Electronic Application Process

Applicants are required to complete and submit the application, including all required attachments to:

Cunningham-powellL@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

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

Contact Information

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

Louretta Cunningham-Powell
Consultant
Office of Education Improvement & Innovation

OR

Anne Hansen
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 335-4733
Email: Cunningham-powellL@michigan.gov
Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

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

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

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

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

Applications will only be reviewed if:

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

Applications will only be approved if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
</tr>
<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
</tr>
<tr>
<td>3. Job embedded professional development</td>
<td>15</td>
</tr>
<tr>
<td>4. Experience with state and federal requirements</td>
<td>15</td>
</tr>
<tr>
<td>5. Sustainability Plan</td>
<td>15</td>
</tr>
<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

- Section 1  15 points
- Section 2  10 points
- Section 3  10 points
- Section 4  10 points
- Section 5  10 points
- Section 6  10 points  Section 6 must be completed by all applicants.
APPLICATION OVERVIEW

The Application is divided into four sections.

**Section A** contains basic provider information.

**Section B** requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

**Section C** contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

**Section D** Attachments
**SECTION A: BASIC PROVIDER INFORMATION**

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

**Instructions:** Complete each section in full.

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-3157028</td>
<td>Cambridge Education, LLC</td>
</tr>
</tbody>
</table>

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

Cambridge Education

**4. Entity Type:**

<table>
<thead>
<tr>
<th>X</th>
<th>For-profit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-profit</td>
</tr>
</tbody>
</table>

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

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

**6. Applicant Contact Information**

Name of Contact  
Tim Boyce  
Phone  781-915-0040  
Fax  791-915-0001  
Street Address  400 Blue Hill Drive, Suite 100, North Lobby  
City  Westwood  
State  MA  
Zip  02090  
E-Mail  
tim.boyce@camb-ed-us.com  
Website  
www.camb-ed-us.com

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

Name of Contact  
Jalilah Dukes  
Phone  781-915-0040  
Fax  781-915-0001  
Street Address  400 Blue Hill Drive, Suite 100, North Lobby  
City  Westwood  
State  MA  
Zip  02090  
E-Mail  
jalilah.dukes@camb-ed-us.com  
Website  
www.camb-ed-us.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.

| X | 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
- [x] 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: Description of Comprehensive Improvement Services

Support systems to ensure student and teacher success and to sustain improvement:

Cambridge Education has an established track record as a Lead Turnaround Partner (LTP) across the US and the world, and looks forward to this opportunity to bring this experience and expertise of school transformation to its work across Michigan. Our system of comprehensive school improvement is based on a model that we call **RAM**, which concentrates on making sure that all stakeholders in the school are **R**eady to transform the way that they work because they understand the reasons why change is necessary. **A**ble to work in a different way because they have received the necessary high quality, job embedded professional development (PD) and **M**otivated to make the change because they believe that what they are striving for can be achieved. Our transformation work in school begins with the completion of a detailed assessment of school needs and the development of a comprehensive improvement plan. This plan will provide a series of very specific support systems, each proven to succeed in underperforming urban high schools. These systems will be selected and applied so that they are matched to the needs of the school and will ensure student and teacher success and sustained improvement. We believe that sustained improvement is only achievable if interventions are part of a systematic and flexible approach that impacts on all stakeholders. We support schools to identify what they do well and should maintain, what they need to adjust and improve, and which areas they need to change to enable transformational progress. We build capacity by sharing our experience and expertise so that the schools can begin to transform into high-performing, self-sufficient institutions.

Once the needs analysis has taken place and the school improvement plan has been formulated our school based supports begin with the deployment of a dedicated **school reform specialist** (SRS) who will be available on site at the school to support school leaders, coaches, teachers and other staff in their work with students and the wider community, and to coordinate and oversee our work and ensure that the **RAM** model is implemented. The SRS will be the primary provider for most of the school improvement services delivered at the school, but will be able to call upon a range of skills from specialist consultants to deliver specific interventions, as required by the school, and identified in the school improvement plan.

In order to initiate and sustain the required level of change, the school leadership must function as an effective team and focus their full attention on raising academic achievement. We therefore focus on providing intensive **executive coaching** and support for the principal and the leadership at all levels throughout the school, with particular focus on the use of data to drive up the quality of instruction. The SRS will support school leaders in developing a rigorous culture for learning in classrooms and in monitoring that teachers are planning and implementing lessons that are engaging, accessible to all students, whatever their needs, and aligned to **Common Core State Standards (CCSS)** or **Michigan State Standards (MSS)**. The SRS will also provide specialized mentored support to the **academic coaches**, **department chairs**, **guidance and intervention staff** responsible for supporting the teaching and support staff in raising academic standards in English Language Arts (ELA), math, science and social studies. The development and implementation of relevant and engaging curricula will be supported by the SRS in their work in creating new **Professional Learning Communities (PLCs)** or supporting those
that exist already. PLCs will provide staff with opportunities to develop curricula, plan together collaboratively, calibrate the implementation of grading schemes, discuss the progress of students causing concern, and to work together in a team.

**Develop content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement:**

The first procedure that Cambridge Education will use to dramatically drive up academic standards is our own special form of the comprehensive needs assessment. The **Collaborative School Quality Review (CSQR)** is a highly effective means of establishing the baseline and context for all subsequent supports. An essential aspect of the CSQR will be the collaborative agreement on focus areas for evaluation and the development of shared language and consistent judgments. These are all key factors in developing ownership of the change process by administrators, teachers and other stakeholders and supporting sustainability.

Using an established framework, specialist consultants will train a team of staff in the full CSQR process, including the creation of useful and accurate written reports. Training will lead to thorough investigation and discussion regarding the main domain areas (focus aspects of the school’s work) for the school’s CSQR, agreement on the sub-criteria for ‘important things that need to be talked about’ within these domains, and a supporting rubric to establish consistent judgments for each sub-criterion. These documents will be school specific. They will guide continued school self-evaluation and set clear and agreed expectations for all. The selected school team will partner with Cambridge Education consultants to complete the CSQR over a two or three-day period, depending on the size and complexity of the school, and making use of newly created school-specific rubrics.

The subsequent written needs assessment report forms the basis for the school development and improvement planning (SDIP) process that will guide every step in the improvement process. The main priority during this activity is to establish the main priorities that will ensure successful achievement of the agreed upon vision. From these priorities, every staff member must know their individual role and responsibilities to guide everyday work.

Staff will engage in discussion and agreement on the purpose and use of the SDIP process, and its role in ensuring coherency in actions taken to achieve the school’s priority goals. New learning will ascertain full stakeholder involvement through a process of examining the school’s core documentation (including the CSQR report) to establish priorities for action. These messages are then synthesized into priority goals and communicated to a wider group of stakeholders.

The essential aspect of the SDIP work is the involvement of stakeholders in specific action planning and the creation of interim and end-point success criteria so that all can be involved in regular and ongoing evaluation of progress. The SDIP will be the centrally shared and regularly used document that guides daily work and involves all staff in monitoring progress towards clearly defined outcomes centered on improved academic performance for all students. The SDIP also creates the agenda for the job embedded professional development that will be designed to meet the needs of both the school leaders and the teaching staff while increasing the internal capacity for improving student achievement and building sustainability.
Deliver job-embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement.

Research by Darling-Hammond and McLaughlin 1995 and Hirsh (2009) clearly shows that job-embedded professional development (JEPD) that takes place within the school and is integrated into the day to day work of the school is the most effective means of increasing internal capacity and developing sustainable skills among staff. **Effective Classroom Observation (ECO)** was designed for supporting school administrators, but has huge spin-off advantages for teachers and support staff in underachieving urban secondary schools. In any successful performance-driven school system there is a clear focus on monitoring the quality of learning and teaching and ECO is very effective in developing the internal capacity to evaluate the impact of all support programs where it matters most, in the classroom. The approach includes in-depth discussion on what good learning and teaching looks and sounds like and what the expected outcomes should be in relation to the experience of the students. Training includes practice in observing, supporting with accurate evidence, and giving productive, developmental feedback that focuses on student learning. This leads to individualized coaching and mentoring to enable all teachers to reflect upon and improve their professional skills. ECO leads to the development of individual **Professional Dialogues and Portfolios** for all staff, outlining career aspirations and school specific goals, supported by planned development strategies and timescales. Familiarity with the ECO process has proven to be a very good means of honing the evaluation skills of administrators and helps them to be far more confident and accurate evaluators of student learning.

Our work with instructional coaches and teachers will begin with developing an understanding of the need for the Common Core State Standards (CCSS), as well as the major shifts that will be involved in creating college and career ready students.

**Figure 1.1 Common Priorities Program**

A key component of our work with curriculum design centers on work done in PLCs to ensure alignment with the common core standards through the use of our **Common Priorities Program** (Figure 1.1)

- Focus and align curriculum around learning standards.
- Diagnose learning patterns in students.
- Develop exemplary lessons that are shared across the school.
- Improve pedagogical skills such as lesson design, assessment design and implementation, and teambuilding.
- Use planning time effectively and efficiently.
- Build a culture of collaboration at the school.
Develop a comprehensive short cycle and summative assessment systems
to measure performance and goal attainment linked to the building school
improvement plan.

Cambridge Education will develop and implement with the school, and the district, a
comprehensive assessment system that record progress from both formative and
summative assessments to measure performance and set goals for individual
students that are linked to the targets in the school improvement plan.

Our approach supports districts and schools in setting ambitious targets, based on a
review and analysis of their data. Such information includes student and school-
level analysis of past performance and estimated future performance. Projected
future performance includes challenging expectations where targets indicate low
aspirations for rates of progress or outcomes to be achieved. It is also a question of
enabling each school to make intelligent, informed decisions about what is likely to
work best for them. We work with each school principal and each school’s
leadership team, to analyze and examine the school’s achievement data, and
determine the needs of the school to collaboratively develop a professional
development plan. Our consultants coach and support each school in setting
ambitious targets based on reviewing and analyzing their data, including student
and school-level analysis of past performance and estimated future performance,
and by challenging expectations where targets indicate low aspirations for progress
rates or achievement outcomes.

Our approach focuses on tracking student progress and achievement across ranges
of ability, including special education students and those with a section 504 plan.
We help teachers examine the many factors which influence progress and
achievement, including student well-being, extended services, and parental
involvement. We recognize that student data collection and analysis can be
overwhelming. Therefore, in addition to 1:1 coaching and support, we provide
protocols for schools to organize and analyze data at different levels.

In addition, we explore the current formative and summative assessments used by
the school to ensure that they are valid, researched-based assessments that
actually measure what they are intended to measure. We work with the district and
the schools to develop an assessment schedule that establishes benchmarks and
interim measures of student progress, so that the teachers have timely information
on the students’ mastery of content and skills covered in class and, as a result, can
plan appropriate modifications to ensure accelerated growth in learning.

As part of this data-driven process, we coach and support the school administration
in determining the strengths and needs of the teaching staff in order to develop a
sensible professional development menu that provides teachers with a
differentiated approach to using data to drive instruction. The final part of the data-
driven process is establishing and implementing a schedule to both monitor the
progress made to date and determine if the goals set by the school, in their school
improvement plan, are attainable, or if mid-course adjustments are necessary.

The examples that have been used to illustrate these answers represent just a
fraction of the proven approaches and strategies that Cambridge Education can
bring to the table to support low achieving schools as they turnaround their
fortunes, taste success and learn to believe in themselves again.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
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
Cambridge Education’s approach to school improvement is rooted in high-quality and up to date research. Our work draws on research built up over the past two decades by leading researchers in the US, United Kingdom, Australia, Canada and New Zealand. We also have a long history of commissioning and undertaking research. As a result, we have developed strategic partnerships with a wide-range of leading education research establishments. Cambridge Education actually partnered with Mass Insight Education and Research Institute (MERI) during their analysis of turnaround sites across the country and helped to write the resulting reports which informed the follow up work to The Turnaround Challenge.

The Tripod Project is a key component of the Bill & Melinda Gates Foundation funded Measures of Effective Teaching Project and is operated by Cambridge Education through a partnership with Professor Ron Ferguson of Harvard University. Tripod uses student and teacher surveys to collect data to analyze school climate, classroom conditions, and student engagement. Cambridge Education will administer Tripod Surveys at regular intervals through its period of engagement with the school and use the outcomes to refine and recalibrate the school improvement plan.

Our leadership training draws on the best and latest research available published by the Wallace Foundation, with over 70 reports since 2000 and the National College of School leadership in the UK and contributors include Jim Collins, Steven Covey, Richard Elmore, Michael Fullen, Andy Hargreaves and Kenneth Leithwood. One of the key messages from this research is that schools leadership has changed and is continuing to change. The traditional model of the principal as a manager of buses, boilers and books, described by William Whyte's in his 1950’s classic The Organization Man, has been replaced by the model described by Jim Collins’ (2011) in Good to Great, which describes the need for a leader who focuses with great clarity on what is essential, what needs to be done and how to get it done.

Our LTP program also incorporates the US Department of Education guidelines that identified the following key principles for Priority Schools (November 2011):

In designing our job-embedded professional development programs, we utilize a wide range of research. We have found the Hay Group research undertaken by Richard Boyatzis, Daniel Goleman, and David A. Kolb to be particularly relevant. This work recognizes that different learners have different learning styles. Understanding how each individual learns can help us tackle people, problems and situations with greater skill. Understanding how other people learn – students and teaching colleagues – helps us to bring out the best in them.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
As a result our PD programs all have the following key characteristics:

- They are ongoing, school-based, and focused on the needs of the students.
- They are part of a long-range plan for school improvement.
- They are planned in collaboration with the teachers.
- Training includes actionable tips that can be applied using the teachers’ current skill sets.
- Training includes information, general and subject-specific pedagogy, cooperative learning, hands-on practice, and, if needed, follow-up mentoring.
- They capitalize on faculty strengths: for example new teachers with superior technology skills may help co-facilitate training in the uses of technology.

In secondary schools in particular, the majority of our professional development services are schools based with training courses frequently delivered as part of the school’s Professional Learning Community or over a number of twilight/after-school sessions, allowing for staff to participate in discussion and activities over time looking at issues specific to their school and seeking joint solutions after being given the opportunity to try new strategies.

Through our Data Coaching support service, Cambridge Education consultants work with leaders of learning, teaching and curriculum to build instructional knowledge and skills. The service involves mentored study and job embedded professional development. These efforts enable instructional leaders to function as a supportive body who will plan and facilitate support for learning, teaching and curriculum development, and encourage and enable the dissemination of best practice. The program consists of group study, individualized coaching, coursework, presentations and the establishment of an inter-school instructional support network to build capacity across the district. Participants will be trained to gather and use data to plan for structured learning, support the development of teaching, and adjusting curricular design. In addition, participants will receive support and coaching in specific instructional practices and strategies as ‘train the trainer’ processes, alongside the development learning and teaching specializations based on contexts, interests and school-site needs.

Cambridge Education also has a long and successful history of utilizing relevant technology platforms to provide high quality professional development. Our approach is to utilize any existing platforms which a client currently has access to, as opposed to imposing a specific platform. Examples of the range of technology which we are currently using within our work with different clients include:

- Tripod 7Cs Learning Community – which utilizes Ming to access open source materials.
- My Teaching Partner – this project, developed by UVA, enables teachers to upload DVDs of lessons and our consultants then review the lesson and provide 1:1 support by webinar.
- Teaching Channel – where our consultants utilize relevant and appropriate content to support professional development.

LESSON IDEA - COMMON CORE
Arguing the Pros and Cons of Teen Driving
Grades 6-8 / ELA / Evidence
The table below is a snapshot of the range and type of verifiable evidence that reflects the success of our turnaround work with schools and districts. While accepting that this application has a particular focus on underperforming urban high schools, Cambridge Education would wish to be accredited to support the needs of grades Pre-K through 12.

<table>
<thead>
<tr>
<th>District</th>
<th>Dates</th>
<th>Setting</th>
<th>Type</th>
<th>Demonstrable evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benton Harbor, MI</td>
<td>2011-2013</td>
<td>Urban</td>
<td>K-12</td>
<td>Fountass and Pinnell reading assessments show that in 2011 the average growth for BHAS was above both the state and national averages. For example K students began the year with 98% reading below grade level at the end of the year 55% were reading above grade level</td>
</tr>
<tr>
<td>Brunswick County, VA</td>
<td>2011 - 2013</td>
<td>Rural</td>
<td>K-8</td>
<td>SOL reading scores: pass rate increased from 60% in 2010 to 72% in 2011</td>
</tr>
<tr>
<td>New Haven, CT</td>
<td>2006 - 2013</td>
<td>Urban</td>
<td>K-12</td>
<td>Achieved largest growth of any district in CT over the past four years</td>
</tr>
<tr>
<td>Prince Edward County, VA</td>
<td>2011 - 2013</td>
<td>Rural</td>
<td>High School</td>
<td>Academic Ranking moved +87 places from 290 out of 308 High schools in 2010 to 203 out of 322 high schools in 2011. Math rank order moved from 147 out of 154 schools (2010) to 65 out of 161 (2011)</td>
</tr>
<tr>
<td>Petersburg, VA</td>
<td>2011 - 2013</td>
<td>Urban</td>
<td>Middle-Junior High</td>
<td>Percentage of students in the small learning community achieving 400+ on SOL increased from 23.4% (grade 7) in 2010 to 32.4% (grade 8) in 2011. SOL Writing Scores: 80.17% pass rate in 2012, improvement of 28+% from 2011.</td>
</tr>
<tr>
<td>Santa Ana, CA</td>
<td>2012-2013</td>
<td>Urban</td>
<td>High School</td>
<td>Initial work has led to the school collaboratively developing a new vision and mission statement, and a collaborative approach to SDIP work.</td>
</tr>
<tr>
<td>London Borough of Islington, UK (CE has been Lead partner since 2000)</td>
<td>2000 - 2013</td>
<td>Inner City</td>
<td>K-12</td>
<td><strong>Indicator</strong></td>
</tr>
<tr>
<td></td>
<td>Overall attainment</td>
<td>22% below UK average</td>
<td>&lt;3% below UK average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 or more passes at 16+</td>
<td>28%</td>
<td>75% (275% increase in A*-C passes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced level grades A*-C at 18+</td>
<td>33%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special measures/serious weakness</td>
<td>13 (out of 64)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schools judged good by OFSTED</td>
<td>15%</td>
<td>92% (national average 59%)</td>
<td></td>
</tr>
</tbody>
</table>
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
A professional development (PD) plan will be developed utilizing the outcomes of the collaborative school quality review (CSQR) process. This needs analysis audit is carried out by a team which represents administrators, teachers and support staff selected from across the school, and examines the work of the school through the lens of student learning. As part of this process reviewers seek the views of all stakeholder groups and discover what works well in the school and what needs to be changed. All of the information contained in the resulting CSQR report, plus the content of existing improvement plans and detailed student performance data, is then considered as part of the school development and improvement planning (SDIP) process which identifies a small number of priority actions for the school, as well as success criteria, timescales, interim benchmarks and required resources. The SDIP will always have a primary focus on what each group in the school can do to improve the progress and academic achievement of the students. The SDIP identifies the specific actions and the new behaviors that will be required from all of the stakeholders, including the principal, the school leadership team, the teachers and the support staff, as with support they learn to work as a functional team.

The team building process that has already begun with the collaborative and inclusive nature of both the CSQR and SDIP processes will give stakeholders two good opportunities to work together to identify the whole school priorities and create the action plan which focuses on the two or three most important priorities for everyone. The additional PD that is required to address these priorities should automatically provide the whole school elements of the PD plan.

The Cambridge Education school reform specialist (SRS) will guide the school through the planning and implementation process since there are often three potential risks that have to be mitigated for. First is that the school leadership team has to explain firmly to the school district that the school is, by necessity, following its own PD path which may, or may not run parallel to that being plotted by the district for all of its other schools. Second is that there is a temptation to try and provide too many different PD activities too quickly, without giving time for full implementation and impact review. If this happens the school can be funding a lot of expensive PD without taking the time to monitor its implementation to ensure it is being embedded in professional practice. Third, the PD plan must cover the full period of the transformation/turnaround and must be manageable for a busy school that is working hard to implement fundamental changes while keeping all other necessary functions operating. Having developed carefully structured job-embedded PD plan that covers the whole school priorities for the medium to long term (the next three years), it is essential to make sure that PD is differentiated to meet the differing needs and expertise of the target audience so that the individual professional needs of different individuals and groups are met.

Effective Classroom Observation (ECO), which has been used in both Benton Harbor and Grand Rapids, is one of the first job-embedded PD strategies we recommend to schools since it flows naturally out of the CSQR/SDIP processes and provides an effective means of involving staff groups in an activity that is completely focused on the number one priority of raising academic standards. ECO provides excellent opportunities for principals and other administrators to develop their academic leadership skills by teaching them quick and effective ways of evaluating the quality of student learning.
of learning that they see in classrooms, and structuring their findings in such a way that they can, with support, provide constructive feedback and set individual improvement goals for teachers and support staff, leading to individual professional dialogues and the development of staff portfolios.

ECO is just one example of the wide range of job-embedded PD that has been facilitated by Cambridge Education for Benton Harbor Area Schools in the past two and a half years. The program provided for each staff group is included below:

**Principals** have completed the following job-embedded PD: developing the school vision and mission; target-setting, tracking student performance and program modification; SDIP; time management and prioritization; ECO; grouping and planning using RIT Band scores; data management, analysis and communication; tiering teachers and providing differentiated support and a module on teacher evaluation including data collection, and professional and academic goal-setting. 

*As a result principals are much better informed, are developing a much better understanding of using data at school and classroom level and are now beginning to hold staff accountable for the learning in the classes they either teach or support. They also know how they are evaluated and how they should be evaluating others.*

**School leadership team members** have experienced much of the PD received by the principals but, in addition, they have received job-embedded PD in: learning styles; assessment for learning; involvement in a facilitated district data team looking at planning for the CCSS and the use of MEAP and MAP item analysis to refine LRP and MRP. Leaders at Benton Harbor High School have additionally defined and agreed roles and job descriptions for key posts as well as developing a more collaborative approach to decision making. 

*As a result leaders have become better informed and are better able to support the principals in the smooth running of the school. A newly empowered group of middle managers is now emerging.*

**Teachers and support staff** have received job-embedded PD in the following: the development of model classrooms; Workshop Model teaching, including readers’ and writers’ workshops and Balanced Literacy leading to Balanced Numeracy; the development of school-based PLCs, the use of data to track interim achievement from initial goals and to plan modifications and interventions and work on short medium and long term planning using CCSS and Michigan State Standards; Assessment for Learning and the setting of baseline expectations for students. Additional training for support staff has included the deployment of Leveled Literacy Interventionists (LLI) in each school; training in using push-in support effectively, the use of RTI strategies including focused record keeping and data analysis to plan modifications; and the tiering of students according to changing need.

*As a result the quality of learning and teaching has improved as some teachers are increasingly adopting more collaborative teaching styles, are making better use of data to inform short- and mid-term lesson planning, are relating their work more closely to CCSS and Michigan standards, have higher and more realistic expectations and are generally asking higher level questions. Students are now grouped more effectively by need. Achievement in reading and math as measured by the Fountus and Pinnell reading test and MEAP scores shows a steady gain, particularly in the lower grades.*
**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)
Over the past three years Cambridge Education has developed extensive experience and a practical knowledge of many of the State and Federal Requirements of public school districts and schools in Michigan while working to support staff and administrators from Benton Harbor Area Schools (BHAS).

Aligning models to be implemented with the School Improvement Framework: In our work with BHAS, we have taken great care to ensure that our consultants have aligned the district and school improvement models that we have recommended with the guidance contained in the State Framework for school and district improvement. This requires schools and districts in Michigan to develop school improvement plans covering a three to five year period. Schools and districts use these plans to establish goals and objectives that will guide teaching for learning, resource allocation, staff development, data management and assessment. We have developed a good working knowledge of these plans as we have supported school leaders in BHAS in this work.

The Michigan Comprehensive Needs Assessment: Cambridge Education consultants working within the BHAS district office have a good working knowledge of the Comprehensive Needs Assessment (CNA). This process enables the district to gain a clear picture of the strengths and weaknesses found in different schools. In Benton Harbor, the CNA is used by the Title 1/Assessment Coordinator to identify and respond to the academic needs of all of the students by setting priority goals, developing an improvement plan and allocating resources so that the achievement of students in the most challenging circumstances can be improved.

Individual School/District Improvement Plans, North Central Association Commission. (NCA) When taken together, these three documents comprise a suite of improvement plans that are meant to guide and support improvement at school level, at district level and within the wider context of college and school. We have first-hand experience from BHAS of supporting schools in developing individual school improvement plans closely aligned to the overall goals articulated in the district improvement plan. School improvement plans are intended to provide: the identification of the organizational, system and student academic performance goals; assessments aligned with each goal; the strategies and interventions for each goal; the action plan with specific actions; and timelines for the implementation of the school improvement process, with an annual update based on data. The district improvement plan, produced with significant input from the Interim Chief Academic Officer, a Cambridge Education employee inserted into the district to provide strategic support to the superintendent and his staff, is meant to perform the same roles at the wider district level with district goals reflecting the issues that are challenging the individual schools. While we have not had direct experience of the North Central Accreditation Association, we understand that’s its members seek to gain greater articulation between schools, colleges and other higher education institutions.

Title 1 funding: Cambridge Education staff members understand well the workings of Title 1 funding designed to develop programs to support the most disadvantaged students in the US. Title 1 provides two different categories of assistance:
**Targeted Title 1 Assistance** is when programs are developed to improve teaching and learning and help disadvantaged students from low socio-economic backgrounds that are at risk of failing. Programs are intended to give students access to challenging State academic content and performance standards. **School Wide Title 1 Assistance** is administered in schools where student poverty is more widespread and the Title 1 funds are used to upgrade the entire educational program for the school and/or the district. Given that BHAS is a Title 1 district, it has been essential to align planned development and support with the requirements of Title 1 assistance to ensure that initiatives are ‘supplemental’ in nature and do not ‘supplant’ district and schools’ regular provision.

**State assessments:** The **Michigan Educational Assessment Program (MEAP)** is a standardized test used to assess students in grades 3 through 9. The **Michigan Merit Exam (MME)** is used to assess students in grade 11 and eligible students in grade 12 based on Michigan high school standards. It is administered each spring, and consists of three components: ACT Plus Writing® college entrance examination, Work Keys® job skills assessments in reading, mathematics, and "locating information", and Michigan-developed assessments in mathematics, science, and social studies. Cambridge Education consultants are familiar with MEAP and MME outcomes and have developed supports to be used by teachers to help them to interpret the tests’ results through item analysis linked to the development of centers and differentiation within model classrooms and Balanced Literacy. Support has also been provided by Cambridge Education through the development of district-wide units on ‘Test Taking as a Genre’, through the introduction of target setting and of interim assessments utilizing NWEA’s MAP data.

**Michigan Grade Level Content Expectations (GLCEs):** These are a structure of State expectations of the content to be covered and the standards to be reached by students in grades K through 8 and drive grade level assessments based on state standards and benchmarks. Our work in BHAS has included support for planning at Long, Medium and Short Range through District and School-based PLCs. This has also linked with work we have promoted in the district to align GLCEs to CCSS expectations. **Michigan High School Content Expectations (HSCEs):** These are state expectations of the content to be covered and the standards to be reached by students in each grade from 9 through 12. Work on grade level expectations has been completed by Cambridge Education staff at Benton Harbor High School, although school-based PLCs are not yet as well developed as in the other schools.

**The Michigan Merit Curriculum:** is aimed at ensuring that high school graduates have the skills to succeed either in postsecondary education or in the twentieth century workplace. Students are required to gain 16 credits to graduate, including: four in ELA; four in math; three in science; three in social sciences; one in Visual, Performing and Applied Arts and one in Physical Education and Health.

**The Michigan Curriculum Framework** was designed as a resource to help schools and school districts design, implement, and assess their core content area curricula. It sets high expectations for student performance, and describes the knowledge and abilities needed to be successful in today’s society. In BHAS, the work on pacing and genre guides from the framework was used to develop CCSS scope and sequence plans. Cambridge Education is fully aware through its work in Benton Harbor of **Section 504 of the Individuals with Disabilities Education Act (IDEA)** and understands that a Section 504 plan is designed to protect and support students with disabilities that may not be covered by a full Sp Ed IEP.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
**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)

As part of the transformation process, Cambridge Education will work with the district and the school to create a sustainability committee and develop a plan so that the improvements in student achievement made during the three year school improvement grant (SIG) period can be sustained continued once the three years are up and the funding has finished. The plan focuses on capacity building at all levels, to enable the school to be self-sufficient by the end of the grant period.

Successful sustainability is closely tied to detailed assessment and comprehensive improvement planning: the more accurate, comprehensive and transparent the assessment process is, the greater the buy-in will be and the greater the chance will be of the school achieving sustainable school-wide change. The development of the improvement plan is just as crucial and must involve all of the stakeholders at a very early stage so that they understand the reasons for the changes and the necessity for consistent implementation.

The completion of a detailed whole school needs analysis assessment, in the form of the collaborative school quality review, is the first activity slated in the Cambridge Education transformation process and this flows naturally into the formulation of a comprehensive school development and improvement plan, created after full discussion with all stakeholders. The needs analysis assessment gives you a baseline, tells you what is working well and tells focuses on a small number of priority actions that are going to make the most difference. Improvement planning uses assessment data to lay out the short, medium and long term goals and should cover a period of three to five years, setting milestones and tasks that help you reach your goals well into the future and beyond the end of the funding period. A good action plan not only identifies the “what” and “when”, of the plan, it also concentrates on the “who” and the “how”, by identifying the individuals responsible and the overall resources required.

There are a number of key factors of sustainability that need to be considered by all of the partners when devising the sustainability plan and working through the transformation process, including the following:

Funding: How will the school fund the maintenance of a rigorous and sustained school improvement program once the SIG dollars have gone? Can funding be re-allocated from other district school sources? These areas need to be explored sooner rather than later as the transformation effort must not be allowed to stall at a critical stage because of lack of funding. It is also essential that districts and schools concentrate their attention on real, sustainable change, which transforms how people think and behave rather than seeking quick fixes or using the money to pay staff that will be unaffordable when the money runs out.

Stakeholder and community support: The school and LTP must fully involve all of its stakeholders, including community organizations and local industry while it has the opportunity during the funding period. In Cahokia IL, where Cambridge Education is the Lead Turnaround Partner, a community meeting was hosted that resulted in a number of new student internship openings and the possibility of future financial support from a consortium of local businesses. Almost all of our work in Benton Harbor has been financed by a consortium of local business mobilized by Cambridge Education before the BHAS district reform initiative began. Much of our work in Grand Rapids has been funded by local businesses.
The visibility of effective strategies is essential if success is going to be maximized and maintained. The fact that the change is making a positive difference and improvement is actually taking place serves as a huge incentive to school and district communities that are often beaten and demoralized by repeated failure. It is essential, therefore, that every positive sign is celebrated both inside and outside of the school and that maximum use is made of newsletters, local radio stations and other local media to get the word out that the school is going to good places and now is a good time to pledge your support. Cambridge Education recommend the development of a school publicity office, preferably run by students, parents or community members who will make sure that every good news story is written and sent to the local press. The writing of news stories has also proven to be a popular activity in English lessons, particularly if the winning stories are printed in the local newspaper.

Champions and advocates for the school can be hugely influential and by raising the profile of the school can do a lot to garner support from the local community and to develop the feel-good factor that really adds momentum to any transformation project. In Cahokia, Cambridge Education helped track down successful college graduates and sports stars that had been previous students of the school and brought them back to the school to share their experiences.

Training is sustainable if it is completed in the workplace and is relevant to the day to day tasks completed by principals, school leadership team members, teachers and support staff. Good job-embedded professional development (PD) is very important and it is essential that the PD is both differentiated for different abilities, and very closely matched to the actual needs of the school. While the actual quality of the PD is very important, it is what happens after the training event that is most essential since what has been learned has to be communicated clearly, implemented with fidelity and monitored for its impact on student achievement. In this way, good professional practices become established and can be sustained. The timing and ordering of PD is also very important as it is easy to overburden and de-motivate staffs that have often experienced initiative overload. It is essential therefore, for sustainability, that training is positioned strategically at the best points in the calendar. By choice, Cambridge Education likes to limit the school to no more than four new initiatives in a year.

In the early stages of the engagement in a school transformation/turnaround project, our consultants are inclined to be more directive as we seek to establish policies and procedures, ensure the consistent implementation of agreed strategies, and provide answers to the many questions that staff and other stakeholders have; but as the project progresses, we deliberately adopt approaches that encourage staff, administrators and students to work things out for themselves and take ownership of the decision making process. Once this intense period of support is completed, we gradually reduce our direct supervision to provide an even greater focus on building capacity within the school and the local district. We envisage that in the final stages our role would be to provide ongoing quality assurance to ensure a smooth transition of autonomy back to the school. The above changes would take place in consultation with the school and district, following interim on-site assessments. Cambridge Education staff members have considerable experience and expertise in planning for sustainability, and after careful planning our exit strategy is being planned for almost as soon as we enter the building to begin the work that is going to change the school forever.
**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

Our staff and consultants are dedicated professionals with extensive experience in PK-12 public education at the school and district levels. They have a proven track record in the US and around the world in implementing research-based comprehensive services that ensure rapid and sustainable turnaround in schools, especially high priority schools. We take great care to match the key members of the school reform team to the needs of the school and are particularly careful in our choice of the school reform specialist that will lead the day to day implementation of the project. Care is taken, for example to deploy people with extensive high school experience.

Tim Boyce – Tim is the Cambridge Education Practice Lead for School and District Transformation and is the regional manager for the Mid West. Tim would be the project director for any school and district reform work with MDE;

Jalilah Dukes- Jalilah is a Lead Turnaround Coach with extensive experience and expertise at both school and district level. Jalilah will oversee any school and district reform work with MDE;

Naeem Kerriem – Naeem is an experienced school improvement consultant with an extensive track record of success in supporting highly challenged high schools in the city of Chicago. He has also served as an IB director. Naeem is a strong contender for school reform specialist (SRS) roles;

Clive Parsons: Clive has 30+ years experience and expertise in teaching science, I.T., and technical and vocational education. In addition to serving as a High School Lead Turnaround Coach in the U.S. Clive has also managed school reform projects in a range of middle and high schools in London. Clive is a strong contender for school reform specialist (SRS) roles;

Melissa Lara – Melissa is a school improvement coach with experience at school, district and state level. Her specialist areas include Raising Achievement and Closing the Gap, District Transformation, Curriculum Reform and Adult ESL and she is another contender for SRS or support roles;

Jo Cheadle – Jo is one of our Senior Consultants with extensive cross phase school turnaround experience. Jo is the practice lead for ECO and SDIP and would co-ordinate this work with MDE schools.

Peter Lewis: Peter is a Lead Turnaround Coach with over 30 years of teaching and administration experience. Peter has eight years of experience in the U.S. including serving as School Improvement coach in a range of different schools. He is currently Interim Chief Academic Officer for Benton Harbor Area Schools.

The criteria we use for selecting additional staff to work with a client are to firstly identify a person with the experience and expertise to complete the task. Once we have developed a shortlist of potential candidates we would look for additional factors that would enable them to mesh well with the specific needs of the client with regard to grade level experience. We take particular care not to discriminate by age, gender or ethnicity and will always put forward the best possible candidate available to the client.

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
GRAHAME (TIM) BOYCE

Nationality: British
Year of Birth: 1953
Profession:
- School and District Transformation Consultant
- School Review Manager
- Resource Rationalization Consultant
- School Improvement Consultant
Specialization: All phases of education
Position in Group: Vice President – MCA (Cambridge Education LLC)
Year of joining Group: 2005

KEY QUALIFICATIONS AND EXPERIENCE

- Twenty years experience as an educator and administrator.
- Two years specialist experience in sales and marketing
- Two periods of secondment to the UK Office of Standards in Education (OfSTED)
- Fifteen years experience planning, scheduling and managing all forms of review and inspection
- Twelve years experience of scheduling and managing review operations including NYCDOE SQR
- The Education of Gifted and Talented Students

EDUCATION AND PROFESSIONAL STATUS

Certificate of Education, Nottingham College of Education UK 1974
Bachelor of Arts Degree in Primary Education (Honors), University of Nottingham UK 1975

EXPERIENCE RECORD

2005 - current: Management & Consultancy America (MCA)

2009 - current: Vice President – Cambridge Education LLC

- Member of the Executive Leadership Team for MCA
- Oversight of the work of the company across the West, the Great Plains and the Midwest.
- Management of the work of the Area Lead for Southern California (California Nevada)
- Management of the work of the State Lead in Michigan
- Regional Lead for the Mid-West (Minnesota, Michigan, Indiana, Wisconsin and Illinois)
- Area Lead for Northern California, Oregon and Washington
- Practice Lead in the US for School Quality Review (SQR)
- Practice Lead in the US for District Quality Review (DQR)
- Practice Lead in the US for School Transformation.

Current job titles: Vice President, Director of Sales and Area Coordinator for the Mid-West US
Project Role: Vice President
Subject Matter: I am a member of the Executive Board. In this role I provide technical support on a number of key areas including School Quality Review (SQR), District Quality Review (DQR) and School and District Transformation. I have extensive operational experience in the areas of school review and staff deployment. I oversee the work of the Area Coordinator for the West.
Project Role: Director of Sales - West

Subject Matter: This is a new role which I will take up in January. I will be responsible for developing sales across the entire US with particular responsibility for the West Coast and the Mid-West. I will have a particular focus on developing and codifying the company approaches to SQR, DQR and School and District Transformation and in developing sales in these product areas.

Project Role: Area Coordinator for the Mid-West US

Subject Matter: In this role I remain responsible for oversight of all of our work in the Mid-Western US including all projects in the following States: Minnesota; Wisconsin; Illinois; Indiana and Michigan. I would also be responsible for any new projects brought on in North Dakota, South Dakota, Iowa and Ohio. Within these states I operate at State, District and School levels, overseeing the work of three full-time employees and two part-time consultants.

Projects include;
Benton Harbor Area Schools/Consortium for Community Development/District & School Reform (Michigan): September 2009 - current

Project Role: Project Director

Subject Matter:
Involvement in this project has included an initial review stage when evaluations were made of both district and school effectiveness using School Quality Review (SQR), District Quality Review (DQR) and the Tripod staff and student surveys. As a result of these evaluations Cambridge Education has provided on-going technical assistance to the school district over the past three years. During this period we have supported a reduction in the number of schools from an initial number of 13 to the current configuration of a Pre-Kindergarten/Kindergarten, 4 x 1 through 8 schools and a high school. Other services provided during this period have included support at all levels from Pre K through Grade 12, progress reviews, training in Effective Classroom Observation (ECO), a review of Special Education functionality, a reading review, leadership academies, summer schools and a full range of leadership and academic coaching. In his role as Interim Chief Academic Officer, Peter Lewis has provided support to the district including the development of a bespoke teacher and principal evaluation tool which has been administered with considerable success.

Benefits to our clients include a significant improvement in organizational and financial functionality at both district and school level, major improvements in school and district leadership, the establishment of a district curriculum closely aligned to common core state standards, the development of the workshop model of teaching and learning for English and math which have led to a significant rise in achievement, particularly in grades Pre-K through 5. There have also been some improvements in grades 6 through 12.

Grand Rapids Public Schools/DeVos Family Foundation/District & School Reform (Michigan): January 2012 – current

Project Role: Project Director

Subject Matter:
Involvement in this project has included an initial review stage when evaluations were made of both district and school effectiveness using School Quality Review (SQR), District Quality Review (DQR). As a result of the DQR I have provided additional technical assistance as the Superintendent and the School Board have embarked on a process of resource rationalization involving the closure and consolidation of several schools. This work has led to Cambridge Education being asked to act as Lead Turnaround Partner (LTP) for Union High School and Westwood Middle, with enormous potential for future work. In a parallel project, directed by Rob Ramsdell, all school have administered...
Tripod staff and student surveys and training in Effective Classroom Observation for Teacher Evaluation.

**Benefits to our clients include** a significant improvement in organizational and financial functionality at both district and school level as the school has restructured its schools to better suit the number of students. The district now has a much better understanding of its strengths and areas for improvement and has a clear schedule for improvement which should result in improved opportunities for students.

**Warsaw Community Schools/OrthoWorx District and School Reform/Development of STEM High School: November 2010 - current**

**Project Role: Project Director**

**Subject Matter:**

**Involvement in this project has included** an initial review stage when evaluations were made of both district and school effectiveness using School Quality Review (SQR), District Quality Review (DQR). This work was funded by OrthoWorx, who were seeking to make the city a more attractive proposition to incomers by improving the quality of the education available in the public school system. They were also trying to reverse the emerging trend of parents moving the most able students to higher regarded schools in nearby cities like Fort Wayne. As a result of the DQR outcomes, which were generally negative, the school corporation has, under the leadership of its superintendent, set itself a rigorous agenda for improvement. In just two years the school has gone from being one of only 17 school corporations in the state of Indiana that did not make Annual Yearly Progress (AYP) with seven of its thirteen schools not meeting the required standard, to being one of only 17 school corporations graded as an A overall and with all of its school graded as A. This has been achieved by following closely the recommendations made in the district report.

Additional inputs from Cambridge Education have included intensive training in Effective Classroom Observation (ECO), which has been very well received. Cambridge Education has also been commissioned by OrthoWorx to oversee the development of a STEM High School aligned to the School Corporation. After an initial feasibility we are working on mid and long term solutions to this challenge. We are in the process of developing proposals for the completion of this work.

**Benefits to our clients include** a significant improvement in organizational functionality at both district and school level as there is now a well developed and coordinated district improvement plan that is delivering excellent results. Very significant academic gains have resulted in more students enrolling in the schools and all of the improvements have been achieved at almost nil cost since the new students have increased the revenue stream into the school corporation. The project is a great success for all.

**Cahokia – Lead Turnaround Partner/School Improvement Grant: September 2012 - current**

**Project Role: Project Director**

**Subject Matter:**

**Involvement in this project has included** the completion of a needs analysis and the administration of Tripod staff and student surveys. Other interventions have included the section of Assessment for Learning concerned with Asking Better Questions. Our support at the school is centered on leadership and academic coaching.

**Benefits to our clients include** a significant improvement in organizational functionality at both district and school level as there is now a well developed and coordinated improvement plan that is beginning to delivering some pleasing results in leading indicators.
Sacramento City Unified School District (SCUSD) – School Reviews/District Capacity
Building: October 2009 – April 2012

Project Role: Project Director

Subject Matter:
Involvement in this project included working in collaboration with a group of district staff, principals and community members to create an evaluation rubric plus all associated documentation and methodologies to support the school review process. Over the three years of the project we have trained approximately 75 reviewers to act as lead and team reviewers. We have also introduced the School Development and Improvement Plan (SDIP) process into each school in the district, replacing the long and generally pointless state version. Sacramento has also been the test ground for the Community Review. Much of this good work has been overseen by Jo Cheadle.

Benefits to our clients include the development of a robust, in-house evaluation system that enables them to monitor learning and ensure that students are on track to succeed.

Minnesota State Department of Education – School Improvement Grant Diagnostic Reviews: April 2011 - May 2011

Project Role: (Project Director/Project Manager)

Subject Matter:
Involvement in this project included the development of an evaluation rubric based on the Mass Insight criteria concentrating on the readiness to learn, the readiness to teach and the readiness to act, as detailed in The Turnaround Challenge. This rubric was then used to administer diagnostic of the 33 lowest performing schools in Minnesota to judge whether they should receive School Improvement Grant (SIG) funding. The project involved considerable management and organization since it involved booking hotels and transport all over this large rural state. The project was quite stressful as many of the schools were very unhappy at being identified (named and shamed) in this way.

Benefits to our clients included sending clear messages as to which schools should receive support and which schools were actually serving the needs of specific vulnerable populations. The work led to a very close and effective relationship with the State Department that resulted in is becoming the LTP for three rural high schools.

Indiana Department of Education (IDOE) – School Improvement Grant Evaluation Reviews: May 2011 - June 2011

Project Role: Project Director/Project Manager

Subject Matter:
Involvement in this project included working with members of the IDOE staff to develop an evaluation rubric to be used on these seven schools so that we could measure the progress that had been made in Year 1 of the SIG funding program. Cambridge Education staff worked alongside State Department staff on this program and much was gained from this collaboration.

Benefits to our clients included a clear appreciation of how little progress had been made in these schools for a number of different reasons and a clear understanding that much better was possible if schools had a credible Lead Turnaround Partner.
Previous Experience and Roles:

2006 – 2009  Divisional Director North East US – Cambridge LCC
Duties and Responsibilities:
- Management of the NYC Quality Review project
- Responsible for all CE projects in North East and Mid West
- Area Lead for the Tri-State
- Operations manager for the US business,
- Member of senior management team,
- Practice Leader – School Quality Review (SQR).

2005 – 2006  Cambridge Education, UK – Assistant Regional Manager (ARM)
Duties and Responsibilities:
- Leading OfSTED Inspections
- Managing County Lead Inspectors
- Quality Assurance Visits and Report Reads
- Inspection of Independent Schools
- Recruiting and Training new Inspectors

1995 – 2005  EVENLODE ASSOCIATES LIMITED AND ALTECQ INSPECTIONS
Duties and Responsibilities:
- Leading OfSTED Inspections
- Operational Management of all of the School Inspections allocated to first Evenlode Education and then Altecq Education.
- Quality Assurance Visits and Report Reads
- Recruiting and Training new Inspectors
- Developing training programs for inspector workforce

1975 – 1995  TEACHING APPOINTMENTS
1993 – 1995  Principal of Stourport on Severn First School – Worcestershire UK
1991 – 1993  Principal of Eckington First School – Worcestershire UK
1988 – 1991  Vice Principal of Littleton CE First School, Worcestershire UK
1981 – 1983  Senior Sales Executive – Survey Supplies Ltd UK
1978 – 1981  Teacher Scale 2 – Henley in Arden County Primary – Warwickshire UK
1975 – 1978  Teacher Scale 1 – St Faiths CE Junior School, Alcester – Warwickshire UK

LANGUAGE CAPABILITY
English : Mother tongue
JALILAH M. DUKES, PH.D.

EDUCATION AND PROFESSIONAL STATUS

Doctor of Philosophy, Educational Administration, Jackson State University (2006)
Dissertation - Teacher Perceptions of Learning Communities and Economically Disadvantaged Students’ Academic Achievement

Masters of Science, Education Administration and Supervision, Jackson State University (2002)
Bachelors of Arts, Elementary Education, Millsaps College (1993)

EXPERIENCE RECORD

January 2013 – present    CAMBRIDGE EDUCATION (member firm Mott MacDonald)

January 2013 – present    School and District Improvement Specialist

Providing support and guidance to superintendents, principals, school leaders and other district leaders as appropriate so that they can support student learning more effectively; Providing academic support and guidance to coaches, subject leaders, teacher leaders and classroom teachers so that they are able to support student learning more effectively; Pro-actively seeking out new opportunities and developing prospects; Supporting colleagues in networking and developing relationships with clients; Identifying and helping to recruit suitable potential employees/associates; and Act as a source for innovative ideas in project design.

2011 - 2012    Hazlehurst City School District
Transformation Specialist

Monitored programmatic and fiscal components of three multimillion dollar school improvement grants awarded to the District, PreK-8, and High School through collaborations with state, district, and school level personnel using research-based practices to analyze leading and lagging data; facilitated the implementation of the schools’ intervention models; provided technical assistance to administrators and teachers; promoted high expectations and goal-setting; and engaged community stakeholders through communication regarding grant/school activities.

2010 – 2011    CHICAGO HEIGHTS SCHOOL DISTRICT 170
Assistant Superintendent, Curriculum and Interventions

Oversight of Response to Intervention; Curriculum; Professional Development; State and Local Assessments; District and School Improvement Plans; School Improvement Grants; Reading Is Fundamental; Homeless Education; Transitional Bilingual Education; FUSE: Parent Center and Initiatives; District Parent Handbook; and Enrichment. Implementation of full-day Kindergarten; Cognitive Guided Instruction; Discovery Education Assessment and Streaming Video; and developed multi-media collaboration forums for staff. Secured grant funding to revise the district’s curriculum and provide professional development aligned to the new Common Core State Standards. Worked collaboratively with area districts and the University of Illinois as a member of the South Cook Mathematics Initiative, and served as the district liaison for the high school district to improve educational opportunities for students. Supported the district’s partnership with the University of Chicago through implementation of innovative research projects, and provided data access and analysis to seek to close the achievement gap for diverse learners.

2007 – 2010    Curriculum and Intervention Coordinator

Implemented the Professional Learning Communities process in status schools; worked
collaboratively with school and district administrative teams to design and implement Response to Intervention; developed and revised curriculum documents; selected instructional and intervention material; assisted with the development of the district professional development plan; conducted training; prepared and managed RESPRO and School Improvement Grants; worked collaboratively to compose school and district improvement plans; analyzed state and local assessment data to improve instruction; coordinated and facilitated the Leadership Institute and District Institute Day; and coordinated the Reading Is Fundamental grant.

2003 – 2007 **JACKSON PUBLIC SCHOOL DISTRICT**

**Principal and Principal Coach**

Supported the Jackson Public Schools' mission, beliefs, and goals; led, supervised, and evaluated the school's instructional and co-curricular programs; provided leadership in strategic planning for the school, focusing all resources on improvement of instruction and in concert with the district strategic plan; purchased new technology resources; redesigned the physical layout and school schedule to promote teambuilding and improve teacher collaboration; studied, evaluated and coordinated the use of data to improve instruction; understood and supported the district's site council policy; served as a JPS key supporter in passing the largest bond referendum in state history; understood and implemented state accountability, federal assessments, and accreditation requirements; increase student achievement as measured by MCT; supervised building operations; developed and enforced procedures for effective positive student discipline strategies.

2002 – 2003 **Assistant Principal**

Supervised and evaluated the school's instructional programs; maintained and executed policies of the Board of Trustees and district administration; communicated school mission to staff, students, parents, and community; developed programs to improve parental and community involvement; studied, evaluated and coordinated the use of data to improve instruction; served as the co-chair of the School Leadership Team and Teacher Support Team; and developed and enforced procedures for effective positive student discipline strategies.

**AWARDS AND RECOGNITIONS**

2000 Teacher of the Year-Pecan Park Elementary School, Jackson Public School District
2000 Teacher of the Year Nominee-Mississippi Department of Education
2004 Outstanding Educator-Not Here Foundation
Literacy Curriculum Training Video-Lee Furr and Associates
Request for Proposals Reader-Mississippi Department of Education
State Assessment Benchmark Setting Committee Member-Mississippi Curriculum Test (MCT), Mississippi Department of Education
NCATE Advisory Committee Member, Jackson State University
Coach-National Principals Leadership Institute
Principal Coach-Forest Hill Feeder Pattern, Jackson Public School District
_Schools That Change: Evidence-Based Improvement and Effective Change Leadership_, Dr. Lew Smith, 2008
Public Service Announcements-Promoting Learning and Black History Month, My40 Fox Television
Radio Commercials-$87 Million Bond Referendum, Jackson Public School District

**CERTIFICATION**

IL Type 75 Administration
MS 116 K-4 Teacher
GRANTS

2012 Proposal Writer for The Kirkland Group: Educational Consulting and Training, $716,300 combined awards
2011 Transformation Specialist for Hazlehurst City School District: School Improvement Grant 1003(g), $8,877,067 combined award to the district and two schools
2008 School Improvement Grant 1003 (g)-$700,000 combined award to four schools, Curriculum and Intervention Coordinator, Chicago Heights SD 170
2008-2010 RESPRO Special Programs Grants-$389,593.50 combined award to four schools, Curriculum and Intervention Coordinator, Chicago Heights SD 170
2001 US Department of Education-$500,000 awarded for MS Learning Institute, Initial Planning Team Member-Lanier Feeder Pattern, Jackson Public School District
1993-2000 Teacher for Jackson Public School District: Wrote and Received Jackson Trust Foundation-$50,000 combined awards for innovative learning projects

OTHER QUALIFICATIONS

School Reform: Hazlehurst City School District
Parent and Community Involvement in SIG Schools-Speaker (2011-2012)
Making a SIGnificant Difference with School Improvement Grants 1003 (g)-Speaker (2011)

Leadership
Effective Instructional Leadership-Guest Speaker, College of Education and Human Development, Jackson State University (2003)
Roles and Responsibilities of Building Level Administrators-Guest Speaker, College of Education and Human Development, Jackson State University (2002)
National Principals Leadership Institute-Coach/Staff Member (2007)
Leading Schools: Essential vs. Important-Facilitator, JPS Accountability Conference (2007)
PLCs: Collaboration for Collective Success-Trainer, Chicago Heights SD 170 (2008)
Implementing Professional Learning Communities at the Secondary Level-Facilitator, Hazlehurst City School District (2011-2012)
Impacting a Community of Learners: District and School Leadership Teams-Facilitator, Hazlehurst City School District (2011-2012)
Accountability and the Antecedents of Excellence-Facilitator, Hazlehurst City School District (2012)

Empowerment
Becoming a Certified Employee-Trainer, Jackson Public Schools (2001)
New Teacher Induction-Trainer and District Coordinator, Jackson Public Schools (2000-2002)
Keys to Customer Service-Facilitator, Jackson Public Schools (2006)

Instructional Intervention
Response to Intervention: Reaching Today’s Children Individually-Trainer, Chicago Heights SD 170 (2009)

Literacy
Independent Reading and Writing- Trainer, Jackson Public Schools (2000)  
Guiding Reading- Trainer, Jackson Public Schools (2000)  
Reading and Writing: A Balanced Approach- Trainer, Jackson Public Schools (2001)  
Reading Across the Curriculum- Trainer, Jackson Public Schools (2001)  
Literacy Instruction for Instructional Assistants- Trainer, Jackson Public Schools (2001)  
Supporting Struggling Readers- Trainer, Chicago Heights SD 170 (2010)  

**Mathematics**  
Mathematics Instruction for Instructional Assistants- Trainer, Jackson Public Schools (2001)  

**Mentor/Supervisor**  
Jackson State University Student Teachers- Supervisor, Jackson Public Schools (1996-2000)  
Jackson State University Principal Interns- Supervisor, Jackson Public Schools (2003-2007)  
Governor State University Principal Interns- Supervisor, Chicago Heights SD 170 (2009-2011) 

**Professional Organizations**  
ASCD, Member  
Jackson Elementary School Principals Association, Former Vice President  
Phi Delta Kappa International, Member
Instructional Specialist
Jackson Public School District

June 2000-June 2002

Aligned the district curriculum to state and national standards; worked cooperatively with assessment and other district departments; facilitated district level Teacher Support Team Meetings; served on as a member of the district’s Disciplinary Hearing Committee; provided K-12 teachers and administrators with instructional strategies and resources to improve instruction; served as a member of the grant writing team for the MS Leadership Institute; designed and implemented professional development; facilitated the new teacher induction program; supported and managed the district’s Title II program; and supported community engagement programs.

Teacher
Jackson Public School District

August 1993-May 2000

Provided high quality instruction in the core subject areas including integration of the arts; increased student achievement academically and socially using best practices, curriculum alignment, and multiple assessments; maintained accurate records regarding student achievement; designed engaging lessons through the use of school, home, and community resources; provided innovative interventions for struggling learners; worked cooperatively with colleagues, administrators, parents and students; wrote grants to increase student engagement and achievement, served as my school’s Teacher of the Year, and nominated as a candidate for the state’s Teacher of the Year award.
NAEEM KARRIEM, MA

EDUCATION AND PROFESSIONAL STATUS
Masters of Arts, Educational Leadership, Concordia University (1997)
Bachelors of Science, Biology/Chemistry, Texas Southern University (1983)

EXPERIENCE RECORD

2012 - present  SOUTH SHORE INTERNATIONAL COLLEGE PREP - CPS
Chemistry Teacher

Responsible for teaching Chemistry to urban high school students in a multi-cultural environment; Knowledge of best practices regarding inclusion of all students, including special population students-special education students, ELL, and struggling students; Instructed students in science and computer integration; Lead students to the area science fair, which the winners progressed to the city-wide science fair; Administered Museum of Science and Industry after school science club; Lead an active role in staff team meetings.

2011 – 2012  International Baccalaureate Program Coordinator

Provided coordination and support in the delivery of services to participating International Baccalaureate Primary and Middle Years Programmes, including administrators, teachers, students, parents and community; Monitor annual budget; assess the status and needs of schools according to use of program funds and teacher positions; Provide resources and direction in the development of the 18 program; Organized and coordinated the planning and implementation of a comprehensive staff development program that includes workshop and in-service meetings for administrators and teachers; Implemented marketing and communication strategies for the 18 programmes; Research, collect and analyze student 18 program data for program evaluation; Develop and maintain external partnerships and resources for 18 schools; Monitor allIS application and evaluation documents submitted by either candidate, applicant and authorized schools; Collaborated and correspond with International Baccalaureate Regional and Headquarter Offices; and Maintained daily functions and duties of the IB Programs and the Office of Instruction.

2009 – 2011  AREA 23 OFFICE – CPS
Instructional Leadership Coach

Instructional Leadership Coach

2006 – 2008  AREA 24 OFFICE – CPS
High School Science Coach

2004 – 2006  OFFICE OF LITERACY – CPS
City – Wide High School Science Literacy Coordinator

2003 – 2004  AREA 17 OFFICE/CHICAGO MATH SClIENCE INITIATIVE – CPS
Math/Science Coach
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<th>Year 2</th>
<th>School/Institution</th>
<th>Position</th>
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<td>2000 – 2003</td>
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<td>Biology/Environmental Science Teacher</td>
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<td>LOUSES HIGH SCHOOL – CHICAGO ARCHDIOCESES</td>
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<td>1984 – 1986</td>
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<td>CHICAGO STATE UNIVERSITY</td>
<td>Laboratory Technician</td>
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<td>1983 – 1984</td>
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<td>CLARA MUHAMMED HIGH SCHOOL – PRIVATE ISLAMIC SCHOOL</td>
<td>Biology Teacher</td>
</tr>
</tbody>
</table>
Clive Parsons

EDUCATION AND PROFESSIONAL STATUS

Bachelor’s Degree from Hull University in 1976

Post-Graduate Certificate of Education, Hull University in 1977

EXPERIENCE RECORD

Clive Parsons is an educational consultant with a background in science, I.T., and technical and vocational education. He has worked in schools and districts across England, with most of his more recent activities being within and around London.

Mr. Parsons has nearly 30 years of experience working in a wide variety of educational settings. He has held a range of teaching and leadership posts in schools, led educational development programs, and worked within regional advisory teams. His most recent experience within a local educational authority was to manage school improvement across middle and high schools in a part of London. Mr. Parsons has extensive experience of assessment, testing and examinations of children between the ages of five and nineteen.

Mr. Parsons was a Regional Link Officer for a UK government initiative that focused on support for school districts in their work with schools facing challenging circumstances. This involved evaluating the outcomes of different strategies to improve the effectiveness of school improvement professionals and their impact on supporting and challenging schools; thus, raising standards. Most recent work has included working directly with school leadership teams to improve their monitoring and evaluation procedures, and, consequently, their capacity to sustain continued improvement. Mr. Parsons has also worked on initiatives to develop “schools for the future” – a UK government program to remodel and rebuild schools across England.

Mr. Parsons has extensive experience in training, most recently concentrating on training senior school and local education authority personnel in developing self-review and evaluation procedures, including the use of performance data to identify priorities for development and to improve teaching and learning. He has been a school inspector for 13 years and was Director of a review contracting company. He also has a wide experience of review and evaluation outside of the “formal” inspection process.

Mr. Parsons graduated with a. He is a member of several professional organizations and was a governor of a local elementary school.
MELISSA H. LARA

Nationality: American
Profession: Education Consultant
Position in Group: Consultant
Year of joining Group: 2013

KEY QUALIFICATIONS

Since 1991, has worked in schools in Texas and North Carolina as both a certified teacher and a consultant. Lead Reviewer of NCDPI Comprehensive Needs Assessment who is also trained in Cambridge Education Effective Classroom Observations. Has acted as a trainer for School/District Self Evaluation Instrument, a certified TESA Trainer (Teacher Expectations & Student Achievement), and certified Regional trainer of “A Framework for Understanding Poverty”.

EDUCATION AND PROFESSIONAL STATUS

Bachelor of Science Degree Elementary Education (K-6), East Carolina University, 1987-1990
Class A Reading Certificate (K-12)
Master of Arts  Elementary Education, Fayetteville State University,1999-2000
Continuing Education program Education Leadership, University of North Carolina –Chapel Hill, 2005-2006

EXPERIENCE RECORD

2013 – present:  CAMBRIDGE EDUCATION (member firm Mott MacDonald)

2013 – present:  Education Consultant

Responsible for delivering high quality support and capacity building to schools across the United States ranging from grades Kindergarten to twelfth

2011-2013  WIRELESS GENERATION
Senior Education Consultant
Brooklyn, NY

Responsibilities include: conduct a Comprehensive Needs Assessment of the school to evaluate the quality of teaching and learning as well as leadership and community engagement. Serve as a school transformation coach for all content areas in order to develop the capacity of classroom teachers. Maintain documentation of services provided, prepare and submit reports within prescribed parameters. Develop and provide professional development to staff members.

2011-2013  CAMBRIDGE EDUCATION, LLC
Associate Consultant
Westwood, MA
Responsibilities include: serve as lead reviewer for School Quality Reviews. Analyze and compare school, district, state and national data. Identify strengths and areas for improvement for schools and districts and use the information to guide the school/district toward a plan of action for improvement. Build positive, supportive and professional relationships in order to develop dialogue among stakeholders for school/district improvement. Provide professional development to stakeholders. Prepare professional reports which are then used to inform decisions regarding schools, staff and administration. Provide quality assurance on reports prepared by other lead reviewers to ensure they meet high quality standards and are accurate.

2007-2011
NC DEPARTMENT OF PUBLIC INSTRUCTION Raleigh, NC
District and School Transformation Division
Instructional Review Coach

Responsibilities include: review the practices, processes, and systems within a district or school and assist leadership in determining needs, examining the nature of their causes, and setting priorities for future action. Work with superintendents, principals and lead review teams in the Comprehensive Needs Assessment review and develop reports based on those reviews. Lead data analysis sessions prior to review, make arrangements for and conduct reviews, write final reports and present findings to districts, schools, and agency groups. Develop tools and training relating to the six dimensions of the NCDPI Comprehensive Needs Assessment to support school improvement practices. Facilitate the development of the plan of services for each targeted district/school; provide leadership and service to schools identified as a part of the State-wide System of Support.

2006-2007
NC DEPARTMENT OF PUBLIC INSTRUCTION Raleigh, NC
Elementary Education Division
Elementary Social Studies Consultant

Responsibilities include: develop curriculum and support documents for K-5 Social Studies and provide support to schools to strengthen their instructional program. Duties include developing curriculum, writing and revising documents related to the curriculum; identifying and locating resources, developing training materials; designing and delivering quality training; planning and conducting meetings related to the State Board of Education's plan and No Child Left Behind Act; collaborating with internal and external divisions/organizations to facilitate implementation of the SBOE’s ABC plan and NCLB.

2003-2006
NC DEPARTMENT OF PUBLIC INSTRUCTION Raleigh, NC
Raising Achievement & Closing Gaps Section
Education Consultant

Responsibilities include: assisting schools with achievement gaps in achieving their growth/gain performance for each subgroup represented in the school; coordinating and conducting a comprehensive school review that includes observing the school environment and conferencing with key personnel, parents and students (as appropriate) to identify strengths and needs for improvement; creating positive rapport with staff to build a long term plan for improvement; provide feedback on school improvement plans; assist in determining, coordinating and delivering needed professional development; support teachers and other section members in the application of effective instructional practices; disaggregate and analyze school data; help the school staff focus on individual needs and needs of the school's subgroups; develop research briefs and annotated bibliographies for use by school staff; initiate and support collaborative relationships with IHEs of teacher preparation programs; develop plan and organize state level
conferences and meetings; maintain and revise section website; organize and facilitate state level Hispanic/Latino Community and Education Leaders Committee; assist in preparing NC American Indian Annual Report; plan and organize state level Raising Achievement and Closing Gaps Community Task Force meetings and events; assist in planning, organizing and delivering the Raising Achievement and Closing Gaps Annual Conference; serve as a certified trainer of “A Framework for Understanding Poverty”. During my tenure I have also served as a Reading First Consultant training classroom teachers and reading coaches specific strategies for working with elementary age at-risk students.

1996-2003
SAMPSON COUNTY SCHOOLS, HOBBTON ELEMENTARY
Kindergarten Teacher
Newton Grove, NC

Organized and established a new Kindergarten classroom; worked closely with ESL teachers to foster an understanding of the Hispanic culture and develop more effective communication with the ESL students and their parents; created a pacing guide for the Kindergarten level which reflected the NC Standard Course of Study, K-2 Assessment requirements and vertical alignment; initiated vertical alignment with pre-K and Head Start teachers; communicated daily with parents concerning student progress and expectations; individualized instruction to motivate students and scaffold instruction as needed; served as ABC’s Accountability Chairperson, SACS Chairperson, Mentor to Child Development Students, Mentor to ILTs, Fall Festival Committee member, Migrant school teacher.

Summer 1999
SAMPSON COMMUNITY COLLEGE
Adult ESL Instructor
Clinton, NC

Planned, developed and delivered instructional curriculum and method of delivery for adult English as Second Language learners; curriculum was based on review of literature and research into best practices for ESL learners; maintained accurate documentation and record keeping of attendance, class work, student evaluations and other documents which were used to access federal funding for the program.

1991-1996
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
Kindergarten/First Grade Teacher/Chairperson
San Antonio, TX Antonio Olivares Elementary (Bienvenidos Elem)

Developed presentations to educate/motivate students in all subjects; analyze students’ capabilities, organized classroom to maximize potential for learning; maintain a positive learning environment while utilizing presentation methods which were innovative and enjoyable to encourage a love of learning; determine needs, plan purchases and ensure expenditures were within allocated budget; assist in annual budget planning; utilize specialized training to assist in school administration including: student performance evaluations, student discipline, teaching style evaluation, site-based management, activities planning, mentor for intern student teacher, Campus Improvement Committee; actively supported students as: Coordinator of Drug-Free Schools, Champs Sponsor, Parent Involvement Cadre, Playground Kaizen, Incentives Committee, fundraiser organizer, after-school volunteer tutor, Photo Club Sponsor, Teacher of the Year 1995-96.
LANGUAGE CAPABILITY

English : Mother tongue
Spanish : Basic
JO CHEADLE

Nationality  British
Year of Birth  1964
Profession  Educational Consultant
Specialization  Teaching and Learning (K-12), Special Education, English as an Additional Language, School Leadership and Management, Curriculum, Balanced Accountability, Charter Schools,
Position in Group  Senior Consultant/Area Coordinator - California
Year of Joining Group  2010

KEY QUALIFICATIONS
Teaching qualifications to principal level

EDUCATION AND PROFESSIONAL STATUS

1981 - 1985  B.Ed. - English, Birmingham University
1992 - 1993  Diploma in Special Educational Needs, West Middlesex University
1993 - 1994  Diploma in Leadership and Management, Richmond LEA, accredited by West Middlesex University
2006  Mentor Qualification-National College of School Leadership (UK) Leading from the Middle Program (Aspiring Principals)

EXPERIENCE RECORD

2012 - present  CAMBRIDGE EDUCATION LLC
Area Coordinator – California
Senior Consultant – West Coast Region

Practice Lead – Effective Classroom Observation (ECO) – current

The ECO process plays a significant role in most school improvement programs. It is effective in supporting teachers to understand what impacts student learning most significantly and develops mechanisms for discussing and sharing best practice. ECO enables leaders and teachers to work in collaboration and agree on standards and expectations.

Practice Lead – The Practice of Teaching – current

An emerging role with company-wide responsibility for all processes involving learning and teaching.

Projects as Area Coordinator & Senior Consultant include;
Pomona Unified School District: September 2012- current

Project Role: Director
Subject Matter:
School Quality Review and Progress Review across the district
This work has involved district level training for reviewers, principal coaching activities, framework and rubric revision and quality assurance.
In addition, I currently lead and manage school improvement programs in two Pomona elementary schools, supporting and monitoring the work of three consultants who work directly with staff, students, district officers and parents.

Santa Ana Unified School District, CA: January 2012 – current

Project Role: Director

Subject Matter:
Cambridge Education are the appointed partners to two high schools receiving State Improvement Grant funding.
The partnership programs incorporate:
Introduction and execution of Collaborative Quality Review processes, strategic planning for school development and improvement, leadership coaching and mentoring, model classroom work, training of trainers for Effective Classroom Observation processes, creation and implementation of curriculum aligned to the Common Core State Standards, development of meaningful partnerships with parents including:
Development of Leadership Evaluation Process for team of six school leaders
Organization of whole school strategy and implementation
Deployment, support and monitoring of consultancy team
Collaboration with district leaders for reporting and development purposes

Inglewood Unified School District, CA: December 2012 - present

Project Role: Director

Subject Matter:
Cambridge Education has been contracted as external evaluators for the district’s programs funded by State Improvement Grant. The contract incorporates the use of Collaborative Quality Review processes that are designed to build the capacity of school and district staff to continue independent internal evaluation. The process also builds capacity for strategic planning at district level and teacher collaboration on school effectiveness measures.


Project Role: Director

Subject Matter:
I have organized and lead School Quality Review visits for progress and renewal report purposes, working closely with the California Charter School Association and the State of California Charter Department.

Washoe County School District: 2011-2012

Project Role: Professional Lead

Subject Matter:
Working with nine schools (elementary, middle and high), I organized the delivery of Effective Classroom Observation training for district staff, principals, assistant principals and teachers. The training involved a train the trainers component to build district capacity for the process
2010 - 2012 CAMBRIDGE EDUCATION LLC
(Member firm of Mott MacDonald Group)
Director of Training/Principal Consultant

Harlem Day Charter School, New York: May 2009-June 2010

Project Role: Professional Lead Interim Executive Director of School

Subject Matter:
Lead consultant with CE team for school turnaround processes during the school's renewal year
Liaison with State University of New York Charter Department
Liaison with the New York Charter Department
Lead the school to unprecedented outcome for charter renewal – rapid progress in school improvement resulted in school being awarded renewal status, despite failing to meet SUNY absolute measures
Key responsibilities included:
Recruitment and retention strategies for all levels of employees, including the recruitment of a full time principal
Leadership coaching and monitoring
School Development and Improvement Planning
Teacher Evaluation process and the introduction of individual professional development plans
Curriculum and lesson design
The development of professional learning communities
Financial planning and oversight
Liaison with board of trustees
Training for the board of trustees in accountability processes
Principal evaluation development
The development of digital data systems for assessment tracking and analysis
Positive Behavior Intervention Strategies
Development of programs for students' social and emotional growth
Parent and community liaison
The development of reading and writing assessments school-wide
The implementation of specific programs for English language development

As a result of my work at the school I was invited to lead sessions for aspiring leaders in the New York Charter Department Emerging Leaders Fellowship. I presented sessions on Situational and Inspirational Leadership and Managing Difficult Conversations.

National Council for La Raza: Feb 2008-June 2010

Project Role: Professional Lead

Subject Matter:
Working with four charter schools in Houston, Kansas City, Oklahoma and Arlington and one public school in New York, I was responsible for the development of instructional leadership and improvements to teaching and learning to raise the achievement of Hispanic and Latino students.
The project particularly focussed on:
The development of regional director roles as school improvement partners
Specific leadership learning for principals
Programs for the development of English language skills
School Quality Review
Effective Classroom Observation

Sacramento City Unified School District April 2010-current

Project Role: Professional Lead
Subject Matter:
The project involved capacity building for district staff and school leaders through the School Quality Review and School Development and Improvement process
Worked with core team of principals to create, review and revise SQR rubric
Devised the Sacramento City School Development and Improvement Planning process
Lead school based training in collaborative approaches to SDIP
Lead review training and report writing training for district leaders, principals and assistant principals – capacity building for independent review process
Lead team of consultants in implementation of review cycles in 45 schools – supporting the development of leaders and teachers through coaching and mentoring techniques

Various Projects Related to Group Training: Induction Events, Program Training for new and existing employees, Train the Trainer events, Project Training events – SQR, ECO, AFL, QAR, Leadership and Management, Charter School Board Development

2007 
CAMBRIDGE EDUCATION LLC
Associate Consultant

New York City DOE September 2007- June 2009

Project Role: Associate Consultant

Subject Matter:
School Quality Review for city public schools, special schools and charter schools. Experience in over 60 schools during project
Training of reviewers to carry out reviews
Training of reviewers for report writing
Quality assurance for reports and review documentation
On-site monitoring of reviews
Member of the task team for rubric updates
Direct work with New York City Charter Department on process and practice for Charter Renewal


Project Role: Associate Professional Lead

Subject Matter:
Value Added Leadership (VAL) project and School Improvement Partnership project
Co-writer of learning modules for leadership development across the organization
Trainer of trainers to deliver modules
Strategy developer for school based work with the organization’s ten lowest performing schools – leading a team of five consultants

PS160, Emily Dickenson Elementary School, NYC, June 2008 – December 2009
School Improvement Partner

PS163, Alfred E. Smith Elementary, NYC, June 2008 – December 2009
School Improvement Partner

Charlotte-Mecklenburg, NC, April 2008
Project Role: Associate Consultant
School Quality Review project

2005 
LONDON BOROUGH OF RICHMOND UPON THAMES, UK
Principal
St. Stephens CE Junior School
Grade 6 Lead Teacher – English and mathematics

2002
LONDON BOROUGH OF EALING, UK
Project Role: School Improvement Partner
Little Ealing Elementary School
Drayton Green Elementary School
East Acton Elementary School
Grange Primary School
Drayton Manor High School
Greenford High School

2000
RUSSLINE – INTERNET SERVICE PROVIDER
Moscow, Russia
Project Role: Interim Director
Project Overview:
New business strategy planning, recruitment and business development
Developer of business partnership with Swiss Internet Provider
Key Clients: Sonara Telecommunications, Santander Bank, Rossiye Casino Group

1994
BRITISH COUNCIL
St. Petersburg/Moscow, Russia
Project Role: Education Advisor
Project Overview:
The development of school strategy and accountability processes in ten schools (elementary, middle and high) in the Krasnoseksy Region of St, Petersburg
Leadership training, including inspection and school improvement strategy in partnership with the Office for Standards in Education
Creator of Partnership Agreement between Ofsted and St. Petersburg Department of Education (Chris Woodhead and Oleg Lebedev)
University partnerships with Moray House School of Education, Strathclyde, Scotland
Member of the English Language Development Team
English Language Examiner for Cambridge University Programs

1992
LONDON BOROUGH OF RICHMOND UPON THAMES, UK
Assistant Principal
Clarendon School - school for students between the ages of 4-16 with moderate learning difficulties and those with emotional and behavioral disorders (boys)

1991
LONDON BOROUGH OF RICHMOND UPON THAMES, UK
Senior Teacher and Assessment Coordinator
Clarendon School – class teacher for grades 7 and 9

1989
BIRMINGHAM LOCAL EDUCATION AUTHORITY, UK
Teacher
Baverstock School (grades 7 -12)
English, French, drama and art teacher
Home Room Tutor and Elementary Transfer Coordinator

1989
BIRMINGHAM LOCAL EDUCATION AUTHORITY, UK
Night School Tutor (adult education)
Summer School Teacher
Calthorpe Special School, Birmingham
Adult music classes for students with moderate learning difficulties
Portage teacher in Profound and Multiple Difficulties center
1985  BIRMINGHAM LOCAL EDUCATION AUTHORITY, UK
Teacher
Hollywood Elementary School
Class Teacher (Kindergarten, Grade 2/3 and Grade 6)

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<td>Spanish</td>
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<tr>
<td>French</td>
<td>Spoken – fair; written – fair; reading, fair</td>
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</table>
PETER LEWIS

Nationality: British
Year of Birth: 1950
Profession: Educational Consultant and School Reviewer
Specialization: K – 8, School Leadership and Management
Position in Group: Principal Consultant, Professional Area Lead Midwest
Year of joining Group: 2010

KEY QUALIFICATIONS

- Thirty-nine years of teaching experience
- Thirteen years as principal (head teacher) in 2 UK schools, including one turnaround school.
- Ten years of experience as OFSTED Registered Inspector and Lead Trainer.
- Five years of experience as a National College of School Leadership Lead Trainer, Assessor and Fast Track Tutor.
- Five years of experience as an External advisor for performance management (UK). Mentoring and support for new head teachers and newly qualified teachers.
- Two years of experience as Senior Primary Inspector for a UK school District.
- Eight years of experience in the US including leading SQRs in eight different States and CE School Improvement Partner in a range of different US Public and Charter schools.
- Two years of experience as Interim Chief Academic Officer in a Mid West school district.

EDUCATION AND PROFESSIONAL STATUS

Certificate of Further Professional Study (Cambridge) 1986
CFPS in School Leadership (Cambridge Institute) 1990
Registered Inspector England and Wales (OFSTED) 1996

EXPERIENCE RECORD

2010-present Cambridge Education LLC
Management & Consultancy America (MCA)

2010 – present Principal Consultant

Management of teams of staff and associates in day to day work in school and district improvement, and in school and district review (SQR and DQR). Day to day liaison with clients and funders. Direct support for school administration (school improvement). Direct support for district administration (district improvement).
Projects as Principal Consultant include:
Benton Harbor Area Schools/Consortium for Community Development (Michigan) District and School Reform: August 2010 - current

Project Role: Principal Consultant; Professional Lead Michigan

Subject Matter:
Involvement in this project has included planning and the provision of training in Effective Classroom Observation, development of school vision and action planning, and climate development following an initial review stage in which evaluations were made of both district and school effectiveness using School Quality Review (SQR), District Quality Review (DQR) and the Tripod staff and student surveys. This work transitioned into my appointment as Interim Chief Academic Officer to the district, in which my role has been to develop, consolidate and align systems and strategies across the district and its schools. As a result of these interventions, the district has rationalized its schools in both numbers and structure in response to a significant budget shortfall. Curriculum and assessment procedures have been developed and put in place, aligned to the development of model classrooms to showcase best practice and the introduction of balanced literacy strategies. District improvement has been underpinned by the development of robust accountability strategies in parallel with the development and introduction of bespoke teacher and administrator evaluation tools which have entered their second year of successful operation. Reviews of provision and functionality in reading, math and Special Education informed the introduction of curricular and pedagogical initiatives in these areas, reinforced by the introduction of coherent assessment systems at classroom, subject, whole-school and district levels. The team’s focus is now to consolidate the gains made so far in grades K – 5, to extend these through grades 6 – 12, to expand assessment strategies through the development of Smarter Balanced and Formative Assessments, and to develop and support the skills and effectiveness of the newly appointed Assistant Superintendent.

Benefits to our clients include a significant improvement in organizational and financial functionality at both district and school level, major improvements in school and district leadership, the establishment of a district curriculum closely aligned to common core state standards, the development of the workshop model of teaching and learning for English and math which have led to significant gains in achievement, particularly in grades Pre-K through 5. There have also been some improvements in grades 6 through 12.

School Improvement Partner Minneapolis Public Schools (Minnesota) School Reform and Improvement: January 2010 - April 2011

Project Role: Principal Consultant; Professional Lead Minnesota

Subject Matter:
Involvement in this project included undertaking initial pilot reviews of a group of twelve schools to identify necessary improvements in teaching, learning, curriculum planning and assessment and leadership and management. From this initial stage, work developed into the provision of partnership school and leadership improvement work at sixteen schools. This work included:

- Planning, scheduling delivering, and quality assuring 3 rounds of school quality and progress reviews
- Working with schools identified by MPLS District in need of intensive support, focus on raising student achievement.
- Support for principals and administration on needs basis, including school improvement planning, curriculum and lesson planning, self-evaluation and progress reviews.
- Liaison with senior district staff and funding groups in evaluating project impact, and in planning future work.

Benefits to our clients include the introduction of good practice models of curriculum planning and
of leadership accountability monitoring in identified schools, alongside improvements in the district’s understanding of strengths and areas for improvement in its most challenged schools to inform the work of Assistant Superintendents.

School Improvement Partner Charter School Partners; (Minnesota) School Reform and Improvement: January 2010 - April 2011

Project Role: Principal Consultant; Professional Lead Minnesota

Subject Matter:
Involvement in this project included working in partnership with Charter School Partners and their associate schools delivering training and School Quality Reviews. Two rounds of SQRs scheduled, delivered, and quality assured as well as one round of Progress Reviews

Benefits to our clients include the identification of priority areas for development specific to individual schools, and improvements in school leaders’ understanding of strategies of Effective Classroom Observation.

School Improvement Partner National Council of La Raza (NCLR): January 2010 - April 2011

Project Role: Principal Consultant

Subject Matter:
Involvement in this project was backed by Walton Grant funding, and included working in partnership with two High Schools in raising student achievement and in supporting school leadership in strategic planning and monitoring and in School Board development.

Benefits to our clients include the identification of priority areas for development specific to the two schools, and training and development work in addressing identified priorities. Board development work ensured that Board compliance with the different State mandates was supported by both policy and practice.

2006 – 2010  Associate Consultant with Cambridge Education
Project Title New York Reviews and CE School Improvement
- Leading School Quality Reviews in New York, Connecticut, North Carolina and Minneapolis in addition to mentoring and supporting new reviewers and training and quality assurance roles.
- CE school improvement partner supporting New York schools in the understanding and use of data, developing, planning and assessment strategies. Work involved planning and delivering individually tailored training, as well as working with groups of Administrative staff, in evaluating and developing their practices.

2001 – 2006  Educa Limited: Managing Director
Independent Inspection and Consultancy Company
- Planning and leading consultancy to a range of schools and Local Education Authorities
- Registered and Lead Inspector
- External adviser, QA trainer and Teacher Evaluator for the introduction of Performance management in England
- National College of School Leadership assessor, and Fast Track Tutor

Associate work undertaken with Cambridge Education:
- Team and Lead reviewer for school reviews of KIPP and National Heritage Schools in Maryland, Ohio, Georgia, Michigan and Massachusetts
- Lead trainer for the introduction of Section 5 Inspections in England

1999 – 2001  Royal Borough of Windsor and Maidenhead
Senior Inspector: Primary/Middle school Curriculum and Assessment

1995 - 1996  Secondment to Office for Standards In Education (OFSTED) Team and Registered Inspector

1983 - 1996  Headteacher
  2 schools in different LEAs in England
  Second school in need of significant turnaround. Achieved

1974 – 1983  Teacher
  Deputy Headteacher
  3 schools in different LEAs in England

LANGUAGE CAPABILITY

English : Mother tongue
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.
APPLICATION FOR CERTIFICATE OF AUTHORITY TO TRANSACT BUSINESS IN MICHIGAN

For use by Foreign Limited Liability Companies
(Please read information and instructions on last page)

Pursuant to the provisions of Act 23, Public Acts of 1993, the undersigned limited liability company executes the following Application:

1. The name of the limited liability company is:
   Cambridge Education LLC

2. (Complete this item only if the limited liability company name in item 1 is not available for use in Michigan.)
   The assumed name of the limited liability company to be used in all its dealings with the Bureau and in the transaction of its business in Michigan is:

3. It is organized under the laws of Delaware.
   The date of its organization is June 2005.
   The duration of the limited liability company if other than perpetual is

4. The address of the office required to be maintained in the state of organization or, if not so required, the principal office of the limited liability company is:

   27 Bleeker Street
   Millburn NJ 07041-1008
5. a. The address of its registered office in Michigan is:

30600 Telegraph Road, Suite 2345, Bingham Farms, Michigan 48025-5720

b. The mailing address of the registered office if different than above:

__________ __________, Michigan ________ ________

__________ __________, Michigan ________ ________

c. The name of the resident agent at the registered office is:

The Corporation Company

6. The Department is appointed the agent of the foreign limited liability company for service of process if no agent has been appointed, or if appointed, the agent's authority has been revoked, the agent has resigned, or the agent cannot be found or served through the exercise of reasonable diligence.

The name and address of a member or manager or other person to whom the administrator is to send copies of any process served on the administrator is: (Must be different than agent shown in Item 5c)

Roseann Raspetzi

Attn: Legal Dept. 27 Bleecker Street Millburn NJ 07041-1008

7. The specific business which the limited liability company is to transact in Michigan is as follows:

Consulting Educational Services by helping school administrations learn how to run more efficiently

The limited liability company is authorized to transact such business in the jurisdiction of its organization.

Signed this 20TH day of February, 2013

By ____________________________

J. Craig Velasquez, Treasurer

__________________________

(Signature)
**CERTIFICATE OF LIABILITY INSURANCE**

**PRODUCER**
Willis of New Jersey, Inc.
c/o 26 Century Blvd.
P.O. Box 305191
Nashville, TN 37230-5191

**INSURED**
Cambridge Education LLC
27 Bleeker Street
Millburn, NJ 07041-1008

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**COVERAGES**

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**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES**

**CERTIFICATE HOLDER**
To Whom It May Concern

**AUTHORISED REPRESENTATIVE**

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**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

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**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach Acord 101, Additional Remarks Schedule, if more space is required)**

**For Informational Purposes Only**