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
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
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.
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
1. Federal EIN, Tax ID or Social Security Number

2. Legal Name of Entity

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

Learning Bridge

4. Entity Type:

- For-profit
- Non-profit
- Business
- Community-Based Organization
- Educational Service Agency (e.g., RESA or ISD)
- Institution of Higher Education
- School District
- Other (specify): _____

5. Check the category that best describes your entity:

6. Applicant Contact Information

Name of Contact
Sandra K. Darling

Phone
480-883-0704

Fax
480-883-0705

Street Address
743 W Nolan Way

City
Chandler

State
AZ

Zip
85248

E-Mail
sdarling@learningbridges.com

Website
www.learningbridges.com

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

Name of Contact

Phone

Fax

Street Address

City

State

Zip

E-Mail

Website

8. Service Area

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

- Statewide

Intermediate School District(s): Name(s) of District(s):
### 9. Conflict of Interest Disclosure

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

- [ ] Yes
- ☒ No

What school district are you employed by or serve: 

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

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

**IMPORTANT NOTE:** Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services
SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services (25 points possible)

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA’s that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.
Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

The Comprehensive Improvement Services offered by Learning Bridges consists of:

1. A Support system to sustain that improvements through both online and onsite professional learning communities, led by onsite facilitators and certified instructors

2. A content and delivery system that provides the tools that align professional development to the student performance goals of the School Improvement Plan in both reading and math GLCEs a measured by district and state tests, providing data that will drive the decisions on which professional development is needed for which teachers

3. Job-embedded professional development aligned to Michigan’s GLCEs and district and state tests proven to build capacity in teachers to significantly improve achievement (teacher effectiveness)

4. Proficiency assessments for teachers to determine present level of performance on pedagogy and professional knowledge needed to improve achievement on School Improvement Plan goals and changes in teacher proficiency over time.

SUPPORT SYSTEM – Learning Bridges provides 1 day of training in Creating and Leading Professional Learning Communities to support teachers during and after learning as they apply the new learning to improve achievement on the student performance goals in language arts and mathematics of the School Improvement Plan. The PLCs are facilitated by Literacy or Math Coaches in schools who support teachers ONSITE. Additionally, teachers are supported in ONLINE Professional Learning Communities within the online professional development course, facilitated by Certified Instructors. The PLC framework taught is that of Dufour (2003). He reports that creating a collaborative environment featuring cooperative problem solving is the single most important factor in successful school restructuring. Barkley (2009) found “continual growth of the schools working as PLCs had results indicating a stronger performance.” We believe that the combination of ONSITE and ONLINE PLCs to solve student performance issues is the school’s “insurance policy for sustainability” beyond the professional development needed to address effective pedagogy and professional knowledge.

CONTENT AND DELIVERY SYSTEM – Learning Bridges will provide access to the Learning Bridges System through a link on the School’s website for easy access. The Learning Bridges System is a suite of tools drawn from the Aligned Instructional Database (Darling, 1999). One (1) day of training on the overview of the system and its tools is provided onsite. A Learning Bridge System Tutorial is available for constant reference when, and as often as needed. The ONLINE Learning Bridges System Tutorial provides access at anytime to an online tutorial on how to access and create a personal login, how to use any of the Learning Bridges System tools, and how to register and navigate an online course. Lessons can be accessed as often as needed, and the material can be learned when it is relevant.
The Learning Bridges System tools available under the General Access are:

TEACHING PRACTICES GUIDE
This tool is drawn directly from the Aligned Instructional Database (Darling, 1999) providing teachers with 25 research-based instructional strategies in rank order of their power to impact academic achievement based on Effect Size for every component of the Michigan GLCEs for English Language Arts and Mathematics K - 12 and the Common Core Standards in ELA and Math. Teachers also have access to vocabulary affiliated with each standard. 80 - 90% of what is tested on any state test involves an understanding of the vocabulary of the standard (Kendall & Marzano, 1999). It is important because:

There is a relationship between vocabulary and:
Intelligence (Davis, F. B., 1944; Spearitt, 1972; Thorndike & Lorge, 1943)
One’s ability to comprehend new information (Chall, 1958; Harrison, 1980)
One’s level of income (Stitcht, Hofsteter, & Hofsteter, 1997)

Marzano, Pickering, & Pollack
Classroom Instruction That Works (p. 123)

Information available on each strategy:
 a. Rank with a specific content standard
 b. Impact on learning: Superior, High, Moderate
 c. Definition/description of the instructional strategy
 d. What the strategy will enable students to do with a specific content standard
 e. The role of the teacher in delivering the strategy
 f. The connections to brain research and multiple intelligences theory
 g. The connection to the brain processing required for the student to learn it

SYNTHESIS SYSTEM
The Synthesis System is the most powerful tool in the toolbox because it is the driver for the interventions that will improve academic achievement of standards as measured by district and state tests. The Synthesis System is typically the first tool used by administrators after receiving and analyzing their test results. It provides the critical link between ASSESSMENT SCORES and INSTRUCTIONAL INTERVENTIONS. The Synthesis allow users to identify the most effective instructional interventions for low scores - in rank order of their power to impact learning, as well as those which cover the most tested benchmarks, and therefore, will give you the biggest bang for improving achievement. The lowest scores are typically the student performance goals of the School Improvement Plan

The Synthesis System delivers a report to show;
1. The instructional interventions that will make the most difference in learning
2. The selected grade level standards selected.

STRATEGY ASSESSMENT - PEDAGOGY KNOWLEDGE
The Learning Bridges Strategy Assessment System is on the GENERAL ACCESS MENU for teachers. Every teacher is able to confidentially assess their proficiency level on the research-based instructional strategies that make the most difference in student performance on the Michigan GLCEs in Language Arts and Mathematics
Tests are scenario-based (Burger, D. (2001) and administered over the Internet. Test takers choose the strategies they are interested in pre-assessing. Based on selections, an inclusive test is generated for their immediate completion. Each strategy assessment has 10 questions based on 3 – 4 scenario-based Decision Sets. When the test taker completes the test, it is submitted for immediate scoring and a teacher report and School Composite report are generated. (Darling, 1999; Wenglinsky, 2002; Marzano, 1998; Parr & Timperley, 2008; Givvin, Satntagata & Gallimore, 2007)

NEW TEACHER BASIC SKILLS - PROFESSIONAL KNOWLEDGE
The New Teacher Basic Skills Assessment is available to teachers on the GENERAL ACCESS MENU. Every teacher will be able to confidentially assess their proficiency level on the professional skills required to impact achievement of ALL students, but particularly those from poverty, those from diverse cultures, and English language learners. Professional knowledge is needed for ALL CONTENT AREAS AND THE ALIGNED PEDAGOGY IN ORDER TO DIFFERENTIATE CONTENT AND PEDAGOGY TO MEET THE NEEDS OF STUDENTS IN THE CLASSROOM. ALL teachers require proficiency in Professional Knowledge. (Tileston & Darling, 2009; Ogbu, 1994; Haberman, 1991, 2005; Darling-Hammond,2000; Williams, 1996, 2003; Waxman & Padron, 2001; Strouss & Vogt, 2001)

JOB EMBEDDED PROFESSIONAL DEVELOPMENT The Learning Bridges Online Professional Development System provides accredited courses on the research-based instructional strategies and professional knowledge aligned to the Michigan GLCEs and Assessments, as well as the Common Core Standards that are the focus of improvement in the School Improvement Plan. Targeted professional development will increase the proficiency level of teachers on the strategies that make the most difference in student performance goals as measured by State Tests and District Assessments. The Learning Bridges Online Professional Development System currently consists of fifty-one (51) accredited, instructor – led, online courses:
Ten (10) are on teacher practice on professional knowledge, and
Forty-one (41) of which are on research-based instructional strategies ALIGNED to the Common Core Standards and all Michigan Standards in Language Arts and Math K – 12 (drawn from the Aligned Instructional Database).
The Online Professional Development System, as part of the Learning Bridges System, builds capacity in teachers to improve academic achievement through research-based instruction and professional knowledge. Embedded into every course are the modifications to close the achievement gap. Each course requires an immediate transfer of knowledge to the classroom for immediate job embedding. Within every course are embedded video clips of effective teachers demonstrating the critical attributes of the new learning in support of the course text for dual encoding into long term memory. Time commitment for teachers is 8 weeks. CEU Certificates and Proficiency Certificates can be printed upon successful completion. Instructor – teacher ratio in a course is 1:20.

For ADMINISTRATORS AND TEACHER LEADERS – Condensed, accelerated, independently completed courses are available for each of the accredited courses so
that administrators and teacher leaders can quickly (about 2 hours) become familiar with the content that teachers are learning to better support classroom teachers as they work to build capacity to improve achievement of student performance goals in the School Improvement Plan.

PARENT ACTIVITIES – To engage parents in their children’s leaning in support of classroom instruction, parent activities are available for K – 8 Language Arts and Mathematics GLCEs. Teachers can print a report with 4 activities, and they are available in both English and Spanish.

IMPLEMENTATION PROCESS

Step 1 – Following receipt of the Purchase Order, the Access Link to the Learning Bridges System is placed on the School’s Website and a Learning Bridges Consultant/Trainer is assigned to the School.

Step 2 – The Learning Bridges Consultant/Trainer will meet with the Principal and School Leadership Team to (a) schedule the training, (b) engage in the data analysis of assessment results to determine the School Improvement Plan goals, and (c) assist in running the Synthesis Reports to identify to most effective interventions that will significantly improve achievement of the student performance goals of the School Improvement Plan. The Consultant will provide the Payment Keys for the prepaid courses to the Principal.

Step 3 – The Learning Bridges Consultant/Trainer will deliver the training on the Overview of the System and the TOOLS, as well as Creating and Leading Professional Learning Communities, and help the principal to schedule teachers to pre-assess their proficiency on the most effective strategies identified from the Synthesis Reports.

Step 4 – Based on the results of the Strategy Assessment School Composite Report, the principal will identify the job-embedded Professional Development that will build capacity in teachers to improve achievement of the student performance goals in the School Improvement Plan.

Step 5 – Teacher engage in the professional development supported by BOTH onsite and online Professional Learning Communities.

Step 6 – Principals monitor the changes in proficiency with the Progress Reports and the Strategy Assessment School Composite Reports (pre and post assessments).

Step 7 – Students are assessed with district and state assessments to measure the change in achievement. The same assessments used to identify the student performance goals for the School Improvement Plan are used to measure changes in achievement. Based on assessment results, the cycle begins again for continuous improvement.
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.
Presented are the results from the pilot in Minneapolis Public Schools conducted by McREL. They also collected qualitative data from surveys and interviews. Schools were in the pilot for 1-1/2 years. They received their Instructional Intervention Plans (IIPs) that identified the 20 standards in most need of improvement based on an analysis of data during the summer of 2002. The IIPs provided the most effective teaching practices for each of those targeted standards in READING. The teachers participated in online courses (focused professional development) on the strategies that made the most difference in learning for the targeted standards during the 2002-03 school year.

The percentage of students in Level 1 (Significantly Below grade level) was REDUCED by almost half moving them to grade level or above. All of these schools had failed to meet Annual Yearly Performance goals. All of these schools were Title I Schools with 100% of the students on Free/Reduced Lunch. All of these schools exceeded 80% minority. Gains in achievement were made in all ethnic groups.

Prince George’s County Public Schools (04-05)
Evaluator: PGCPS Data Analysis

Focus of Improvement: Reading/Mathematics
School Demographics: All schools had 100% free/reduced lunch (poverty measure); all schools had at least 85% children of color. All received Title I funding. All schools had not met AYP goals.

Measurement: Maryland State Assessment (MSA) – grades 3, 4, 5, and 6
Results: The high poverty Title 1 Schools using the Learning Bridges System significantly outperformed the improvements made by the non-poverty and non-Title 1 Schools in all grade levels and in both Reading and Mathematics. Gains ranged from 6.04 to 18.73 percentile points.


Over the past six years, McREL, Mid-continent Research for Education and Learning, has been involved in an evaluation of the Learning Bridges System, which contains a standards-based, online teacher professional development program. Learning Bridges is the only professional development program aligned to states’ Language Arts and Math standards and assessments for grades K – 12. It provides assistance to educators and administrators in selecting, implementing, and modifying the most effective research-based instructional strategies to meet the needs of diverse learners. The Learning Bridges System is a comprehensive, research-based and standards-aligned approach to school improvement. Created following five years of research and development and supported by decades of education research, the Learning Bridges System includes web-enabled tools (e.g.,...

Results:
The participating schools adopted the program, with most teachers completing the courses in which they enrolled. No schools reported barriers to implementation. Learning Bridges made significant changes in teacher knowledge and skills. The extent to which Learning Bridges represents a sustainable way of thinking about teaching and learning will, ultimately, be the measure by which the program is compared in terms of success. At this time, Learning Bridges appears to be on track in participating schools for sustained changes (which are paramount for effecting changes in student achievement). This is good news for Learning Bridges; at the heart of improving student achievement is improving teaching. Learning Bridges professional development courses make a difference in pedagogy.

Evaluation questions:
1. How was the Learning Bridges professional development model implemented? (formative)
   a. What is the context in which the professional development takes place and what is the context for teachers as they put what they are learning into practice?
   b. What is the nature of the program in quality, intensity and duration of participation?
2. To what extent is participation in the Learning Bridges Online Professional Development model related to changes in teacher knowledge and skills? (summative)
3. To what extent is participation in the Learning Bridges Online Professional Development model related to higher levels of student achievement? (summative)

Results indicate that participation in the Learning Bridges System does change teacher knowledge and skills when implemented systemically. Significant changes in academic achievement were also measured. The data revealed that the participating schools did experience overall gains in achievement – above and beyond what would have been expected (as illustrated by the comparison group data). The next step in the evaluation is underway – to measure the extent that the changes in teacher knowledge and skills is related to the academic achievement gains that resulted. A carefully designed randomized control trial coupled with careful documentation of variables is underway.


From 2003 – 2008, McREL was involved in an evaluation of Learning Bridges, a standards-based, online teacher professional development program. Researchers reported on student performance outcomes as the evaluation centered on program implementation and changes in teacher knowledge and skills. In the initial study student data was not available at the classroom or individual student level. Therefore, they compared scores district-wide to scores from comparison districts to measure potential changes in student learning. Although the analysis indicated...
that the Roseville school district experienced gains in standardized test scores that exceeded expectations, the gains could not be directly attributed to teacher participation in the Learning Bridges program.

The current data analysis builds on the finding of the previous evaluation by using student-level data to identify the impact of teacher participation in Learning Bridges coursework on student learning. This work reflects the addition of a data set that allowed McREL to link student data to teacher data, and teachers to specific Learning Bridges courses. This report provides details on analyses to explore the relationship between presence, amount, and type of Learning Bridges coursework and student achievement.

Results revealed a trend in the data whereby students with teachers who participated in Learning Bridges coursework tended to score higher on the MCA-II and MTELL standardized assessments than students with teachers who did not participate in Learning Bridges coursework. In addition to identifying significant relationships, researchers calculated effect sizes to measure the strength of the relationship between Learning Bridges coursework and student achievement. Effect sizes for significant relationships ranged from ES = .31 to ES = .56 and can be interpreted as medium to large according to Cohen’s guidelines.

When controlled for covariates, the positive relationship between Learning Bridges and student achievement persisted. Using cohort analysis of students with three consecutive years of standardized test data, and examining the performance of students in this group over time with (1) teachers with three consecutive years of Learning Bridges courses work and (2) teachers with no Learning Bridges coursework, results indicate that students with teachers who participate in Learning Bridges courses have an average gain of .12 standard deviation units over those who do not. All but one group of diverse learners (Special Education) outscored their peers with Learning Bridges teachers. Females outscored their peers by .27; students of color outscored their peers by .22; students living in poverty outscored their peers by .14, and English language learners outscored their peers by .41 standard deviation units.

The sample sizes, however, are small because of changes in tests by the state and the inability to connect student scores to content area teachers in middle and high school, meant an exclusion of more than 12% of the records analyzed. All teachers had access to the Learning Bridges System tools and participated in Professional Learning Communities on instruction, whether they participated in coursework or not.

This analysis complements the McREL evaluation of the Learning Bridges program in the Roseville School District, further informing the relationship between participation in Learning Bridges coursework and student achievement. McREL identified significant, positive relationships between Learning Bridges coursework and student achievement in both reading and mathematics.

McREL is applying for an IES Grant to (a) validate the Effect Sizes with a randomized study, and (b) identify the critical attributes of Learning Bridges that allow it to consistently yield high effects.
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
Section B  Exemplar 3

Job-Embedded Professional Development

Learning Bridges will provide both ONSITE and ONLINE professional development for principals, school leadership teams, teachers, and support staff.

PRINCIPALS:
1. ONSITE staff development
   a. Creating and Leading Professional Learning Communities
   b. Overview of the Learning Bridges System TOOLS, (particularly the Synthesis System) and including use of the Administrative Reports for decision-making and monitoring of teacher progress and changes in proficiency over time, as well as the connections to the School Improvement Plan.
2. ONLINE staff development - Accelerated courses for the strategies that teachers are engaged in learning so that they can better support teachers

SCHOOL LEADERSHIP TEAMS - Literacy and Math Coaches
1. ONSITE staff development
   a. Creating and Leading Professional Learning Communities
   b. Overview of the Learning Bridges System TOOLS, (particularly the Synthesis System) and including use of the Administrative Reports for decision-making and monitoring.
2. ONLINE staff development - Accelerated courses for the strategies that teachers are engaged in learning so that they can better support teachers

TEACHERS AND SUPPORT STAFF
1. ONSITE staff development
   a. Overview of the Learning Bridges System TOOLS and the Learning Bridges System Tutorial which is always available to teachers as needed, and as often as needed.
2. ONLINE Accredited courses that have been chosen based on:
   a. The results of the Synthesis Report which identifies the most effective interventions for the LOW scores from assessments (and therefore, the student performance goals of the School Improvement Plan.
   b. The results of the Strategy Assessment System which measures the present level of proficiency on the identified instructional interventions from the Synthesis Report.

The Learning Bridges Consultant/Trainer assigned to each participating school will schedule and deliver the ONSITE training at a date and time chosen by the Principal and School Leadership Team. The Consultant/Trainer will assist the Principal in generating the Synthesis Reports from an analysis of Assessment Results, and incorporating the identified interventions into the School Improvement Plan that addresses student performance goals. The Learning Bridges Consultant/Trainer will provide the Payment Keys that enable the teachers to begin registering for ONLINE professional development that will target increased achievement of student performance goals.
The ONSITE Professional Learning Communities, facilitated by Literacy Coaches or Math Coaches will support teachers during their learning. They will meet 3 – 5 times during the class. The Learning Bridges instructors will coach, model, and provide explicit feedback on EVERY lesson. They are with the teachers from the moment of registration. The Learning Bridges Instructors facilitate the ONLINE Professional Learning Communities.

Learning Bridges Instructors must hold at least a Master’s Degree in Education. 2/3 of the instructors hold a Doctorate. Instructors are first certified by California State University as Adjunct Professors for the courses they are certified to teach based on their knowledge, expertise, and experience. Then, they are required to engage in 40 hours of training to be an Online Instructor, with a special focus on providing Explicit Feedback.

Teachers have access to their courses for 8 weeks, supported by both online and onsite PLCs. Lesson 7 in every course is NOT done online. Lesson 7 always is an application in the classroom. Teachers transfer the learning from the course to their classroom. They plan, deliver and evaluate a lesson in the classroom for immediate job-embedding. Reflecting on the learning in their ONLINE Professional Learning Community helps teachers to refine their learning to incorporate it into their daily use.

Principals, who engage in the Accelerated courses on the same content, but in a read-only format, can observe teachers use of their new learning in the classroom, and because the Accelerated courses provide the critical attributes of each strategy (that give it the power to impact achievement), principals can better provide support and feedback to teachers on their use of new learning in the classroom.

Five days after the close of the course, the grades are posted. Teachers, who have met the standards of the course have a Proficiency Certificate and a CEU Certificate for 30 hours available for printing from their Virtual Desktops.

At the end of the year, students are assessed with the same assessments used for the Synthesis Reports to measure changes in achievement that were the focus of the School Improvement Plan. The cycle of improvement begins again.
Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
EXPERIENCE WITH STATE AND FEDERAL REQUIREMENTS

MICHIGAN SCHOOL IMPROVEMENT FRAMEWORK (SIF) consists of 5 Strands, 12 Standards, and 26 Benchmarks. Learning Bridges is ALIGNED to the following as submitted in the SSOS Evidence-Based Partner Application:

Strand 1 - Teaching and Learning
Standard 2: Instruction
  Benchmark A, B,

Standard 3: Assessment
  Benchmark A, B,

Strand 2: Instructional Leadership
Standard 1: Instructional Leadership
  Benchmark A, B

Standard 2: Shared Leadership
  Benchmark A, B

Strand 3: Personal and Professional Learning
Standard 1: Personnel Qualifications
  Benchmark B

Standard 2: Professional Learning
  Benchmark A, B, C

Strand 4: School & Community Relations
Standard 1: Parent/Family Involvement
  Benchmark B

Strand 5: Data & Information Management
Standard 1: Data Management
  Benchmark A, B, C

Standard 2: Information Management
  Benchmark A, B

COMPREHENSIVE NEEDS ASSESSMENT - Learning Bridges is familiar with the Michigan Comprehensive Needs Assessment as part of the SSOS for High Priority Schools, and its ties with the School Improvement Plan, which interfaces with the Learning Bridges solutions.

Learning Bridges has trained district and school administrators and school leaders in creating District Improvement Plans and ALIGNED School Improvement Plans in Maryland, Minnesota, North Carolina, and Texas. The Learning Bridges System is designed to assist schools with addressing the student performance goals of the School Improvement Plan with aligned interventions that make a significant difference in academic achievement. We are familiar with the 7 NCA Standards for School
Improvement:
Vision and Purpose – focuses human and fiscal resources to accomplish a shared mission. School and district goals need to be aligned.

Governance and Leadership – Communicates, supports, and lead the goals for improvement.

Teaching and Learning – emphasizes the significance of the teaching and learning relationship, and the use of effective, evidence-based instruction which is provided by Learning Bridges.

Documenting and Using Results – The cycle of improvement begin with results, that are then run through the Learning Bridges Synthesis System. Reports provide administrators and teachers with data that drive decisions for proven interventions and professional development.

Resources and Support Systems – Learning Bridges uses both online an onsite PLCs to support teachers.

Stakeholder Communications and Relationships – emphasizes communication and relationships needed to address School Improvement Goals. The Parent Activities of Learning Bridges engage parents in support of school improvement goals.

Commitment to Continuous Improvement – Learning Bridges is a continuous improvement model proven to improve academic achievement.

TITLE I – Learning Bridges supports both Targeted Assistance and a School-wide Title I programs.

MEAP AND MME – Learning Bridges is aligned to all Michigan assessments.

GLCEs and HSCEs – Learning Bridges is aligned to all Michigan content expectations through the Aligned Instructional Database.

MICHIGAN MERIT CURRICULUM AND CURRICULUM FRAMEWORK – Learning Bridges is aligned to the Michigan Curriculum Framework through the Aligned Instructional Database.

SECTION 504 – Learning Bridges teaches modifications for Section 504 and Special Education through its courses.
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.
SUSTAINABILITY PLAN

Learning Bridges utilizes both on-site and online Professional Learning Communities for long term sustainability and fidelity to the Learning Bridge System proven to impact academic achievement.

By providing on-site training of Professional Learning Community facilitators who remain in the school, supported by principals who are familiar with the critical attributes of the new learning through accelerated courses. It is our experience that teacher leaders and administrators easily have the skills to continue the School Improvement Cycle following training and support by Learning Bridge for as little as a year.

The online Learning Bridges System Tutorial is always available 24/7 for any administrator or teacher to review how to use any part of the Learning Bridges System from how to create a Personal Login, to using the tools of the Learning Bridges System, to registering and engaging in professional development. There is also information on how to access, use, and interpret the Administrative Reports.

At the end of the grant period, teachers and administrators will be experienced in the continuous improvement cycle:

1. Analysis of assessment data and demographic data on student performance
2. Identifying student performance goals for the School Improvement Plan as part of the problem solving process of the Professional Learning Communities.
3. Identifying effective interventions (aligned to GLCEs) to achieve student performance goals
4. Determining teacher proficiency on the identified effective interventions
5. Providing effective professional development on the effective intervention when needed supported by Professional Learning Communities
6. Using effective pedagogy and professional knowledge when teaching to the GLCEs
7. Assessing students on student performance goals to measure achievement
8. Begin cycle again...analyzing assessment data and demographic data to determine student performance goal for the School Improvement Plan.
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.
The primary staff who will be providing services to Michigan schools for Learning Bridges are:
- Dr. Sandra Darling, President, who will work with principals who contract for Comprehensive School Improvement Services, assigning appropriate personnel to deliver on the contract.
- Ms. Colleen Hendricks, Senior Consultant/Trainer for the 10 consultant/trainer cadre of Learning Bridges
- Mrs. Marcia Schuldt, Director of Online Learning who manages the cadre of over 1,000 Certified Instructors
- Mr. Jeffery Bell, Director of Technology, who manages the technical staff to assure that the Online Learning Bridges System is operational 24/7 for teachers and administrators and whose team provide any technical support to users.

Dr. Darling has worked with State Departments of Education in North Carolina, New Mexico, Hawaii, Arkansas, Minnesota and Michigan to deliver comprehensive, systemic models to improve achievement and close the gap in achievement. Ms. Hendricks is responsible for developing onsite training modules, training and coaching new consultant/trainers to meet the training standards in order to work with adult learners. She brings 25 years experience in training adult learners in a variety of situations.

Learning Bridge PRESENTLY has the capacity to handle 107,500 teachers simultaneously in classes, and 635,000 teachers per year with the current organizational capacity.

VITAE
Dr. Darling has provided innovation and leadership to education for 30 years as a Teacher, Principal, Director of Special Education, Curriculum Director, and Associate Professor of Education. Career highlights include the Strategic Planning Team for the MN Department of Education, the Governor’s Council on Technology, and the Central MN Telecommunications Council for connectivity for K – 12, libraries, government, and higher education. Dr. Darling was the visionary school administrator for the award-winning MN Model School for Instructional Transformation Through Technology, Standards Based Education, School Improvement Performance Program, and Sci/Math MN “From Access to Application” which garnered $1,500,000 in grant support. She empowered teachers to design a school that “made sense” to meet the needs of EVERY child. Results include gains in student achievement of 26 percentile points in reading; 18 percentile points in math.

Dr. Darling is President and CEO of Learning Bridges, an Arizona corporation that delivers research-based solutions PROVEN to improve academic achievement to schools. Learning Bridges is the only provider of the Aligned Instructional Database which aligns research-based instructional strategies to the grade-level standards of states. Dr. Darling created the design, supervised the development, and identified the evaluation process for the Aligned Instructional Database, which is so unique that its process is being patented. Dr. Darling has created research-based tools to Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
improve student academic achievement FOR professional educators FROM professional educators.

Colleen Hendricks earned her B.A., M.A., and M.Ed. from Northern Arizona University. She was the CEO of a private, non-profit organization, an adjunct professor at Northern Arizona University, and a private consultant and trainer before beginning her eleven years with Learning Bridges. Colleen has been instructing and training adult audiences throughout the United States for more than twenty-five years. She joined Learning Bridges in 1999 and has been the Senior Consultant/Trainer since 2006. Colleen has trained educators in a variety of educational environments in states such as California, Arizona, Florida, North Carolina, and Virginia. She knows and has instructed each of the Learning Bridges On-Site Professional Development Training Modules, provides TOT and supervision for our on-site instructors, was Project Manager for the state of North Carolina, and has authored and edited Learning Bridges online courses.

Marcia Schuldt has over 30 years experience in teaching, with extensive experience in training and coaching teachers to improve achievement (20 years). She holds a Masters in Curriculum & Instruction from St. Thomas University. Mrs. Schuldt was an integral part in building the Aligned Instructional Database. All instructors hold either a Masters or Doctorate in Education, and must first be certified as Adjunct Professors by California State University for the content that they teach. Following that, Mr. Schuldt engages potential instructors in 40 hours of training before certifying them for Learning Bridges. She coaches, monitors, and models for new instructors for a full year to assure that they meet Learning Bridges’ high standards.

Mr. Bell holds a Masters Degree in Technology and also holds a Master Degree in Business Administration. He is the Architect for the Learning Bridges System, the Aligned Instructional Database, and the Online Professional Development System. He is highly skilled in both database management and web applications.
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**