

# SUBMISSION INSTRUCTIONS

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



## **Electronic Application Process**

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

**MDE-SSOS@michigan.gov**

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

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

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

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

## **Contact Information**

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

Mark Coscarella  
Interim Supervisor  
Office of Education Improvement & Innovation

OR

Anne Hansen or Bill Witt  
Consultants  
Office of Education Improvement & Innovation

Telephone: (517) 373-8480 or (517) 335-4733

Email: MDE-SSOS@michigan.gov

## EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

<b>Exemplar</b>	<b>Total Points Possible</b>
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
<b>Total Points Possible</b>	<b>100</b>
<b>Minimum Points Required for Approval</b>	<b>70</b>

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

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

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

## APPLICATION OVERVIEW

The Application is divided into four sections.

**Section A** contains basic provider information.

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

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

**Section D** Attachments

## SECTION A: BASIC PROVIDER INFORMATION

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

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

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity							
		McGraw-Hill Education							
3. Name of Entity as you would like it to appear on the Approved List									
McGraw-Hill Education									
4. Entity Type:	5. Check the category that best describes your entity:								
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input checked="" type="checkbox"/> Business</td> <td style="width: 33%;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td><input type="checkbox"/> Community-Based Organization</td> <td><input type="checkbox"/> School District</td> </tr> <tr> <td><input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td><input type="checkbox"/> Other (specify): _____</td> </tr> </table>			<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education								
<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District								
<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____								
6. Applicant Contact Information									
Name of Contact Leigh Brougher	Phone 517-410-1776	Fax 517-669-8729							
Street Address 11716 Silverspring Drive	City DeWitt	State MI	Zip \$8820						
E-Mail leigh_brougher@mcgraw-hill.com	Website www.sraonline.com								
7. Local Contact Information (if different than information listed above)									
Name of Contact	Phone	Fax							
Street Address	City	State	Zip						
E-Mail	Website								
8. Service Area									
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.									
<input checked="" type="checkbox"/> Statewide									
Intermediate School District(s):	Name(s) of District(s):								

## 9. Conflict of Interest Disclosure

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

Yes

No

What school district are you employed by or serve: none

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

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

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

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

- Change in service area
- Change in services to be offered
- Change in method of offering services

## SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

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

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

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

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

**Exemplar 1 Narrative Limit: 4 pages (insert narrative here)**

Just as one size does not fit all, the extent and diversity of gaps that exist in the struggling middle and high school student are often not closed with a single-solution approach. McGraw-Hill recognizes the distinct and varied learning styles and needs of today's students and brings together the best of two approaches to meet this challenge. Research validated interventions (content delivery) and professional development support that result in dramatic and sustained improvements in teaching and learning. The McGraw-Hill Companies delivers successful intervention focused on what struggling schools need most—research-based skills in the critical components of learning linked to systemic transformations in teaching and leadership.

The McGraw-Hill Companies professional development aligns with recommendations based in research and expert opinion relating to scope and access for development of effective professional competency. We offer comprehensive online and on-site implementation training and professional development to help teachers be successful and to promote and sustain best teaching practices in the classroom.

The McGraw-Hill Companies works with large, urban districts across the country to develop customized professional development models for insuring the effective implementation of comprehensive school reform curriculum specifically, and turnaround models in general. As a member of the Council of the Great City Schools Blue Ribbon Advisory Committee, McGraw-Hill is uniquely situated to monitor the changing needs and effective practices in the large, urban district. From Los Angeles Unified School District on the Pacific, to Baltimore City Schools on the Atlantic; New Orleans Public Schools on the Gulf of Mexico, to Detroit Public Schools on the Great Lakes, McGraw-Hill has successfully managed the implementations in some of America's largest, most culturally and linguistically diverse urban school districts.

Training sessions incorporate actual lessons from adopted curricula so that all practice is relevant. All McGraw-Hill School consultants must attend a "train the trainer" session to become efficient in delivering the content. All consultants have also used the programs in classrooms with a wide variety of students. Training sessions are updated annually from feedback obtained from consultants and participants. Multiple formats and opportunities for professional development are available to support an effective implementation with fidelity to the instructional model.

**On-site Initial Professional Development**

Initial training is provided to introduce teachers to the instruction techniques of adopted curricula. These sessions are each one day in length. The consultants conducting these sessions provide:

- The research foundation utilized in the development of the program.
- Instructional strategies specific to the different levels of the program.

- Opportunities to practice teaching techniques.
- Information on adapting instruction to meet individual needs of students.
- Strategies for ongoing assessment to inform instruction and determine pacing.

#### Online/On Demand Professional Development

Online and video based training sessions are available on demand so that teachers can learn from master teachers. Teachers have access to a variety of Webinars that provide the necessary information to be successful with implementing McGraw-Hill curricula.

The Teaching Tutors are designed to be the 24 hours-a-day mentor for new and experienced users. With the Teaching Tutor, instructors have video models of exemplary teaching. These teaching models are available on CD-ROM and provided as a component of the instructional materials to be ordered for each school. The Teaching Tutors are developed around key instructional areas. There are segments concerned only with instructional delivery and segments concerned only with student performance. The Teaching Tutors are flexible enough to be used either in groups or individually as self-help and are a useful tool for stakeholders who want to familiarize themselves with the program.

Online courses are also available to teachers. These courses provide an in-depth look at key teaching techniques used to improve student performance. Each module provides teachers with the professional development to support the key instruction components of the program. The modules include: Implementation, Oral Reading Fluency, Vocabulary, Reading Comprehension, Writing, and Assessment to Inform Instruction. Each module contains print, video and interactive experiences to instruct and model. Professional articles introduce the topic followed by online activities to review key points. Each topic is demonstrated through video lessons or classroom models. Following this introduction, activities provide teachers opportunities to evaluate and reflect on their learning. The module's content is then extended through classroom application. Throughout the modules, professional learning communities are developed online as teachers are encouraged to share information, questions and effective strategies through online discussion boards. During the classroom application activities, teachers are asked to share their lesson plans and student activities.

Online courses are in constant development and include such modules as:

- Oral Reading Fluency - In this module, teachers can increase their understanding of oral fluency in the secondary classroom and at the same time get increased practices with oral reading fluency assessment.
- Vocabulary - To enhance their understanding, teachers have access to current research in vocabulary development and instruction. They are presented with various

strategies for improving students' word recognition and vocabulary development, especially in the content area classroom.

- Reading Comprehension - Teacher read research about various reading comprehension instructional strategies and ways to engage students in the reading process. They also observe a master teacher modeling strategies such as predicting and questioning.
- Writing - Learners read research related to beliefs about writing and how these beliefs affect classroom instruction. They watch a master teacher prewriting, during writing, and post-writing strategies appropriate to the secondary classroom.
- Assessment to Inform instruction -teachers consider the relationship between assessment and instruction and explore ways to use the assessment features of curriculum-based and third-party assessments to inform instruction in their classrooms.

Ongoing On-site Support Implementation of any new program can be a challenge. Implementing a Turnaround Model intensive curriculum with absolute fidelity may result in major challenges due to philosophical and pedagogical differences in how children learn. McGraw-Hill consultants provide in-depth professional development to help new users become familiar with the new programs.

Our McGraw-Hill consultants can

**Provide in-classroom demonstration lessons for groups of program-level teachers. These are followed by debriefing sessions in order for teachers to discuss the lesson, techniques, and observations.**

**Provide in-classroom side-by-side coaching for individual teachers to develop program expertise and troubleshoot potential lesson gains challenges.**

**Provide grade-level meetings to discuss strategies for effective implementations.**

One consistent finding from the research on effective schools is that the principal sets the tone and creates the instructional environment. We can partner with districts to support these instructional leaders as they embark on developing effective schools. Leadership Institutes can be provided and topics would include:

- Response to Intervention
- Instructional leadership
- Fidelity of implementation
- Scientifically based interventions
- Preparing staff and facilitating role changes
- What to look for in effective classrooms

Our professional development plans focus on building district capacity for the effective on-going implementation of research-proven programs and specifically, training new teachers. Our consultants work with the district to develop a core of

mentor coaches who become resources to teacher in the schools and support solid literacy and mathematics instruction. Training for these coaches can include:

- Key research findings·

Extensive knowledge of program materials

- Specific strategies for modeling and coaching in the classroom
- Data-based decision based making
- Developing solutions to common problems
- Response to Intervention

McGraw-Hill School Companies recognizes the critical role of high-quality, long-term professional development to the successful implementation of research-based programs.

**Exemplar 2: Use of Scientific Educational Research**  
**(15 points possible)**

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

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

A critical milestone in recent efforts to highlight the challenges related to adolescent literacy was the publication of

Reading Next, a report to Carnegie Corporation of New York focusing on the needs of adolescent readers (defined in

the report as those in grades 4-12), with a special emphasis on the needs of struggling readers.

McGraw-Hill's Corrective Reading series exhibits the important characteristics noted in the findings of the Report of the

National Research Panel (1997) and Reading Next. Corrective Reading is distinguished from many other reading

programs by a large body of research. They are considered to be among the most successful and effective commercial

reading programs available today (American Federation of Teachers, 1998; Briggs & Clark, 1997).

Twenty-eight studies examining the effects of Corrective Reading have been published in peer-reviewed journals.

Twenty-six of the 28 studies found positive, often statistically significant, results for students who were taught using

Corrective Reading. For studies using standardized measures, results indicated that most vocabulary and comprehension

scores increased from pre- to posttest with similar increases in oral reading fluency. Overall, the results of these studies

suggest that the Corrective Reading program closes the achievement gap for a wide range of students who are

performing below grade level.

The goal of Corrective Reading is to promote proficient reading and success for older, struggling students. From the

onset of Project Follow Through, Direct Instruction programs including Corrective Reading have been among the most

research-validated programs available. Highlighted studies conducted over the past 25 years appear below,

demonstrating the success of Corrective Reading as compared to a variety of other reading programs for both

general and special education populations. A comprehensive overview of all studies and the research base for

Corrective Reading is available online at

[https://www.sraonline.com/research/category.php?div\\_id=1&sub\\_area\\_id=6&search=sub&prod\\_id=8&Prod\\_Sub\\_Div=14&prod\\_cat\\_id=1](https://www.sraonline.com/research/category.php?div_id=1&sub_area_id=6&search=sub&prod_id=8&Prod_Sub_Div=14&prod_cat_id=1)

A 2003 meta-analysis listed Direct Instruction as one of only three programs, out of 29 studied, to show the "strongest evidence of effectiveness." Called "Comprehensive School Reform and Student Achievement," it was written by Geoffrey D. Borman, University of Wisconsin-Madison; Gina M. Hewes, Johns Hopkins University; Laura T. Overman, Johns Hopkins University; and Shelly Brown, University of North Carolina.

Direct Instruction also reached the highest rating for program efficacy from the American Institutes of Research in 1999.

In a climate where accountability has never counted more, Corrective Reading is carefully structured to ensure success. In fact, 28 studies have been published in peer-reviewed journals using the Corrective Reading program. Of these 28 studies, 24 group design studies (pre-experimental, quasi-experimental, and experimental) examined the effectiveness of Corrective Reading across a wide variety of settings and populations. Program delivery by teachers, paraprofessionals, or peer instructors was examined. Four additional studies used single-case designs. Finally, one study was published describing the positive aspects of being a peer instructor in a Corrective Reading tutorial program (Short, Marchand-Martella, Martella, & Ebey, 1999). All investigations were selected using the First Search, ERIC, Psych INFO, Education Abs, and ProQuest databases. Descriptors included the following: Direct Instruction, direct instruction, explicit instruction, and Corrective Reading. Ancestral searches of reference lists were used to identify other possible research articles. In addition, manual searches were done of the following peer-reviewed journals: Effective School Practices and Journal of Direct Instruction.

Twenty-three studies examined the effectiveness of Corrective Reading delivered by teachers in general education, special education, and alternative education settings such as correctional institutions and alternative schools.

Overall, results were positive for students using Corrective Reading. In comparison studies, Corrective Reading groups often significantly outperformed control groups on a variety of measures including standardized assessments, program-based criterion-referenced tests, and oral reading fluency probes. Results also indicated that many students experienced positive changes in behavior and increased school attendance.

Corrective Reading develops reading skills and strategies through systematic, small steps that make it possible for all children to learn and learn in a timely manner. More than 75 percent of students who drop out of school (approximately 10-15% of the total school population) ascribe major significance to the difficulties experienced in learning to read (Lyon, 2001). A high school junior remarked in one investigation on reading, "I would rather have a root canal than read" (Lyon). The dropout statistics translate to more than three thousand students every school day (Alliance for Excellent Education, 2003, as cited by Biancarosa & Snow, 2004). Statistics and statements like these show that reading affects the futures of all individuals, both young and old. Given the importance of reading and the overwhelming number of students who struggle with reading beyond Grade 3, we are left with the conclusion that with strong literacy skills, doors open for individuals; with poor literacy skills, doors close for them. Focused and intensive

reading intervention is the key to unlock these doors and allow individuals to access the working world more successfully. Corrective Reading is a reading intervention program designed to help struggling readers unlock the door to success!

Decoding, the act of translating language from printed text, is best taught using a program that teaches phonemic awareness, phonics, and blending explicitly (NICHD, 1996; NRP, 2000; Snow et al., 1998). This is referred to as a code-emphasis approach. Research continues to demonstrate the superiority of a code-emphasis program in the acquisition of beginning reading skills (Carnine et al., 1997; Foorman, 1995; Salerno, 1992).

Corrective Reading coordinates what the students read with the letter-sound correspondences explicitly taught in each lesson. Students practice the new sounds in isolation. Then, they read words in lists that contain the new sound. After words with the new sound are introduced, students read these words in stories. Throughout the progression from sound to word to story, all the words the children read are composed with sounds that have been pre-taught. Decodable text provides students with an avenue to practice their new knowledge of letter-sound relationships in the context of real reading. Unlike many programs for struggling adolescent readers, Corrective Reading has a placement for students as low as primer level.

Corrective Reading provides teaching that is explicit, intensive and specifically designed to meet the needs of students most at-risk. It builds student mastery of essential skills through daily, explicit, systematic lessons. The goal of Corrective Reading is to promote proficient reading and success for all students. From the onset of Project Follow Through, Direct Instruction programs including Corrective Reading have been among the most research-validated programs available. Studies conducted over the past 25 years have demonstrated the success of Corrective Reading as compared to a variety of other reading programs for students at-risk of reading failure.

A few simple principles have guided Corrective Reading since its inception in the 1960s, and they have played a large part in its many documented successes. (1) The program is designed to teach every student how to read. (2) All instruction is direct and unambiguous; tasks and activities are specified in detail. (3) Every reading skill and strategy in the program is carefully taught in isolation, then applied and reviewed. (4) Students receive daily practice in decoding and in applying comprehension strategies. (5) Teacher assessment of student performance is continuous, and errors are corrected when they occur.

The preparation of Reading Next included recommendations from a panel of five nationally known and respected educational researchers, reviewed and augmented at the 2004 meeting of the Adolescent Literacy Funders Forum (ALFF), with an Appendix of literature supporting each of the report's main recommendations. Findings and recommendations from this report support the forty-plus year documented history of efficacy with Corrective Reading: decoding, vocabulary, comprehension, writing, and assessment to inform instruction.

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

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

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

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

McGraw-Hill would conduct administrator and other stakeholder trainings for all staff. The goals for professional development include:

1. Providing consistent and comprehensive professional development to all district personnel in the research underlying effective reading instruction, the implementation of McGraw-Hill curricula, the assessment of students, and the monitoring of program implementation;
2. Providing professional development of the use of specially designed academic instruction in English (SDAIE) strategies as an additional layer in the instruction of students whose home language is other than English;
3. Building district capacity for the effective implementation of McGraw-Hill curricula
4. Training instructional support personnel;
5. Supporting principals as instructional leaders in the schools; and
6. Developing ongoing lines of communication between home and school.

A comprehensive professional development and implementation support plan would be developed in conjunction with supported Michigan schools. A professional development plan requires a partnership that evolves as McGraw-Hill and Michigan schools work together to implement a Turnaround model and revise based on 360-degree feedback and district needs throughout the term of the implementation. The emphasis in year one would focus on how to implement the program. In subsequent years, staff development would include training for new personnel as well as options for staff development for those who have already taught the program. Advanced training and refresher modules would be introduced as needed and appropriate. Dates for all professional development would be set in conjunction with district personnel and district staff development calendars. All years would focus on building district capacity to assume the roles initially filled by McGraw-Hill consultants.

Typically, in pre-implementation and year one, McGraw-Hill consultants

Provide grade- and program-specific training for all schools involved in the implementation. This training o Provides instruction on the research base of adopted curricula and Scientifically Based Reading Research Instruction (SBRR);

- o Is highly interactive and practice on the grade-specific teaching elements of the program the teacher will be assigned;
- o Includes opportunities to practice the techniques for teaching the program; and
- o Contains instruction on assessment and placement, grouping and regrouping based on data, acceleration and remediation.

Are assigned to each of the schools where they will hold periodic grade-level meetings throughout the year. The topic and time of these meetings are determined by feedback from literacy coaches.

Provide in-classroom demonstration lessons for groups of program-level teachers. These are followed by debriefing sessions in order for teachers to discuss the lesson, techniques, and observations.

Provide in-classroom side-by-side coaching for individual teachers to develop program expertise and troubleshoot potential lesson gains challenges.

Based on feedback, offer professional development workshops during the second through fourth quarters to support the district's professional development program. McGraw-Hill consultants and authors conduct these workshops. These are interactive workshops that expand and refine teachers' understanding of the reading process and instructional methodology. Districts often select from the following or, working with the project coordinator, identify other workshops that address the needs of the district.

- o Bilingual and Dual Immersion Models
- o Building Background Knowledge in Culturally and Linguistically Diverse Populations
- o Building Fluency
- o Correction Techniques
- o Turnaround Models, Three-Tiered Instructional Models, and Response to Intervention
- o Implementation Planning for the Following Year
- o Increasing Engaged Time On Task
- o Increasing Oral Language Development o In-Program Assessment
- o Lesson Connections
- o Literature Collections
- o Making the Most of Paraprofessionals
- o Managing the Classroom
- o Monitoring Student Progress
- o Pacing Issues
- o Phonemic Awareness in adolescent learners
- o Program- and Level-Specific Format Review
- o Review of Instructional and Teaching Techniques
- o Specifically Designed Academic Instruction in English for Second Language Learners and the Sheltered Instruction Observation Protocol (Dennis, 2004)
- o Teaching to Mastery
- o The Home-School Connection
- o The Teaching Tutor © as a Professional Development Tool
- o Intervention as a Complete Language Arts Block at the secondary level
- o Using the Self-Check Assessment

The McGraw-Hill Training Manager would be responsible for conducting a needs assessment at the end of year one to determine specific additional training and support needs for year two not outlined within this proposal.

McGraw-Hill wishes to be a partner with Michigan Schools and, as such, is committed to fully cooperate fully with district evaluations. Cooperation will include, but not be limited to, providing required student performance data, completing surveys and interviews, participating in focus groups, administering surveys and questionnaires to participants in the vendors' PD activities, consenting to video-taping of PD sessions, supplying PD attendance data, collecting artifacts, and/or documenting implementation fidelity.

**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)**

McGraw-Hill aligns all of our materials to national standards and to specific state standards like the Michigan GLCEs and the MEAP, for example our Essentials for Algebra program is correlated to pass state exit exams in other states and the the 7<sup>th</sup> and 8<sup>th</sup> grade Michigan standards. Often our Intervention programs are chosen because students are so far behind that schools require programs that will take a student back to the tool skills they are lacking in order to be utilized to catch them up quickly. We have the capacity to align our intervention to a customized school improvement plan based on those specific goals the district is working to accomplish for Title students, ELL, special education goals and objectives.

McGraw-Hill Education has always supported our programs in order to partner with LEAs to raise test scores. Locally we have been the provider of quality customized professional development for the a number of Intermediate School Districts and Regional Service Agencies in Michigan, namely Van Buren ISD, Macomb ISD, Ingham ISD, Clinton County RESA, Mason Lake ISD, Tuscola County, Isabella County, Char-Em ISD, Kalamazoo RESA, Washtenaw ISD, Traverse Bay Area ISD, and for local school districts including Portage SD, St. John SD, Three Rivers SD, Chippewa Hills SD, Centreville SD, Maple Lane Elementary, Ann Arbor Public SD, Plainwell SD, Vicksburg SD, Galesburg Augusta SD, Grand Rapids Public Schools, Bendle SD, Standish-Sterling SD and many others.

We have supported individual school-wide implementations like the Maple Lane Elementary School in Macomb County with assistance to appropriately group and schedule students, comprehensive initial professional development and extensive classroom visitations and classroom coaching offering follow-up support enabling school personnel to better accelerate the learning, making decisions based on data.

In all of these situations we work to align our Professional Development and content to general curriculum needs, special education concerns and Title I frameworks and therefore we work with the Directors of Curriculum, Directors of Special Services, Principals and other key administrators to meet the districts' expectations/needs for example improved MEAP scores or NWEA scores.

Additionally we have worked directly with the Michigan Behavior and Learning Support Initiative to offer PD for their cohorts in both elementary and secondary sites. This has been due to our ability to align to the needs of Michigan Schools.

In other states and we have a wealth of specific efficacy studies demonstrating the customization of our professional development in Title I schools, Center-based programs, high schools requiring targeting assistance as well as schools requiring full school-wide implementations.

### **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)**

Pre-Implementation and Year One

McGraw-Hill consultants will

Coordinate and conduct placement testing for appropriate student grouping and program assignment.

Coordinate and develop all instructional groups based on placement data.

Place orders and develop an inventory of McGraw-Hill materials based on the placement test data.

Conduct mentor teacher and/or coaches training. This training will focus on developing the mentors' /coaches' understanding of the key research findings and knowledge of materials in the implementation. Mentors/coaches will see the program modeled and have the opportunity to practice key instructional strategies.

Monitor student progress in each group based on data collection through curriculum-based and third party screening devices.

Prepare weekly and monthly written reports for each school that reflects the progress monitoring of the school.

Provide modeling of and instruction on the side-by-side coaching model. McGraw-Hill consultants will be shadowed by the mentors/coaches to observe side-by-side in-classroom coaching. These will be followed by debriefing sessions in order for coaches to discuss the lesson, techniques, and observations.

Provide additional workshops for literacy coaches and mentor teachers throughout the school year. During these meetings, the McGraw-Hill consultant and coaches/mentors will work to refine skills, discuss pacing issues, identify frequently asked questions, and develop solutions to common problems.

Work with literacy coaches to plan grade-level meetings within schools that coaches will conduct.

The McGraw-Hill Project Coordinator will

Meet monthly with the district literacy administration team to assess district level needs, address concerns, report on progress, and plan for future professional development to build internal capacity.

Meet monthly with all literacy coaches to assess needs, address concerns, monitor progress, and plan for future professional development to build internal capacity.

Year Two

McGraw-Hill consultants will

Based upon the needs assessment in the Spring of Year One, plan training for coaches and mentors. This training might focus on:

- o Developing additional skills, e.g. diagnostic assessment, classroom management, etc.
- o What works for Culturally and Linguistically Diverse Students in Language Acquisition and Literacy

- o Brain Research: Why Reading is so Hard for Some Kids

Work with coaches to train new teachers in the four-day initial trainings.

Work with coaches to plan area workshops.

Work with coaches to plan the Home School Connection workshops that the coaches will conduct. These will be modeled after the Home School Connection workshops that McGraw-Hill consultants will have conducted in Year One.

The McGraw-Hill Project Coordinator will

Meet monthly with the district literacy administration team to assess district level needs, address

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concerns, report on progress, and plan for future professional development to build internal capacity.

Meet monthly with all literacy coaches to assess needs, address concerns, monitor progress, and plan for future professional development to build internal capacity.

### Year Three and Continuing

McGraw-Hill consultants will

Work with coaches to conduct program training for teachers new to a level that the coaches will conduct along with the McGraw-Hill consultants.

Work with coaches to plan training for new coaches.

Work with coaches to plan area workshops that the coaches will conduct.

The McGraw-Hill Project Coordinator will

Meet monthly with the district literacy administration team to assess district level needs, address concerns, report on progress, and plan for future professional development to build internal capacity.

Meet monthly with all literacy coaches to assess needs, address concerns, monitor progress, and plan for future professional development to build internal capacity.

### **Exemplar 6: Staff Qualifications**

**(15 points possible)**

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

**Exemplar 6 Narrative Limit:** 1 page plus vitae for personnel (insert narrative and vitae here)

McGraw-Hill is unique in the industry in having a consultant corps routinely trained by the authors of the programs we publish. Our consultants work from an explicit, standardized model to provide a consistent level of professional development services. SRA/McGraw-Hill consultants are all highly qualified educators who reflect the diverse cultures of the students we serve.

Typical Qualifications:

- Licensure in K-5 or K-12 reading
- Masters or doctorate degree in reading or related field
- Minimum three full years successful classroom experience
- Experience leading professional development in large urban settings
- Excellent communication and interpersonal skills
- Knowledge and use of scientifically-based reading research

Site-based coaches/facilitators are experienced professionals who will:

Reflect the cultural and linguistic diversity of the students in the district. A minimum of twenty-five percent (25%) of consultants assigned to the implementation are African American or Hispanic.

Work together with the principal to ensure successful and effective implementation of current reading/writing programs in providing leadership, high expectations, knowledge, and support

Organize, disseminate, and monitor for quality assurance of the curricula  
Provide and facilitate ongoing, on-site professional development to

implement the Turnaround initiative

Model/demonstrate lessons

Coach and support teachers

Hold follow-up conferences with teachers to clarify and discuss problems or questions

Collect data and assist teachers in prescribed methods of data collection

Assist in methods of planning instruction according to the data collected

Diagnose student needs both in areas of acceleration and intervention

Assist administrators in the assessment of the implementation

Assist teachers in correlating and integrating successful reading/writing strategies learned into all content areas

Provide support and education to parents on effective reading/writing strategies for their children

Attend system sponsored meetings and training for district literacy coaches.

Communicate effectively with teachers and administrators in the school and district

Effectively problem-solve to ensure productive site management

Provide overviews of curriculum and implementation models to stakeholder groups

Work with the district on issues of implementation brought through the county and/or state office of education.

Almitra Berry  
Curriculum Vitae  
628 Bristol Avenue, Stockton, California 95204.4332  
209.598.4256  
almitra\_berry@mcgraw-hill.com

### Summary

National Literacy Consultant with curricular expertise in the English language arts, multiculturalism, multilingualism, and urban schools' reform.

### Areas of Expertise

- Reading/language arts development K-12
- Urban literacy and urban school reform
- No Child Left Behind policy and implementation
- Public education funding and policy

### Education

Ed. D., University of Phoenix, Educational Leadership with an emphasis in Curriculum and Instruction, 2010

M.A. Ed. Curriculum and Instruction, University of Phoenix, 2006

B.A. Political Science: Public Administration, University of California, Davis, 1986

### Credentials and Certifications

Crosscultural Language and Academic Development Credential, California. 2001

Trainer of Trainers for Direct Instruction Reading, Governor's Institutes for Reading (AB466), State of California, 2001

California Elementary Multiple Subject Credential, California. 2000

California Single Subject Credential: Social Sciences, California. 1999

Language Development Specialist Credential, California. 1998

### Employment

#### THE MCGRAW-HILL COMPANIES

School Education Group: SRA/McGraw-Hill. National Office: Columbus, Ohio, 2004-present

#### National Literacy Consultant

Contribute to the company's financial goals as set forth by the Division President. Conduct sales presentations to state boards of education and large urban school districts

Present on topics of literacy and urban school reform at national and international curriculum conferences.

Provide implementation models and support for large urban districts nationwide.

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## THE MCGRAW-HILL COMPANIES

School Education Group: SRA/McGraw-Hill. California Region, 2002-2004

Regional Literacy Consultant

Contributed to the company's financial goals as set forth by the Regional Vice President.

Planned and implemented training and in-service models for customers and employees.

Evaluated, summarized and disseminated support materials and relevant information to the California sales team and customers.

Conduct customer oriented sales presentations and meetings in target accounts and major curriculum conferences.

Sales and implementation support for all Direct Instruction products in the state of California.

Sales and implementation support of Foro abierto para la lectura—Spanish alternate format reading/language arts development curriculum for Open Court Reading.

## STOCKTON UNIFIED SCHOOL DISTRICT

Stockton, California, 1996-2002

Classroom Teacher, Grade 6

Taught the district mandated course of curriculum in high poverty, underperforming, urban schools

## LINCOLN UNIFIED SCHOOL DISTRICT

Stockton, California

Classroom Teacher, Grades 9-12

Taught American History, Economics, United States History, Geography, and Psychology in a comprehensive suburban high school.

## Presentations

Council for Exceptional Children

Annual Conference, Louisville, Kentucky, April 2007

Language Development Versus Academic Achievement: When Is a Culturally and Linguistically Diverse Student REALLY a Special Education Candidate?

Eliminating Overrepresentation of Minority Children in Special Education

National Association of Bilingual Education

Annual Conference, San Jose, California, February, 2007

Language Development Versus Academic Achievement: When Is a Culturally and Linguistically Diverse Student REALLY a Special Education Candidate?

South Carolina Alliance of Black School Educators

Annual Conference, Myrtle Beach, South Carolina, January 2007

Reducing the Referral Rate of African American Students to Special Education

National Alliance of Black School Educators

Annual Conference: Orlando, Florida, November, 2006

Reducing the Referral Rate of African American Students to Special Education

New Jersey Department of Education Office of Reading First

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Annual Conference: Atlantic City, New Jersey, October, 2006  
Reducing the Referral Rate of Culturally and Linguistically Diverse Students to Special Education through Response to Intervention

Association for Direct Instruction  
Annual Conference: Eugene, Oregon, August, 2006  
The REACH System

Milwaukee Alliance of Black School Educators  
Annual Conference: Milwaukee, Wisconsin, June 2006  
Reducing the Referral Rate of African American Students to Special Education  
Direct Instruction: Closing the Achievement Gap for At-Risk Adolescents

Washington Alliance of Black School Educators  
Annual Conference: Seattle, Washington, March 2006  
Closing the Achievement Gap for At-Risk African American Students with Direct Instruction

Kansas Alliance of Black School Educators  
Annual Conference: Topeka, Kansas, March 2006  
Closing the Achievement Gap for At-Risk African American Students with Direct Instruction

Idaho Department of Education  
Title I/Bureau of Special Populations Conference, February 2006  
Boise, Idaho  
Closing the Language Gap for English Language Learners with Direct Instruction

California Reading Association  
Annual Conference: Ontario, California, November 2005  
Closing the Achievement Gap for At-Risk Minority Students

Alaska Department of Education  
Alaska Literacy Summit, November 2005  
Fairbanks, Alaska  
Turbo-charged Remedial Reading Instruction for adolescents

International Reading Association  
Annual Conference, May 2005  
Reno, California  
Brain Research: Why Reading is so Hard for Some Kids

#### Memberships

Association for Supervision and Curriculum Development  
International Reading Association  
National Alliance of Black School Educators  
National Alliance of Bilingual Education  
Association for Direct Instruction  
University of California, Davis Alumni Association  
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South Carolina Alliance of Black School Educators (Honorary)

Sharman Rowe 3819 Thoroughbred Lane Owings Mills Maryland  
21117  
(Phone) 410.274.0014 (e-mail)  
sharman\_rowe@mcgraw-hill.com

OBJECTIVE Curriculum vitae

KEY QUALIFICATIONS

Experience in teaching, training, coaching and assessing Direct Instruction and Intervention programs  
Leadership experience in instituting and conducting all phases of instructional supervision and management, organizing and coordinating projects and personnel for maximum progress  
Experience in curriculum development and clinical supervision  
Proficient communication, interpersonal, and organizational skills  
Ability to work independently and in group settings to institute creative innovations and problem solving strategies for specific goals and objectives  
Implemented a Professional Development School (PDS) in Baltimore City  
Researched ,designed and taught graduate level literacy courses for Towson University

RELEVANT EXPERIENCE AND SKILLS

Implemented whole school reform strategies utilizing Direct Instruction and Intervention strategies  
Provided professional development workshops and seminars at district and state levels  
Applied knowledge of Microsoft Word, Excel, Power Point and systemic database programs  
Served as key consultant for broad program implementations  
Achieved National Association for Direct Instruction, "School of the Year 2001"  
Completion of the "International Women's Leadership Conference," VA Tech, Oxford University 2003

EMPLOYMENT

SRA McGraw-Hill Companies Columbus, Ohio Educational Consultant present	2003-
Towson University Maryland Adjunct Professor	Towson, 1999-2003
Baltimore City Public School System Baltimore, Maryland Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants Preferred External Educational Services Provider Application	

Principal	1988-2003	1972-2003
Assistant Principal	1984-1988	
Reading/Language Arts Specialist	1980-1984	
Elementary Teacher	1972-1980	

Johns Hopkins University/Baltimore City Public School System  
 Baltimore, Maryland  
 Mentor Principal 1999-2002

EDUCATION

Towson University Maryland	Reading Leadership Institute	Towson, 1999
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Towson University Maryland	Specialist Certificate Administration & Supervision (Master's+30)	Towson, 1985
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Towson University Maryland	Master of Education: Reading	Towson, 1977
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University of Maryland Park, Maryland	Bachelor of Science	College 1972
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REFERENCES

Available upon request

NAME: Joyce Nace  
 Consultant

POSITION/TITLE: Intervention

CURRENT EMPLOYER: McGraw Hill

WORK ADDRESS: 6205 Rebecca Avenue Southeast, Auburn, Washington 98092

CELL: 253.278.2569

HOME PHONE: 253.333.2808

HOME ADDRESS: Same

E-MAIL ADDRESS: joyce\_nace@mcgraw-hill.com

DEGREES:

Master of Education: Curriculum and Instruction, CITY UNIVERSITY, 1995  
 Post Baccalaureate Studies in Education: SEATTLE PACIFIC, WESTERN  
 WASHINGTON UNIVERSITY, CENTRAL WASHINGTON UNIVERSITY, UNIVERSITY OF  
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WASHINGTON 1972-present

Bachelors of Arts: Special Education, CENTRAL WASHINGTON UNIVERSITY, 1971

Professional experience and activities that qualify the instructor to conduct this program: (Please list a sampling of prior workshops you have led. Include the name of two individuals that could provide a recommendation and comment on your presentation skills.)

Consultant/Presenter, Success For All Foundation

Marketing Consultant, Education Partners, Success For All

Presenter, Improving America's School Conference

Consultant/Presenter, Cline /Fay Institute, Parenting With Love and Logic

Consultant/Presenter, Science Research Associates, Reading Mastery, Corrective Reading

Presenter, OSPI/WASA Special Education Workshop

REFERENCES:

1. DeLonda Morton Consultant Manager  
815.258.1010  
McGraw Hill

2. Janet Johnson Sales Representative  
206.369.3865  
McGraw Hill

Molly Raine  
408 Mesa Verde  
Cedar Park, TX 78613  
Home phone: 512-249-5129  
Work phone: 512-587-1705  
e-mail: molly\_raine@mcgraw-hill.com

Position/Title:

Senior Consultant, Intervention programs, McGraw-Hill School Education group

Summary:

Molly Raine taught reading and English language arts in middle schools and high schools in Austin and Round Rock Texas for 25 years. She currently serves as a Intervention Consultant, working with school districts to address the needs of students in Title 1, Special Education, English Language Learner, and Reading Intervention programs for K-12. She has a Masters Degree from the University of Texas in Curriculum and Instruction for English Language Arts.

Education

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BS and MEd, Curriculum and Instruction English/Language Arts from the University of Texas

Work experience

- Provided implementation training for reading and math intervention programs
- Designed professional development centered on literacy topics
- Presenting professional development for local school districts in Florida, Louisiana, Iowa, Connecticut, California, and other states
- Partnered with school districts and site-based curriculum committees to design curriculum that incorporated Jamestown and/or Glencoe texts purchased by the district and/or school

Teaching Experience

- 25 years of teaching in the central Texas region in both urban and suburban school districts
  - o 12 years teaching reading at the middle school level
  - o 13 years teaching English/language arts at middle school and high school
- Training and professional development on teaching special populations: inclusion, gifted and talented, advanced placement
- Training and professional development in cooperative learning, multiple learning styles, Project CRISS (a professional development program integrating reading strategies in content area classrooms), and New Jersey Writing Project (writing process, reading and writing workshops)

Sherresa Diane Brasfield  
P.O. Box 1102  
Fall Creek, OR 97438  
(817)455-8495  
csttbrasfield@msn.com

Education:

University of Texas at Arlington (August 1998–December 2001)

Education Program

Oregon State University (August 1993–May 1997)

Bachelor of Science in Exercise Sports Science

Minor in Psychology

Certification/Endorsements:

Texas Teacher Certificate  
Grades 1-6  
General  
ESL Endorsement

Professional Experience:

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- SRA/McGraw-Hill-Reading Consultant (August 2005-February 2010)
- Present and train Direct Instruction curriculum
  
- Imagination Station-Reading Consultant (August 2005-February 2007)
- Trained and monitored the implementation of Imagination Station.
- Conducted training sessions for administrators and teachers in data analysis.
  
- Teacher Created Material-Reading Consultant (August 2005-February 2007)
- Trained Time For Kids Exploring Nonfiction
- Developed training sessions for teachers in the 5 Reading Components.
  
- Fort Worth ISD, Reading Department (November 2003-July 2005)
- Texas Reading First Coach
- Along with the Campus Leadership Team, articulated and oversaw the implementation of the 3 Tier Reading Model.
- Observed instruction and provided constructive feedback and “next-step” support in classrooms.
- Conducted collaborative grade level (K-3) meetings to help analyze and utilize assessment data to improve student achievement.
- Provided continual on-site staff development to ensure that teachers were knowledgeable about TRF, as well as the core and supplemental reading programs
- Analyzed data from screening, diagnostic, progress monitoring and outcome assessments such as TAKS, TPRI, SAT 10 and DIBELS.
- Trained and monitored campus implementation of reading interventions such as IStation, Lexia, My Reading Coach, Study Island, TFK Exploring Nonfiction and TFK Reading and Writing.
  
- Nova Charter School-Reading Consultant (February 2004-June 2005)
- Trained Reading Master I-VI and Corrective Reading.
- Trained TPRI administration and implementation.
- Consulted Reading Coach on Texas Reading First implementation.
  
- Fort Worth ISD-Teacher (August 2000-November 2003)
- First grade ESL teacher
- Curriculums used - Saxon Math, Silver Burdett Math, Academic English for Success, Reading Mastery, Corrective Reading, Learning Through Literature, Language For Learning
  
- Dallas Independent School District-Teacher (August 1999-March 2000)
- Second Grade Teacher
- Curriculum used - District Adopted Textbooks
  
- Professional Development:
- Texas Reading First Regional Institute
- Direct Instruction Conference-
- Essentials of Coaching
- National Lexile Conference
  
- Michigan Department of Education
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Coaches Training Institute  
ESL Endorsement Program  
New Jersey Writing Project

Leadership Activities:  
Reading Mastery Mentor  
Reading Department Presenter  
Writing Specialist  
Campus Grade Level Chairperson  
Campus Representative

Leslie\_Adkins@McGraw-Hill.com

Leslie Adkins

Objective To secure employment utilizing my skills in the field of education

Experience 2003-present McGraw-Hill Companies Phoenix, AZ

Regional Consultant

Develop and conduct product training in 22 states.

Coach and provide on-going Professional Development

Conduct Sales Presentations

Serve as a liaison between company and school districts.

Remain current on educational trends.

Participate in national education conferences and symposiums.

2002-2003 The Phoenix Birthing Project Phoenix, AZ

Academic Director-The Village High School

Implemented and executed school process and principles of the Phoenix Birthing Project

Drafted grants to secure funds for academic facility

Supervised all school faculty and staff.

Sought and obtained innovative programs to assist students in their educational and personal growth

Developed approved Federal education reform plan (No Child Left Behind)

Managed budget for federal and state funds for academic facility

2001-2002 Phoenix Birthing Project Phoenix, AZ

Social Studies Teacher-The Village High School

Managed classroom of 10-20 high school students

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Implemented school Social Studies curriculum  
 Executed school behavior policy.  
 Served as liaison between parents/students/school  
 1999-2001 Advantage Schools, Inc. Phoenix, AZ  
 Assistant Director- Phoenix Advantage School (10/00-11/01)  
 Member of school Leadership Team  
 Developed, implemented and executed Middle School behavior plan.  
 Sought and obtained community donations  
 Responsible for purchase, distribution and training of several instructional programs  
 Managed all discipline school wide, developed re-entry plans.  
 Coached and supported teachers to increase performance  
 Standardized Testing Coordinator  
  
 1999-1998 Advantage Schools, Inc. Phoenix, AZ  
 Fourth and fifth grade teacher  
 · LEAD TEACHER: served as team leader and mentor to fourth and fifth grade teachers  
 · Served as liaison between teachers and Leadership Team  
 · Managed classroom of 30 fourth and fifth graders  
 · Implemented Direct Instruction curriculum  
 Education 1993 Western Michigan University Kalamazoo, MI  
 B.A., English/Community Journalism.  
 References Available upon request

JESSICA GRAHAM  
 414 WEST 30TH STREET VANCOUVER, WA 98660  
 PHONE 360-601-3482 · E-MAIL JESSICA.GRAHAM@VANS.D.ORG

#### PROFESSIONAL GOALS

I have a serious commitment to be the best teacher for each group of students I have the opportunity to teach. I will work hard to be a positive influence in the lives of my students, parents, and fellow teachers.

#### COMMENDATIONS

Current G.P.A 3.95, Academic Scholarship at Concordia University, C.P.R/First Aid-(Completed), CBEST (Completed), PRAXIS Series (Completed), Training on the Portal for the Vancouver Public Schools, Trained on Individualized Education Plans, Trained in Child Study Plans.

#### EDUCATION

[ 2008-Current ] Washington State University Vancouver, Washington  
 Working on my Master's in Educational Leadership, Professional Certification, and Administration Credential.

[ 2003-2005 ] Concordia University Portland, Oregon  
 Received a B.A. in Education and Early Childhood.  
 Emphasis in Elementary Education

[ 2001-2003 ] Clark College Vancouver, Washington

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General Education Studies

PROFESSIONAL EXPERIENCE

[ 8/2009–Current ] Vancouver Public Schools [ City, State ]  
5th Grade Teacher– Roosevelt Elementary

Formulated and implemented creative and personalized lesson plans in alignment with Washington State Standards and District Essential Learning’s.

Interact with teach at-risk and special needs children.

Actively communicate with parents regarding classroom activities, assessments, curriculum guides, and student progress.

Assess & analyze individual student needs to improve instruction.

Resolve student discipline problems.

Work collaboratively with teachers, specialists, and staff assistants.

[ 8/2006 – 8/2009 ] Vancouver Public Schools [ City, State ]  
2nd Grade Teacher – Washington Elementary

Formulated and implemented creative and personalized lesson plans in alignment with Washington State Standards and District Essential Learning’ s.

Interact with teach at-risk and special needs children.

Actively communicate with parents regarding classroom activities, assessments, curriculum guides, and student progress.

Assess & analyze individual student needs to improve instruction.

Resolve student discipline problems.

Work collaboratively with teachers, specialists, and staff assistants.

[ 9/2005 – 12/2005 ] Vancouver Public Schools [ City, State ]  
4th Grade Student–Teaching – Washington Elementary

Presented Social Studies Work Sample; Lewis and Clark Expedition.

Work Sample Included – Pre-Test/Post Test, Grading System, Rubric, Grade Book, and 10 lessons in the following areas; History of Lewis and Clark, Mapping Skills, Constructing Log Cabins, Making Homemade Butter, Planning the route to Portland/Vancouver.

Taught D.O.L/ Social Studies/ Math/ Writing/ Spelling/Reading/ Science.

Trained in the following areas; DIBELS, ORF, Soar to Success, Interventions, Harcourt Assessments, and STAR EL.

REFERENCES

Laurie Johnson – Staff Assistant 360-921-9012

Theresa David–Turned – Principal Washington Elementary 360-313-3050

Susan Rucker – Teacher Washington Elementary 360-313-3050

PROFESSIONAL AFFILIATIONS

SRA Pier Diem Summers 2008–Current – Train teachers in Washington State and Wyoming on the Reading Mastery Program.

Kimberly T. Perkins  
3909 Reserve Drive #1224  
Tallahassee, FL. 32311  
W. (305)582-5877

CAREER OBJECTIVE: To aid in the education of children in this great country thus, preparing them for a better future.

#### WORK EXPERIENCE

School Education Group - McGraw-Hill  
Intervention Team  
2006 - Present

Consultant

To provide professional development for educators that are current users or in the process of using McGraw-Hill products in various content areas. Assist in the implementation of programs in a district or school by coaching teachers and supporting district staff & school administrative staff with instructional activities to ensure academic success of students. Also, to provide presentations and support sales for products to current or perspective customers around the country.

Just Read, Florida!  
Governor Jeb Bush' s Reading Initiative  
Tallahassee, FL  
2004 - 2006

Manager of Special Projects

Creating statewide events to increase the awareness of Governor Bush' s Reading initiative and enhancing student' s desire to read through statewide book reads and contests. Providing reading content for projects and educational briefings to legislators, Commissioner of Education, local politicians, and state agency heads in Florida. The JRF liaison to the Florida Education Foundation for support of various projects including conferences, reading events and resources for students in Florida.

Governor' s Family Literacy Initiative Grant - Program Manager

Providing feedback, monitoring and managing grants for various programs throughout Florida that enhance reading skills to parents and children around the state.

Coordinator of Summer Reading Camps

Developing and monitoring a statewide mandated reading program for FCAT level one third graders in Florida. Preparing technical assistance, attending regional meetings, giving feedback and site observations to 67 school districts and 6 lab

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schools on reading plans for intensive reading instruction in Florida.

Reading First Project Manager

Jan. 2005 - Dec. 2005

Provide technical assistance to districts applying for Reading First grants, monitoring Tier 3 third grade students' performance in reading (PMRN) and managing grants implementation via Reading First compliance requirements.

K-20 Policy Team - Member

This committee crafts policy for education on third grade progression laws, pupil progression plans, provides K-12 technical assistance to districts and contributes to educational resources produced by the Florida Department of Education.

Family Building Better Readers Liaison/Trainer (FBBR) - Provide practical training to parents on reading strategies that can be used with their children daily. This training takes place around the state during the school year with program developer and professor from University of West Florida, Dr. Angela Martin.

Mentor - Summer Reading Camp mentor to 3rd grade struggling students in various schools.

Miami- Dade County Public Schools - Miami, FL

1996 - 2004

Division of Alternative Education and Dropout Prevention

Curriculum Support Specialist for Language Arts and Reading

PROJECT READ

2003 - 2004

Implementing and developing district initiative to ensure academic success of students in the secondary environment through inservices/trainings. Also, seeking effective research based methodology for teachers in reading.

Team Leader - Chairperson of an evaluation team to determine the organizational and instructional effectiveness of educational centers within the Outreach Division of Alternative Education and Dropout Prevention.

J. R. E. Lee Educational Center - 2003

Reading Leader

Developing and maintaining a reading program for students in a secondary setting Miami Douglas MacArthur Senior High School - South (Alternative School)

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Language Arts/Reading Teacher (10th, 11th & 12th Grade) 1999 - 2003

Creator/Facilitator - MacArthur High School - South / Perrine Elementary Reading Tutorial Program

SACS - Southern Accreditation of Colleges & Universities  
School Improvement Plan  
Analysis of Instructional & Organizational Effectiveness Committee -  
Chairperson  
2002 - 2003

Norland Middle Community School - Miami, FL  
3100 Position - Language Arts Teacher (SARP)  
1998 - 1999

Bestowing knowledge and basic skills on literature and grammar in the English language. Also, created specific strategies, targeting unmotivated students that are labeled at risk.

#### DISTRICT POSITIONS

Miami Dade County Public Schools Certified CRISS Trainer - Project CRISS  
Alternative, Vocational and Outreach Division  
2000 - Present

Miami Dade County Public Schools S.T.A.R.S. Middle School Trainer  
2002 - Present

Barry University  
Part-Time  
2002 - 2003

The Learning Center- Reading Tutor to Undergraduates and Recruiter for the Learning Center

To administer standardized reading tests, diagnose reading problems and tutor undergraduate students in various majors within the university. Also, recruit students to utilize resources in the Learning Center through workshops, fairs and telephone consultation etc.

Miami Dade College  
Part-Time  
May 2003  
Adjunct Professor Pool - College Prep Reading  
Kendall Campus

Instructing and bestowing knowledge on skills and strategies in Reading, that enables the student to become an effective and proficient reader for individual collegiate academic program.

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EDUCATION:

1991- 1993 - Florida State University

Miami-Dade Community College - Miami, FL

Received an Associate of Arts Degree in Education - Summer 1995

1998 - Received a Bachelors of Arts Degree in English at Florida International University

2003 - Received a Masters of Science Degree in Reading Education at Nova Southeastern University - June 30, 2003 Graduated Summa Cum Laude - 4.0 GPA

2004 - Educational Specialist Degree in Curriculum & Instruction Management Administration, Nova Southeastern University Graduated Cum Laude 3.5 GPA - October 30, 2004

Received Professional Certificate in Reading K-12, 2003 - 2008

2002 - Zelda Glazer Writing Institute - University of Miami and Miami Dade County Public Schools

ADDITIONAL INTERESTS OF NOTE AND AFFILIATIONS:

Member of St. James A.M.E. Church  
American Federation of Teachers  
National Educators Association

Member - Alpha Kappa Alpha Sorority, Inc. - Gamma Zeta Omega  
Chapter

Member - Continental Societies, Inc - Miami, FL

AWARDS:

2005 - Who's Who Among American Teachers

2003 - National Collegiate Honor Society - Member

2002 - 2003 Teacher of the Year - Miami Douglas Mac Arthur High School -  
South

Miami - Dade County Public Schools

2002 - 2003 Regional Nominee for the Francisco R. Walker Teacher of the Year  
Miami-Dade County Public Schools

2000 - 2001 Disney Teacher of the Year Nominee

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STRENGTHS: Strong Public Relation Skills, A profound background in Reading Education, English usage, Literature and Grants Management.

SKILLS: Knowledgeable of Millennium and XP Edition Windows Software, Excel and PowerPoint. Web page Building

HOBBIES: Reading, Writing and Aerobics

## SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

## SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

**LICENSURE AND INSURANCE  
DOCUMENTS ARE ON FILE WITH  
MDE**