, and subject matter knowledge to support the delivery of curriculum
- Provided support and monitoring of teacher professional growth plans and formal observation protocols for both novice and continuing teachers
- Worked with staff and school council to develop the school's Accountability Plan, which included goals based on reading, writing and math, as well as professional growth
- Continuously monitored plan and make adjustments as necessary
- Communicated with district, staff, and parents groups on the progress towards achieving goals
- Worked with teachers to resolve any disputes or concerns

Van Buskirk Elementary Curriculum Specialist (1994–1997)

- Mentored teachers and modeled effective instructional practices
- Member of team responsible for design, development and implementation of school wide Balanced Literacy Block resulting in increased student achievement.

Teacher (1988–1997)

- Taught sixth grade at Borman Elementary, Davis Monthan Air Force Base for the following subjects: science, social studies, math, and language arts in a collaborative team model at Booth-Ficket Middle Magnet School.

Education:

- MA, Education Administration and Supervision, University of Phoenix
- BA, Education, University of Toledo

Current Certifications:

- Arizona Principal; K–12
- Arizona Elementary Education; K–8
- Arizona Structured English Immersion; K–12

Ivory L. Benton

Pearson, Vice President of Business Development, K-12 Solutions (2009–Present)

- Develop relationships with key decision-makers in school districts to match Pearson solutions to district issues and needs

- Work across Pearson divisions to identify and implement solutions

Houghton Mifflin Harcourt School Publishers, Vice President of District Partnerships (2008)

- Developed relationships with key decision-makers in 120 top districts
- Organized and managed cross-divisional sales strategy meetings in top districts
- Organized cross-divisional presentations in Columbus, OH; Boston, MA; and Philadelphia, PA,

Houghton Mifflin Harcourt School Publishers, Senior Director of Urban Initiatives (2000–2007)

- Developed relationships with key customers and district decision-makers
- Company liaison to educational organizations

Houghton Mifflin Harcourt School Publishers, National Consultant, Key Accounts (1996–2000)

- Developed relationships with key customers and district decision-makers
- Developed open territory strategic sales plan

Houghton Mifflin Harcourt School Publishers, Regional Consultant, New England (1994–1996)

- Product presentations, professional development, and in-service training
- After one year on the job, every sales representative in the region made sales quota

Boston Public Schools, Grade 1 Teacher (1989–1994)

- Taught very high achieving students, according to MET and MAT6
- Sixty-seven percent of students tested into the advance work classroom

Education:

- MS, Elementary Education, Wheelock College, Boston, MA
- BA, Music Industry/Business, University of Massachusetts-Lowell

Professional Affiliations:

- Board Member, National Alliance of Black School Educators (2008–2009)

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