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

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

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

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:

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

Telephone:  (517) 373-8480 or (517) 335-4733
Email:  MDE-SSOS@michigan.gov
Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A, Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to "recruit, screen, and select external providers…". To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

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

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

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

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

Applications will only be reviewed if:

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

Applications will only be approved if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points.
<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>
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<tr>
<td>6. Staff Qualifications</td>
<td>15</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
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</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
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</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>22-2050511</td>
<td>Evans Newton Incorporated</td>
</tr>
</tbody>
</table>

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

Evans Newton Incorporated

4. **Entity Type:**

- [X] For-profit
- [ ] Non-profit

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

- [X] Business
- [ ] Community-Based Organization
- [ ] Educational Service Agency (e.g., RESA or ISD)
- [ ] Institution of Higher Education
- [ ] School District
- [ ] Other

(specify):_____

6. **Applicant Contact Information**

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deborah Miller, Executive Vice President</td>
<td>(480) 998-2777</td>
<td>(480) 951-2895</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
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<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>15721 N. Greenway-Hayden Loop, Suite 100</td>
<td>Scottsdale</td>
<td>AZ</td>
<td>85260</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E-Mail</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:dmiller@evansnewton.com">dmiller@evansnewton.com</a></td>
<td><a href="http://www.evansnewton.com">www.evansnewton.com</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of Contact</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie Atkinson</td>
<td>480-998-2777</td>
<td>480-951-2895</td>
</tr>
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<tbody>
<tr>
<td><a href="mailto:latkinson@evansnewton.com">latkinson@evansnewton.com</a></td>
<td><a href="http://www.evansnewton.com">www.evansnewton.com</a></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Intermediate School District(s):</th>
<th>Name(s) of District(s):</th>
</tr>
</thead>
</table>
### 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: _____

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)

School Transformation and Turnaround Model - 9 Essential Elements for Student Success

The ENI Transformation and Turnaround Model is a comprehensive, evidence-based, flexible system that is tailored for each school we serve. Our process includes all the elements needed to meet or exceed student achievement goals and to create a professional learning community that serves all stakeholders. We use a holistic approach that honors existing assets, school culture, and unique issues while providing the framework, processes, tools, assistance, and expertise needed for systematic, sustainable change.

Our success in transforming underperforming schools and districts has been verified by independent research. ENI's 9 elements of transformation and turnaround, including our TargetTeach® process supported by job-embedded prescriptive coaching and professional development, are geared toward sustainability and increased student results. The following samples illustrate ENI's positive impact on student achievement and teacher effectiveness.

Gorin, J. S., & White, M. A. (2009). *Meta-analysis of TargetTeach in the areas of mathematics and reading* [Data analysis and interpretation]. College of Education, Arizona State University, Tempe, AZ. Statistically significantly increase in percentage of students passing state tests at proficient levels or above, pre/post-implementation of TargetTeach®.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>35% pre-treatment</td>
<td>37% pre-treatment</td>
</tr>
<tr>
<td>65% post-treatment</td>
<td>52% post-treatment</td>
</tr>
</tbody>
</table>

Through ENI’s work in Oklahoma with Tulsa Public Schools, 32 of 37 schools have come off the list of schools in need of improvement. In Michigan, ENI worked with Lansing Public Schools, bringing two of three participating high schools in August 2010 off their school improvement list. During the first three years that ENI worked with Washington Elementary of Sapulpa Public Schools in Oklahoma, the school moved from being the lowest performing school in the district to becoming the top elementary school in the district in nearly every grade and subject and a National Blue Ribbon School. Additional research and evaluation studies supporting ENI’s model are cited in Exemplar 2.

ENI’s Transformation Model builds site-based capacity, transfers knowledge, and trains staff so increased student achievement and school improvement efforts will continue long beyond the end of the project and encourages schools to be self-sufficient. A key to ENI’s sustainability success is building capacity through the prescriptive, differentiated learning for teachers and administrators. For long-term accomplishment of the school’s goals, staff learning is collaborative, embedded and connected to the goals and daily work of the school (additional sustainability details described in Exemplar 5 section of this application).

ENI’s Transformation and Turnaround model grows out of the recognition that major root causes for low student achievement reside in very few areas — such as curriculum, the curriculum’s alignment to state objectives, the quality of instruction, leadership, the establishment of proper structures to enhance student learning, and continuous monitoring. The implementation of the ENI model addresses nine elements supported by research and proven to successfully impact student achievement. A description of each component and ENI service and supporting product offerings with approximate project timeline follows.

1. **Situation Analysis:** A “collective examination of data related to the existing system” is critical to developing a shared vision (Zmuda, Kuklis, and Kline, 2004). ENI conducts a thorough needs assessment to analyze historical data in critical areas such as student achievement, teacher retention, effectiveness of improvement initiatives, staff skills and knowledge, student mobility, student-staff-parent perception data, graduation/drop-out rates, student success/failure rates, transition programs, attendance, and discipline.
   - **Phase I at Project Start-up; Phase II after first semester or mid-point of Project**

- **Project Start-Up – District Senior Team Overview & Program Coordinator Orientation:** ENI/District/Building leadership examine project, discuss and confirm district perspective on goals, review and approve project calendar; A formal communications plan is designed to ensure there is clarity within both organizations about joint responsibilities.

- **Program Reviews:** ENI engages all district level stakeholders in dialogue and reflection on the progress of the project to date in meeting established goals and appraises the quality of service and accountability actions (supplemental incremental assessment data reports; in-service/coaching schedule and evaluation summary reports). Program reviews are opportunities to celebrate successes, identify challenges, and determine next steps in implementation, including modification of project deliverables (both services and products), to ensure expectations are being met by both members of the partnership. Quarterly and/or monthly sessions are coordinated by ENI’s Project Implementation Manager.

3. Leadership and Organizational Structure: Leaders hold the ultimate responsibility for setting direction, developing people, and redesigning the organization. ENI teams with districts and schools to multiply leadership capacity. Our focus is on creating and sustaining an organizational culture and structure that fosters educational excellence. Our work in this area reflects the research of Fullan (2005, 2010) and Reeves (2006) among others. ENI helps schools maximize their human, material, and programmatic resources to best meet individual student needs and engage them in learning. Organizational transformation is undertaken through coaching, professional learning communities, and collaborative data analysis and standards-based lesson planning. ENI leadership support services are designed to support the leadership team in applying the continuous improvement process and meld the PLC processes into one unified effort. Discussions and activities during each session are centered on goals for student achievement and adult capacity, based on qualitative and quantitative data. Each session includes learning walks and on-site follow-up support.

- **Principal Leadership/Administrative Support Sessions (workshops & practicums) conducted throughout the project include:** Implementation Plan/Data Analysis/Develop Coaching Plan and Instructional Model; Increment Assessment Results and Post Assessment Debriefings/Pacing Guide; Review/Instructional Model and Lesson Design/Webinar and Workshop Plans/PLC Roles/Responsibilities; Common Assessments, Resources, Strategy Lessons and Lesson Design; Progress Review, Connect Leadership Team with PLC, Action Research/Student Work; Data Review and Action Research/Student Work; Action Research Presentations & Celebration.

- **TargetCoach2Coach™:** TargetC2C™ transfers the knowledge and process of the ENI Prescriptive Coaching Model to district and school-based coaches, laying the foundation for the growth and nurturing of professional learning communities, school change, and improved student performance. The significant offshoot of this process is the transference that occurs between school-based coaches and the teachers they coach, as these school-based coaches emulate the way ENI coaches worked with them to build their repertoire of knowledge and skills. The TargetCoach2Coach™ Model consists of both face-to-face and virtual professional development delivered in the following time frames: District and Administrative Overview; 7 face-to-face workshops; Practicum sessions – individual coaching/modeling with ENI Coach and District Coach for practical application of workshop content (1/2 day after each face-to-face workshop); and 7 Webinars.

- **Leadership Monitoring and Implementation Measurement:** As checkpoints throughout the year to assess the level of teacher development in the learning continuum of the process, ENI staff and school leadership use ENI’s Self-Assessment Rubric and Fidelity Charts and Checklists to collect data to measure teacher growth and monitor coaching progress. By distinguishing among levels of implementation (1 – 4), data can be collected to monitor implementation, identify areas of strength, and focus on areas where additional support is needed. These tools for each step of the process provide data that school leadership and ENI use as a tool for designing differentiated assistance to
teachers being coached based upon their self-assessments; assist district/building leadership in designing/modifying an action plan that supports the SIP plan for the building/district; and ensure that students are receiving the instructional benefits offered by research-based products, strategies, and best practices. ENI coaches use data from the tools in designing their Prescriptive Coaching Action Plans.

4. Michigan Grade Level/High School Content Expectations/Common Core Study and Filling Staff Instructional/Learning and Student Learning Gaps: Working collaboratively with school or district staff, ENI helps establish processes to fill instructional and learning gaps for staff and students. This is done using previously purchased district materials and resources, lessons created by teachers, or ENI customized or proprietary materials which can be modified to accommodate special needs students and English language learners. ENI's approach to designing resources and training staff in designing lessons take into account the research of Tomlinson and McTighe (2006), which merges the best tenets of differentiating instruction and Understanding by Design, Hill and Flynn (2006), focused on effective strategies for at-risk learners, and Rose and Meyer (2002), focused on Universal Design for Learning (UDL), to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.

- **Project Start Up: Initial** – 1 day session to present an overview of the 5-step process, its application to district and school goals, emphasizing roles and expectations. Participants will review their district’s curriculum alignment/mapping process (will not engage in alignment work/district obligation), analyze evidence of best practices embedded into TargetTeach® supplemental materials, read and interpret sample student supplemental assessment reports from iTTX®, and collaborate to plan classroom instruction.

- **Standards Study I** (1 day workshop/project start-up training for implementing the standards-based 5-Step process in classrooms and building a knowledge base for acquiring a deep understanding of standards-based instruction: what it looks like and how it should be implemented) and **Lesson Design I** (1 day workshop/project start-up training where teachers are organized in vertical and horizontal teams, and the work is focused on effective lesson design and proven techniques for productively engaging and motivating students in the learning process).

- **Standards Study II** (embedded teacher coaching throughout project to continue deep instructional dialogue around standards and curriculum supporting teachers in their understanding of the role of formative assessment in students’ mastery of standards; internalizing a process for continuing to dissect standards departmentally/by grade level; understanding rigor from the student perspective while integrating valuable high–impact instructional techniques, such as questioning and listening, into planned lesson delivery; understanding and using learning progressions knowledge, formative assessment data, and best practice lesson design to respond to student needs as identified by state expectations, ongoing classroom embedded formative assessments and Incremental assessments) and **Lesson Design II** (embedded teacher coaching to augment Lesson Design I during teacher planning periods, grade-level and departmental meetings, and PLCs to practice elements of effective lesson design: rigor and relevance, questioning, student engagement, assessment FOR learning, closure and review, developing instructional activities based on research-based, high-impact strategies, and understanding classroom observational protocols).

- **Project/Problem-based Learning:** A workshop where teachers organized in vertical and horizontal teams will focus on understanding and using project- and problem-based learning in the standards-based classroom; teachers will receive support in the design of performance-based learning opportunities requiring students to develop skill in deep and complex thinking, questioning, making inferences, and critical thinking; teachers will learn to set up, manage their PBL lessons; coaching will support teacher teams during planning and PLCs.

- **Additional workshops include:** Sample Assessment and Benchmarking; Collaborative Pacing and Sequencing; and Rubric Design.

5. Pacing and Assessments: ENI collaborates with schools to implement rigorous pacing to ensure all standards are taught before state testing, and to develop aligned short-cycle supplemental assessments to match the pacing. The power of short-cycle assessments has been shown by many, including Black and William (1998), who found the typical effect size of formative assessment to be between 0.4 and 0.7.
• **Introduction to Formative Assessment Tools** (1 day workshop and continued in PLCs)
• **iTargetTeach® Online Management System** (immediate student test results by district, school, classroom, objective)
• **Common Core/Standards-based formative assessment items/test design and blueprint**

6. **Data-Enhanced Decisions:** Formative assessment results make it easy to target areas where intervention and further differentiated instruction is needed. In a summary of research on this topic, Fisher and Frey (2007) noted that appropriate use of formative data to inform re-teaching is an important element in instructional models presented by Wiggins and McTighe, Tomlinson, and Fullan. ENI offers convenient, web-based access to assessments precisely aligned to standards, with detailed student progress reports. ENI also helps teachers and administrators learn to apply the results in the most impactful ways.

• **Multiple Tiers of Student Intervention:** The need for grade-level and classroom teams to use data to inform instruction, gain feedback regarding the success of the curriculum, determine need for deeper assessment, and identify students who need intervention beyond the core programs is embedded in the process and monitored using ongoing classroom embedded formative assessments in order to determine whether the interventions are resulting in sufficient progress toward the goal. **Supplemental TargetStrategies®** and **TargetFundamentals®** lessons provide GLCE/HSCE resources to teachers to respond to students’ academic needs (review, re-teach, re-assess).

7. **Professional Development:** ENI provides job-embedded professional development and coaching, at the Teacher, Instructional Leadership Team, and Principal levels, with an emphasis on developing true professional learning communities (brief training/coaching session descriptions in Exemplar 1). Kannapel & Clements (2005) found that ongoing, job-embedded professional development differentiated high- from low-performing schools. Coaching has been shown to be a critical component of professional development; with coaching included in staff development, 95% of participants transfer new skills into classroom practice (Bush, 1984; Joyce, Showers, and Fullan, 2002). **ENI’s Prescriptive Coaching Model details are expanded on in Exemplar 3 of this application.**

8. **School Culture:** ENI’s model fosters the development of best practices that are conducive to positive interactions among everyone associated with the school. This includes a respectful, collaborative professional learning community which fosters change and supports all aspects of the learning process. Professional learning communities assist individual and organizational learning. Hughes and Kritsonis (2007) validated that over 80% of schools who reported a functioning PLC demonstrated increased student achievement in reading and math. Other key tenets of building a thriving school culture, as implemented by ENI, have been established by educational leaders that include Fullan (2005) and Zmuda, Kuklis, and Kline (2004).

• ENI cultivates **Communities of Practice** throughout the project, face-to-face and virtually (TargetPLC®/online tool) to set strategic context to let communities find a legitimate place in the organization, identify critical problems and solutions, and articulate the need to leverage knowledge, implement with fidelity, celebrate successes, and sustain the process.

9. **Student, Family, and Community Support:** School, home, and community represent critical spheres of influence (Epstein et al, 1997) that engage, guide, energize, and motivate students; the greater the overlap among the spheres, the greater the impact. ENI is guided by this philosophy, and works to support schools in involving families and community members in the transformation and turnaround process, and to support teachers and administrators in more effectively communicating with and engaging families and community members. ENI’s professional staff will work with school leaders throughout the project to review the school’s needs assessment and develop complementary solutions. Student and family support systems will be designed to empower and engage students as they encounter the learning experience in school. Some of the key evidences of this will include but are not limited to the following: (1) families are invited to participate in school activities; (2) families are informed about available assistance for their children who are struggling in school; (3) families and community members are invited to participate in school improvement planning and ENI Program Reviews.

• **ENI Parent Assisted Learning resources (PALS®)** grades K-8 in ELA and math
• **TargetTeach® Formative Assessment Parent Reports**
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.
**THEORY/RESEARCH FOUNDATION**

The core principles of the ENI Transformation and Turnaround Model expand upon ENI's proven TargetTeach® process that includes creating a true standards-based curriculum, incorporating standards-based teaching strategies and materials in the classroom, closely monitoring ongoing progress, and building teacher and leader capacity. In addition to the research described in Exemplar 1, a quick recap of several key areas follows.

**Alignment.** Research shows that student achievement improves when all parts of the system—curriculum materials, professional development, and classroom instruction—pull in the same direction (Resnick, 2003). Robert Marzano (2000), in a meta-analysis of international research studies, noted significant improvement in student achievement in schools where the curriculum was well-articulated, aligned to assessments, and fully implemented in the classroom (increase of 31 percentile points).

**Formative Assessment.** Assessment data can be a powerful tool in a continuous improvement model focused on instruction and student learning (Lewis and Paik, 2001). Numerous studies show formative assessment is more effective than annual assessment for guiding development of new materials, using the results immediately to guide instruction, prioritizing instruction, providing continuous diagnosis, monitoring and correcting student progress, documenting classroom learning and generally permitting better day-to-day decision-making by teachers (Jaeger & Tittle, 1980; Linn, 1983; 1989; Nitko, 1989).

**Professional Development and Professional Learning Communities.** Effective professional development and professional learning communities are essential. An extensive research study conducted by the Charles A. Dana Center identified the following key components of several high achieving urban schools throughout the United States: (a) aligned instruction to the standards and assessments required by state government, (b) professional development, (c) planned instructional methods and strategies to ensure students would have an opportunity to learn the aligned curriculum, (d) adequate resources for materials, and (e) time for teacher collaboration (Charles A. Dana Center, 1999).

**EVALUATION-BASED EVIDENCE OF EFFECTIVENESS**

Numerous evaluation studies have been conducted by independent, third-party researchers from the Division of Psychology in Education of Arizona State University showing the effectiveness of TargetTeach® in making significant student achievement gains. These studies used experimental and control groups created through carefully selected comparison groups. Each study used a reliable assessment measure to show that student achievement gains were sustained over time at the evaluation sites.

**Meta Analysis of TargetTeach®**

ASU researchers applied the accepted practices for meta-analyses in performing a statistical analysis on a set of individual student results drawn from four previously completed, scientific ASU studies. Using approved, random sampling measures, the study evaluated the overall impact of ENI's TargetTeach® process on student achievement in mathematics and reading/language arts.

A random sample (25%) was drawn from the pre-implementation and post-implementation students from across all four districts. SPSS was used to select the random sample. A chi-square test (cross-tabulation) was used to examine change in the percent of students passing state tests at Proficient levels or above during pre and post implementation periods of TargetTeach®. In reading, participants were randomly sampled (25%) to 1,933 subjects. Approximately 37% of the random sample was above passing or proficient before the implementation of TargetTeach®. That percentage increased to 52% after the TargetTeach® implementation. This achievement differential, pre-post TargetTeach implementation...
was statistically significant ($\chi^2(1) = 41.42, p<.001$). In mathematics a random sample of 2,130 subjects were used. Approximately 35% of the random sample was above passing or proficient before the implementation of TargetTeach®. That percentage significantly increased to 65% after the TargetTeach® implementation ($\chi^2(1) = 191.33, p<.001$).

The ASU researchers provided the following conclusion from the study, “This study shows that student achievement after TargetTeach implementation is associated with a statistically significant increase in passing scores for students on their state standardized test in mathematics and reading. This indicates that, aside from district-level variables associated with implementation, student demographics, or teacher characteristics, the TargetTeach tools made a difference in increasing student achievement.”

Math Meta-Analysis

Reading Meta-Analysis

Assumption Parish School District, Louisiana

For five years ASU researchers have been tracking state results on high school mathematics achievement for 9th and 10th grade students in Assumption Parish, Louisiana. For 9th grade, pre-implementation data were not available owing to Hurricane Katrina; however, the overall trend since implementation has been an increase in passing within four years of implementing TargetTeach® with an average passing rate of 81%. ASU reports that the difference in performance from 2006 to 2010 was statistically significant improvement ($p < .01$). The results for 10th grade include a baseline year of 2004-2005 and show that results have increased from 80.5% passing to 84.1% in 2010, with an average passing rate during that time of 84%.

Zion School District #6, Illinois

An independent study by ASU researchers followed the growth in mathematics and reading achievement among 8th grade students in Zion School District #6, Illinois. The findings of the student indicated statistically significant growth in both subjects. In the baseline year for TargetTeach® mathematics implementation, 2004-2005, only 22.2% of the 8th grade students were at or above proficiency. The program saw a rapid increase, and after five years of program implementation, 68% of students were
passing. The results show that there was a statistically significant improvement in mathematics achievement from 2004 to 2009, \( \chi^2 (1) = 120.82, p < .001 \). For reading in the baseline year, 2003-2004, before TargetTeach\textsuperscript{®} was implemented, only 40% of the 8th grade students were at or above proficiency. The percentage of students passing increased steadily with only one year of slight decline with the percent passing at 75% after the fifth year. The results show that there was a statistically significant improvement in reading achievement from 2004 to 2009, \( \chi^2 (1) = 80.03, p < .001 \).

![Zion Math Achievement](image)

![Zion Reading Achievement](image)

**Lansing School District, Michigan**

Researchers from Arizona State are working on a research project with Lansing School District and will have data to report in the future. The district has implemented TargetTeach\textsuperscript{®} reading and math projects in three high schools over the past year and a half, beginning in the middle of the 2008-2009 school year. The results from state test scores over that time have shown strong increases in two of the three high schools. The charts that follow show growth on the most recent results for all Full Academic Year students on the Michigan Merit Exam.

![Lansing High School Reading](image)

![Lansing High School Math](image)
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).

ENI’s Prescriptive Coaching Process – Building Capacity for Sustainable Change

Increasing human capital is critical for successful school transformation, but research has shown that well-intentioned efforts can fall short without a clear, proven system that engages and involves the professionals for which it is intended. Without effective teachers, leaders, and support staff, even the best curriculum cannot produce high-achieving students. As with all aspects of the ENI Transformation and Turnaround Model, we tailor professional development to the needs of each school or district. All activities are intertwined and designed to support the common goal of improved student achievement. Skilled in dealing with sensitive issues, ENI experts can help facilitate buy-in from all members of a district’s team. Working respectfully with staff, we honor past efforts while tackling difficult issues that may stand in the way of success.

From the beginning, the ENI process is highly collaborative and involves the active participation of both administrators and teachers. In our work with our partner schools, we provide hands-on in-service/work sessions, teacher and leadership job-embedded coaching, and coach training, all designed to help staff understand, implement, and maintain a proven transformation and turnaround process. ENI professional development is relevant, builds capacity, and helps develop a professional learning community on many levels. Throughout the stages of the ENI model, school and/or district personnel gradually take ownership of ENI processes and coaching with the ultimate goal of becoming a self-sustaining, high-performing entity.

ENI’s Prescriptive Coaching Process is designed to build capacity within the district for ongoing implementation of the Transformation Model. Through job-embedded coaching and professional development, district/building staff “learn” and “apply” almost simultaneously. This parallel application strand enables participants to use, with those they are working with, what they have just learned from the ENI coach. This dual process is central to the ENI model, allowing participants to become experts in the model’s underlying theory, while at the same time sustaining the work in classrooms through effective application. Theory, demonstration, practice with reflection and feedback, and on-going collegial support are integrated into all activities. Application of new learning is supported by the ENI coach at the school level through individual coaching and professional learning communities. The district and school historical data, state and/or common core standards, district curricula, instructional resources, and assessments are the tools for mastering the continuous school improvement process.

Evans Newton Incorporated is in the process of application, review, and approval to the International Association for Continuing Education and Training (IACET) to be an Authorized Provider to award Continuing Education Units to registered participants. CEUs can be used for maintenance of professional affiliation with an institution or professional advancement in organizations (www.iacet.org). Moreover, for each project ENI collaboratively develops a detailed Project Plan that closely aligns with a school’s improvement plan, which includes SMART goals, historical data analysis, professional development calendar and details for workshops and prescriptive coaching sessions. Updates from ENI coaches’ prescriptive action plans (measures/objectives, initiatives, implementation plan, progress monitoring/accomplishments, critical issues), coaching/in-service reports, and program reviews are used by ENI and district/building staff to monitor the school improvement process.

In-service/Work Sessions Each implementation begins with a collaborative work session which covers all aspects of an effective reform process. Staff analyze evidence of best practices embedded into TargetTeach™ materials, read and interpret student assessment reports from iTTX®, and collaborate to plan classroom instruction using district and school data. Initial training also includes the management of benchmark assessments, clarification of staff roles, the transformation model’s process and its application to district and school goals, a process to plan classroom instruction in a professional learning community using data, district/ENI resources, and research-based strategies and a monitoring framework.
Principal and Leadership Team Development  ENI offers work and in-service sessions designed to assist school leaders in implementing the ENI Transformation and Turnaround Model. This is supported by job-embedded coaching and mentoring for principals and leadership teams. Through this process, leaders learn to facilitate data analysis in order to inform instruction, make data-driven decisions, monitor teaching, provide constructive feedback, and foster good communication among all staff. Leaders can also choose to work on criteria to look for during teacher observations and walkthroughs, how to foster constructive conversations with teachers about instruction, and time-management strategies. All ENI leadership coaches are former school administrators with extensive experience in creating high-functioning schools. Initial ENI teacher work sessions and in-services are hands-on and designed to support and acquaint staff with the ENI Transformation and Turnaround process, detailed standards information, and effective lesson design. Subsequent work sessions focus on understanding and filling instructional and learning gaps for staff and students. Understanding incremental student achievement assessments is also covered to help teachers make adjustments in instruction. Also included is specific training on effective teaching strategies such as differentiated instruction and multiple tiers of intervention.

Teacher and Leader Coaching  ENI teacher and leader coaching provides customized guidance for individual staff needs. ENI coaches are all veteran educators, former teachers and content/grade level experts. Always with an eye toward attaining the greatest benefit with the resources available, coaches strategize with teachers on how to maximize effective instruction based on current student achievement data from short-cycle testing. As with all aspects of the ENI Transformation and Turnaround Model, ENI coaching is highly collaborative. Our philosophy is to treat teachers as individuals, honoring what they are already doing right, helping them enhance their successful practices, and providing assistance where necessary.

The ENI teacher coaching process provides “at-the-elbow” support. An ENI coach becomes a personal partner, helping teachers hone in on areas where they would like to improve. Coaches observe teaching and provide feedback using reflective dialogue. They also model teaching with small and large groups and provide strategies for teaching specific skills or concepts. Coaches assist with interventions and differentiated instruction. Coaches can also assist by facilitating effective team meetings or small group planning sessions. ENI job-embedded coaching helps teachers grow professionally while giving them the confidence they need to help their students excel.

Instructional Coach Training  Critical to a school becoming a high-functioning, self-sustaining unit is the development of a coaching program. The ENI coaching model is based on the Cognitive Coaching process conceived by Arthur Costa and Robert Garmston. Building from their principles and adding strategies proven through our extensive coaching engagements, ENI trains identified school and district staff to become coaches, experts in observing and mentoring teachers, and leaders. Coaches are taught to communicate information in a non-judgmental, collaborative way using fidelity checklists to identify teacher strengths as well as areas for improvement. Becoming an instructional coach is an excellent opportunity for teachers. The ENI coach training program teaches coaches to use ENI-developed rubrics based on guidelines from the National Board. Coaches assist in identifying resources, help in making data-driven decisions, work to deepen teachers’ content knowledge, and help determine appropriate instructional strategies for all learners. As teacher mentors, they become catalysts for change.

Support Staff Development  The situational analysis conducted at the outset of a project may indicate specific developmental needs for school support staff, including instructional, bilingual, and special education assistants. If so, ENI will work with the school to customize training and to include them in appropriate prescriptive in-services/coaching sessions.
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)**

**ENI's Model Alignment with Michigan’s School Improvement Framework**

ENI's Transformation model aligns closely to each strand, standard, and benchmark of Michigan’s School Improvement Framework (MI SIF). The model enhances district/building planning and delivery of instruction, ongoing classroom embedded formative assessments, supplemental instructional strategy lessons/resources, collaborative professional learning, leadership development for continuous improvement, school/community communication and engagement, and the generation, analysis and use of data to inform instruction and student supports. Furthermore, the MI SIF’s strands, standards, and benchmarks are fortified by ENI’s intensive embedded professional development for individuals and PLCs, and ENI’s web-based management system with reports that can disaggregate results by NCLB categories, sort data by demographics, and provide class, building, or district-wide feedback on student proficiency.

<table>
<thead>
<tr>
<th>ALIGNMENT OF MI SIF &amp; ENI TRANSFORMATION MODEL</th>
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<tr>
<td>School Improvement Framework Strands</td>
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<td>Teaching for Learning (I)</td>
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<td>Leadership (II)</td>
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<td>Personnel &amp; Professional Learning (III)</td>
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<td>Data &amp; Information Management (V)</td>
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**School Improvement**

ENI provides extensive support in meeting State and Federal mandates related to ESEA/NCLB and state school codes for continuous improvement. This occurs through our partnering expertise with districts ensuring the judicious use of Federal program funds in Title I buildings requiring compliance with federal legislative requirements, including designing SIPs based on CNA data (achievement, demographic, process, perception), goal development per CNA, research-based teaching/learning strategies and activities, budgeting allocations (general/categorical), monitoring and evaluation requirements (2009 MDE/NCA/AdvancEd partnership in the “One Common Voice – One Plan” SIP design). ENI staff is current with the MDE’s process and expectations via conference materials and past experience with AdvanceEd, NCA (SAR & SA), MI PLAN, and MI-MAP. ENI’s work with the Lansing School District since 2008 and their Title I school wide high school improvement planning, budgeting, and monitoring/evaluation processes resulted in both Everett High School and Sexton High School making AYP for two consecutive years (2008-2009 and 2009-2010) which resulted in their removal from the MDE’s high priority list after six years (e.g., Sexton HS increased the reading proficiency rate for all FAY students by 30.7 percentage points (57.4% in 2008-09 to 88.1% in 2009-10); increased the reading proficiency rate for FAY African American students in by 32.7 percentage points (52.3% in 2008-09 to 85% in 2009-10); increased the reading proficiency rate for FAY Economically Disadvantaged students by 34.9 percentage points (50.7% in 2008-09 to 85.6% in 2009-10). Everett HS increased the reading proficiency rate for FAY African American students by 23.1 percentage points (58.8% in 2008-09 to 81.9 in 2009-10); increased the reading proficiency rate for FAY Economically Disadvantaged students by 15 percentage points (65% in 2008-09 to 80% in 2009-10). Eastern HS increased the math percentage of FAY African American students proficient by 15.9 percentage points (38.5% in 08-09 to 54.4% in 09-10); increased the math percentage of FAY Hispanic students proficient by 14.3 percentage points (50% in 08-09 to 64.3% in 09-10); increased the math percentage of FAY Students with Disabilities proficient by 23.3 percentage points (11.1% in 08-09 to 34.4% in 09-10). Currently, ENI is working closely with CCSSO on Common Core State Standards.

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
Preferred External Educational Services Provider Application
**Section 505 of the Individuals with Disabilities Education Act (IDEA)** Many ENI coaches, curriculum staff, and leadership members have experience working at various state-level and regional educational agency departments in curriculum, assessment, school improvement, and special education. High expectations for student inclusion and rigorous standards in teaching and learning for all students are exemplified in ENI’s prescriptive coaching process. RtI strategies, differentiation, Standards Study and Lesson Design in-services and embedded coaching, and supplemental TargetStrategies®/TargetFundamentals® lessons support a continuum of student supports, progress monitoring, measures for screening through formative and incremental assessments and response to intervention implementation (Expertise is noted in Exemplar 6 and resumes attached).

**Understanding of Title 1** ENI has worked with schools in over 25 states and Puerto Rico, partnering with thousands of Title I K-12 schools, both school wide and target assistance, districts, and state departments of education. ENI’s Education Partnership Manager in Michigan is a former MAS/FPS Executive member for nearly a decade and has extensive experience with Title I school wide and TA plan components and requirements (implemented a district wide K-12 school wide initiative in 2009-2010), including On Site Review protocol for school wide and TA buildings. ENI has received approval in the states of Arizona, Tennessee, Arkansas, Colorado, Ohio, Washington, and Illinois as a comprehensive partner provider and eligible for School Improvement Grant Federal funds and in Tennessee for Race to the Top Federal funds.

**Comprehensive Needs Assessment** ENI supports districts and buildings in meeting requirements of a comprehensive needs assessment to identify and close achievement gaps and to effectively guide district/school improvement planning, implementation, and evaluation processes. ENI’s Situation Analysis closely aligns to the MDE’s School Data Profile/Analysis and Process Rubrics (90). ENI is up to date on the federal regulations of reasonable and allowable use of federal/state grant funds to supplement district mandated obligations as evidenced in numerous responses to district and state RFPs and experience in the preparation of a Consolidated Application. ENI partners with school leaders and instructional teams to develop customized action plans that align with Michigan’s school Improvement template.

**Individual School/District Improvement Plans** ENI is familiar with the priorities of school and district leaders in Michigan who oversee school improvement, NCA, Title I and other state/federal programs. ENI’s Regional Manager for Michigan has successful experience in preparing DIP/SIP plans with the support of the MDE and NCA staff and tools. ENI also has extensive experience in engaging district, school, community and parent partners in the development, execution, and evaluation of a research-based comprehensive reform model to ensure that district curriculum is aligned to Michigan standards/benchmarks and students are receiving timely strategic interventions if they are struggling; effective supplemental assessment tools to ensure that students are learning the content required to show proficiency on the MEAP/MME; and supporting principal and staff development to increase the percentage of students that test proficient on standards as detailed in the Michigan Curriculum Framework and supporting grade level and high school content expectation documents (GLCEs and HSCEs). ENI also provides supplemental strategy lessons and formative assessments aligned to Michigan’s rigorous K-12 content expectations to prepare all students to receive credit for courses required for graduation, test proficient, and make the successful transition to career- and college-ready experiences (Utica Community Schools and Lansing School District).

**MEAP and MME** MEAP and MME reports, summary, demographic, and item specific assessment data for middle and high school content expectations, have been examined annually with Lansing staff to target student attainment of the GLCEs and HSCEs and target on time graduation. A gap analysis using state assessment data and data from ENI’s supplemental formative assessments for grades 6-8 and 9-11 in math and English language arts assisted staff in targeting interventions for students and professional development for staff and leadership teams. ENI’s formative assessments—TargetAssessments®, are modeled after state exams precisely designed to measure and promote student proficiency and confidence. Data from the assessments is used to inform instruction for struggling students, provide information to ensure adequate instructional resources are available to address learning gaps and
influence pacing.
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)

**Sustainability Plan Components for ENI's Transformation/Turnaround Model**

ENI’s Transformation and Turnaround Model builds site-based capacity, transfers knowledge, and trains staff so that increased student achievement and school improvement efforts will continue long beyond the end of the project and encourages schools to be self-sufficient. A key to ENI’s sustainability success is the prescriptive, differentiated learning for teachers and administrators as demonstrated in ASU independent research. For long-term accomplishment of the school’s goals, staff learning is collaborative, embedded and connected to the goals and daily work of the school.

ENI understands that leadership capacity is about creating conditions within the school for self-renewal, growth, and the development and distribution of leadership throughout the school organization. ENI collaboratively builds a school’s leadership capacity through: 1. Broad-based, skillful participation in the work of leadership; 2. Shared vision resulting in program coherence; 3. Inquiry-based use of information to inform decisions and practice; 4. Roles and actions that reflect broad involvement, collaboration, and collective responsibility; 5. Reflective practices that consistently leads to innovation; and 6. High or steadily improving student achievement and development.

Three key elements of ENI’s administrator/teacher professional development work sessions and embedded teacher/administrator coaching that are critical for sustaining improvement are: 1. Relevant to ongoing improvement initiatives; 2. Long term and integrated into daily practice; 3. Provides teachers with targeted, timely feedback about their use of the knowledge and skills acquired through PD.

ENI’s sustainability plan components designed to transfer continuous school improvement processes and to ensure a system of support for students include:

**District/School Level Leadership:** Monthly/quarterly program reviews to engage all district/school level leaders in dialogue and reflection on the progress of the project to date in meeting established goals. This is an opportunity to celebrate successes, identify challenges, and determine next steps in implementation, and building district capacity to ensure expectations are being met. Implementation quality and accountability actions are appraised, progress of student achievement at all grade levels/classroom levels using formative assessment data is monitored, root causes and barriers that need to be removed are identified, and leadership moves to meet quarterly and annual goals are constructed. A sustainability plan is drafted in the first year and modified each year after focusing on comprehensive needs assessment data for students/staff; supplemental curriculum and formative assessment support; comprehensive cohesive research-based professional development plan; categorical and general funding availability if necessary; and district support to continue practices/policies.

**Building-Level Leadership:** Principals of schools successful in sustaining school improvement demonstrate behaviors that promote, support, and encourage the building of leadership capacity for lasting school improvement. ENI partners with leadership team members in providing tools to best support instructional teams and by sharing knowledge through questioning and inquiry; participating fully in decision-making based on evidence; and reflecting on how practice impacts student learning. ENI Leadership training provides necessary knowledge and skill in the use of data to inform instructional, programmatic and organization decisions. ENI’s Implementation Self-Assessment Rubric will guide leaders in determining the level of implementation in their school relative to the following areas: Change Process, Partnership Leadership, Professional Development, Assessment / Curriculum / Instruction, and Implementation of the School Improvement Plan, Family / School / Community Engagement, and Evaluation. A principal’s use of the ENI’s Transformation and Turnaround Model Implementation Fidelity Charts and Checklists will serve as a tool for periodic reporting of progress toward high implementation fidelity; to show teacher professional growth; and as a tool for developing the next year’s PD plan.

**Instructional Team Leadership:** Blended face-to-face and virtual professional development builds a
community of learners that learn how to implement strategies and practices informed by student data. The significant offshoot of the TargetCoach2Coach process for a school’s coaches is the transference that occurs between school–based coaches and the teachers they coach, as these school-based coaches emulate the way ENI coaches worked with them to build their repertoire of knowledge and skills.

**ENI’s Self-Assessment Rubric** encourages a school to continuously examine their practices and processes to improve student achievement. The process of self-examination includes all of the major areas critical for turnaround/ transformation. As staff members continue to move through the assessment, conversations are vital for understanding and true assessment of current status in relationship to student achievement. Processes and practices will continue to be thoroughly examined to determine that everyone understands what is necessary to meet expectations. The conversations generated will continue to provide an opportunity for staff to come to consensus on what is increased student achievement versus what they have as accepted as the standard of the past.

By the end of the 3-year period, ENI’s framework will be solidly in place and the district/school will take responsibility for all training, coaching, monitoring and improvement plan modifications. The following data driven processes will be owned by district/building staff to support their continued focus on improvement:

1. Communities of Professional Practice fostered by a shared leadership model to develop/monitor SMART goals and implement with fidelity required research- and standards-based instruction and timely student interventions;

2. Ongoing, job-embedded professional development;

3. Data-driven culture that uses data to make informed curricular, assessment, professional development and instructional decisions;

4. Frequent progress monitoring occurring for each student needing timely strategic interventions and for each teacher needing professional development support; and

5. Trend data analysis using student and school indicators, including parental engagement, and early warning signs for at risk students (attendance; state and local assessment data; failure/pass rates; advanced/remedial coursework; discipline infractions; teacher performance/evaluation system).
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)

**ENI's Staff Qualifications**

ENI’s professional development teams are comprised of educators, former teachers and administrators with backgrounds in content and leadership positions that have made a significant contribution to improving student achievement and instructional excellence.

Each team is selected based on the needs of the schools and district. ENI has an extensive staff with a diverse range of expertise in curriculum, alignment, and professional development.

ENI's criteria for selection of additional staff that are projected to be working with LEAs is extensive. Each staff member will be reviewed on experience, core competencies, length and extent of coaching and professional development experience, writing experience, and level of education; keeping the needs of the particular LEA paramount.

- **Julie Lemond:** School Improvement, Professional Development, Leadership
- **Susan Jurkunas:** Curriculum and instruction, Professional Development, ESL, SpED
- **Samiha Lamerson:** School Improvement, Professional Development, Program Evaluation
- **Valerie Dickerson:** Curriculum and instruction, Professional Development, Leadership
- **Patricia Bowie:** Mathematics Curriculum, Response to Intervention, Leadership
- **Stephanie Bernander:** Mathematics Curriculum, Response to Intervention, Leadership
- **Sherri Kane:** Mathematics Curriculum, Differentiated Instruction, Professional Development
- **Kim Grasso:** Mathematics Curriculum, Professional Development, SpED
- **Darlene Bassett:** Social Studies and Math Curriculum, Leadership
- **Ralph Norwood:** ELA and Social Studies Curriculum, Professional Development
- **Jan Matthews:** ELA Curriculum, Leadership, Professional Development
- **Louis Manzella:** ELA and Social Studies Curriculum, Leadership, Professional Development, SpED
- **Ron Dougall:** Curriculum and Instruction, Leadership, SpED
- **Glenda Frey:** Curriculum and Instruction, Professional Development
- **Debi Boyles:** Professional Development, Leadership
- **Claudia McNeeley:** Leadership, ELA Curriculum and Instruction
- **David Hedges:** Mathematics Curriculum, Leadership, Professional Development
- **Pat Richardson:** Professional Development, ELA Curriculum and Instruction
- **Cheryl Tibbals:** Curriculum, Instruction, Assessment, Implementation, Common Core
- **Richard Tracey:** Curriculum, Instruction, Assessment, Product Quality Assurance
Julie F. Lemond  
11523 Adams Drive  
Warren, Michigan 48093  
Email: jlemond@evansnewton.com  
Cell (586) 404-6431

LEADERSHIP EXPERIENCE

Evans Newton Incorporated; Scottsdale, Arizona/Warren, Michigan  
2010 – Present

EXECUTIVE DIRECTOR OF IMPLEMENTATION/REGIONAL MANAGER – EDUCATION PARTNERSHIPS; National K-12 School Improvement Model Partner for Redesign and Transformation

- Establishes strong professional relationships with district personnel at all levels of decision-makers and influencers
- Analyzes partner business opportunities and effectively manages the identification and assessment of school district/customer goals
- Responsible for customer success through the improvement of teacher effectiveness and student performance
- Charged with the implementation of strategic planning objectives, new product development, education partnerships
- Monitored leadership, employee development, employee relations, and employee productivity
- Provided company with an understanding of the roadblocks and needs to improve student performance and recommended strategies and tactics to achieve customer success
- Managed an implementation team responsible for carrying out needed strategies, objectives, and improving employee performance and relations
- Effectively teamed with sales team to ensure customer objectives and company objectives were achieved
- Developed and maintained effective implementation practices, measurement of performance, and results for increased student achievement
- Preparation of school improvement RFP proposals

Lansing Public Schools; Lansing, Michigan  
2007 – 2010

Mount Clemens Community Schools; Mount Clemens, Michigan  
2006 – 2007

CHIEF ACADEMIC OFFICER

- Superintendent’s cabinet level position
- Develop, supervise and evaluate instructional programs (Pre-K - 12)
- Plan, implement and evaluate instructional in-service training program for teachers, administrators and support staff, including curriculum, promising practices and extended learning programs
- Work cooperatively with all non-public schools
- Prepare monthly and annual reports on the status of programs and services
- Represent the district at appropriate local, state and federal meetings
- Plan for the management of student enrollment; scheduling
- Assess curriculum-restructuring efforts, making appropriate mid-course adjustments while maintaining the focus of raising the achievement level of all students
- Plan and implement special events, recognition programs, visitations and district-related community events
- Promote effective media relations and identify items of interest to the media
- Represent the district in grant collaborations with various community organizations; serve on committees and task forces
- Prepare and oversee various program budgets to meet district, state and federal guidelines
- Develop five-year district strategic plan according to established achievement measures; review and modify school site plans for alignment to the district strategic plan
- Plan, organize, coordinate and supervise the district curriculum development, review and planning process
- Provide leadership and guidance to staff in the selection of instructional materials, textbooks, workbooks and other materials to be used in support of the instructional programs of the district
- Monitor and supervise the development and administration of the curriculum and instruction program budgets; participate in the forecast of additional funds needed for staffing, equipment, materials and supplies; administer the approved budgets
- Provide leadership, administrative direction and coordination in the development of a district-wide program of testing and evaluation
- Coordinate, supervise, and evaluate the functions of building principal teams, director of curriculum, director of bilingual and preschool, director of special education, director of magnet programs, director of 21st century programs and director of state and federal grants and compliance
- Confer with, counsel and advise administration, program coordinators and instructional personnel in determining short and long-term intervention strategies for increasing academic achievement
- Coordinate the textbook adoption procedures
- Conduct district policy research and recommend changes to the superintendent
- Provide support for principals as they implement the Michigan School Improvement Framework
- Coordinate development and publication of district and school improvement plans
- Coordinate MEAP and district assessment programs including analysis and reporting
- Oversee the Education YES accreditation system at the school and district level
- Prepare and publish NCLB report cards and the district annual report
- Determine allocations, develop program budgets and submit all state and federal grants
- Monitor budgets and maintain records required for state and federal program compliance audits
- Complete state and federal program data request and reports
- Conduct NCLB compliance monitoring and program evaluation
- Coordinate NCLB parent involvement and notification requirements
- Coordinate NCLB Supplemental Education Services (SES) and choice options
- Provide technical assistance to schools identified for improvement
- Approve professional development and conference participation
- Handle parent complaints
- Oversee and coordinate the English Language Learner’s (ELL) program
- Oversee the Response to Intervention Program (ARRA special education funds)
- Coordinate the accreditation process, the school improvement process and the annual report process as required by PA 25
Macomb Intermediate School District; Clinton Township, Michigan
2001 – 2006

SCHOOL IMPROVEMENT CONSULTANT
- Consultant with a specialization in School Improvement servicing staffs in 21 school districts and county representative on state and national committees (Michigan Department of Education and NCA)
- State Executive Board Member - Michigan Association of State and Federal Program Specialists (MAS/FPS)
- Director of the MISD's New Teacher Academy
- Federal grant writer for “Smaller Learning Communities” initiative for 16 of Macomb’s large comprehensive high schools (strategies and structures for improving student outcomes)
- Macomb County Counseling Network Member targeting the implementation of career pathways, education development plans, and comprehensive guidance and counseling
- MISD’s Title I Paraprofessional Preparation Academy designer and facilitator
- State core trainer for the MDE’s online school improvement tool - MI Plan and the School Improvement Framework/Rubrics

Warren Consolidated Schools; Warren, Michigan
2000 – 2001

CURRICULUM CONSULTANT
- Camp Literacy—Building facilitator for research-based balanced literacy model for entering and exiting kindergarten students who have been determined as “at-risk” in literacy attainment
- English Language arts/social studies/foreign language curriculum consultant
- Federal and state program specialist – Title I (MAS/FPS)
- Curriculum integration specialist—competent in Making Connection, Understanding By Design, and ITI Models
- Lifelong Guidelines/Lifeskills presenter (Creating a brain-compatible environment)
- Facilitator of the curriculum change process with standards & curriculum alignment
- Trainer of literacy: Michigan Literacy Progress Profile, K-3, 4-5, and investigating adolescent literacy for the state

Center Line Public Schools; Center Line, Michigan—Secondary Education
1997 – 2000

MIDDLE SCHOOL EDUCATOR
- Wolfe Middle School – National and State Blue Ribbon Exemplary School – 2000 school improvement plan (SIP) member and Blue Ribbon committee member/writer
- 7th/8th English language arts/social studies block team teacher
- 8th grade volleyball coach
- National History Day coordinator, MSSO, and Project One Day Washington, D.C. coordinator
- Participating lead teacher for student interns from University of Michigan
- Walt Disney’s Teacher of the Year nominee
- District participant at MISD in social studies MEAP preparation of prototype assessment
- District presenter on “Best Practices” and “Choice Theory” as per district strategic plan
Clintondale Community Schools; Clinton Township, Michigan—Elementary Education  
1995 – 1997

ELEMENTARY EDUCATOR
- Robbie Hall Parker Elementary—3rd & 5th grade self-contained classrooms
- Teacher of the Year nominee
- Aerospace school coordinator and building technology leader

Detroit Public Schools; Detroit, Michigan—Elementary Education  
1991 – 1995

ELEMENTARY EDUCATOR
- Stellwagen Academy of Nurturing Special Talents
- Computer literacy educator—1st through 5th grade; Responsible for developing and implementing curriculum
- Stellwagen Elementary – 3rd grade self-contained classroom
- Science fair coordinator and oratorical fair lead teacher

BUSINESS EXPERIENCE

Bennigan’s; Gainesville, Florida; Madison Heights and East Lansing, Michigan  
1982 – 1991
- Manager/Training Coordinator/Administrative Assistant
- Responsibilities included: hiring, training, scheduling and supervision of personnel; ensuring efficient operation and coordination between kitchen and waitpersons; and filling positions where needed while promoting a professional and positive public image.

The Bean and a Bagel, Inc.; Farmington Hills, Michigan  
1999 – 2001 (S-Corporation—Personal Business Adventure)
- Administrative Assistant
- Responsibilities included handling accounts receivable, accounts payable, scheduling, house accounts, daily sales, and data entry. Also responsible for community advertisements.

EDUCATION

MASA 
January 2010-2012
Superintendent Endorsement 
In Progress

Michigan Association of School Administrators/MDE

Institute for Educational Leadership; June 2008
Michigan State University; Fellowship Program Certificate

Oakland University; August 2008

Curriculum, Instruction and Leadership; December 1996
Oakland University; Rochester, Michigan 3.91 G.P.A.
Continuing Professional Studies

- Oakland Intermediate School District – Quality Schools
- Glasser Certification in Choice Theory and Reality Therapy
- Whitworth College; Spokane, Washington 1999 – 2000
- 4 graduate credits—Basic Training Completed
- MCAiP – Macomb County Administrative Internship Program

MASB Certification
Michigan Association of School Boards

- Academy of Boardsmanship; Certificate of Merit
- Introduction to School Board Service; August 2002
- Legislative Issues; August 2002
- The School Administrator and School Athletics; August 2002
- The Role of the Board President; October 2002
- How to Survive Budget Shortfalls; February 2003
- School Finance and School Budgeting; February 2000

Post Baccalaureate Education

- Elementary PROTEACH Program (NCATE Approved)
  April 1991; 21 graduate credits
  University of Florida; Gainesville, Florida 3.75 G.P.A.
- Specialization—Educational Psychology

Bachelor of Arts in Education

- High Honors; August 1990
  University of Florida; Gainesville, Florida 3.68 G.P.A.

General Coursework

- Secondary Education/Business
  Michigan State University; East Lansing, Michigan
  1980 – 1984

ADJUNCT PROFESSORSHIPS AND CERTIFICATIONS

Saginaw Valley State University

- EDL 604 Collaborative Learning
- EDL 602 Middle School Curriculum
- EDL 505 Learning Theory

Oakland University

- CIL 611 Curriculum Integration As Best Practice
- RDG 530 Reading Apprenticeship
- TE 521 Instructional Design and Assessment

University of Phoenix Instructor

National Certified Trainer for Reading Apprenticeship Framework (Strategic Literacy Initiative for Adolescents)

RECENT GRANT FUNDING

- Lead Partner SIG Grant Approval – Illinois Department of Education (ENI)
- Lansing School District Categorical Funds - $48,320,571
- Smaller Learning Communities Planning Grant; U.S. Department of Education, 2002—2003, $250,000 (Chippewa Valley, East Detroit, Romeo, Warren Consolidated Schools)
Smaller Learning Communities Planning Grant; U.S. Department of Education, 2002—2003, $246,000 (Anchor Bay, Fraser, Roseville, Utica Community Schools)

Career Preparation System Regional Grant; Michigan Department of Education – fulfills requirement of meeting the objectives of Contextual Learning and Curriculum Integration; 2002—2003, $50,000; 2001—2002, $40,000 (Macomb & St. Clair Counties)

Title I and Title VI; Michigan Department of Education; Warren Consolidated Schools, 2000 –2002, $1,500,000

Title I, IIA, V, and At Risk; Mount Clemens Community Schools; 2006 – present, over $3,000,000

PROFESSIONAL AFFILIATIONS (Past and Present)
- Institute of Educational Leadership (IEL)
- Michigan Association of State and Federal Program Specialists (Executive Board)
- Michigan Association of School Boards
- Association for Supervision and Curriculum Development
- North Central Regional Educational Laboratory
- International Reading Association
- Michigan Elementary and Middle School Principals Association
- National Association of Secondary School Principals
- National Council for the Social Studies
- Michigan Reading Association/International Reading Association
- Junior Achievement Board of Directors
- National Staff Development Council/Learning Forward

PUBLIC RELATIONS
In a concerted effort to understand every stakeholder’s perspective in our educational system, but more importantly as a child advocate, I sat on the Warren Consolidated School District’s school board as a trustee, treasurer, and secretary responsible for policy decisions that affected the future of the children in my community. I believe that exemplary parent education must be a milestone in how we do business in our schools today. Administrators and educators should never leave parents out of the education equation. I believe that by reaching out to parents the child’s genuine interest is more easily accessible. In order to have a better chance of increasing the learning opportunities of all students and as a civil responsibility, I gladly offered my professional services in formulating school policy. As a result of this community service, I have familiarity with the following topics:
- District Bylaws and Policy
- Administrative Guidelines
- Strategic Planning
- Union Contracts
- General Fund Operating Budget (Projected and Audited)
VITA

DARLENE MARGARET BASSETT, M.S. ED.

PERSONAL DATA:

Darlene M. Bassett
3 Old Western Avenue
Winthrop, ME 04364
207-377-3628

EDUCATIONAL BACKGROUND:

• Reading Recovery Teacher Leader, University of Maine at Orono, 1996.
• Master of Science in Education, University of Maine at Orono, 1981.
• Bachelor of Science in Elementary Education, University of Maine at Orono, 1970.

EXPERIENCE:

• July 2010-present: Independent Educational Consultant; Evans Newton Incorporated, Scottsdale, Arizona.
• July 2005-present: Independent Educational Consultant; America’s Choice, Washington, D.C.
• August 2005-2009: Independent Educational Consultant; Literacy Facilitator/Trainer for Western Maine Educational Collaborative Literacy Initiative, K-12; Western, Maine.
• Fall 2003-2010: Instructor, Advanced Strategies and Applied Research for Content Literacy Mentors, Parts 1 and 2; University of Maine, Farmington, Maine.
• Fall 2009: Instructor, Guided Inquiry for the 21st Century; University of Maine, Farmington, Maine.
• Fall 2008-2011: Independent Educational Consultant, Facilitator/Director Title 11 Grant for Literacy and Technology; Maine Department of Education, Augusta, Maine.
• August 2003-2005: Literacy Facilitator/Trainer for Balanced Literacy; Loudoun County Public Schools, Leesburg, Virginia.
• August 1999-July 2003: Reading Recovery Teacher Leader; Loudoun County Public Schools, Leesburg, Virginia.
• April 1997-July 1999: Reading Recovery Teacher Leader; Fairfax County Public Schools, Fairfax, Virginia.
• Fall 1996: Reading Recovery Teacher Leader; Bethel, Maine.
• Fall 1996: Instructor, Observing Young Learners; KVCED, Bethel, Maine.
• Fall 1996: Instructor, Language Arts in the Elementary Classroom; KVTech, Fairfield, Maine.
• Spring 1995: Instructor, Reading and Writing Across the Curriculum; KVCED, Augusta, Maine.
Fall 1994: Instructor, Reading and Writing across the Curriculum; KVCED, Hartford, Maine.
Spring 1994: Instructor, Teaching Elementary Reading; UMA (ITV), Augusta, Maine.
Spring 1994: Instructor, Reading and Writing Across the Curriculum; Oakland, Maine.
Spring 1994: Instructor, Developmental Reading; KVCED, Sumner, Maine.
Fall 1993: Instructor, Developmental Reading; KVCED, Dixfield, Maine.
Summer 1993: Instructor, Developmental Reading; KVCED, Kingsfield, Maine.
Spring 1993: Instructor, Developmental Reading; KVCED, Turner and Damariscotta, Maine.
Spring 1993: Instructor, Teaching Elementary Reading; KVTech, Fairfield, Maine.
Spring 1993: Instructor, Reading and Writing Across the Curriculum; KVCED, Gray-New Glouster, Maine.
Spring & Summer 1992: Instructor, Developmental Reading; KVCED, Augusta and Winthrop, Maine.
Summer 1992: Instructor, Remedial Literacy; UMO, Orono, Maine.
Summer 1991: Instructor, Remedial Literacy; UMO, Orono, Maine.
September. 1990- August 1996: Literacy Specialist for Compensatory Education; Farrington School, Augusta, Maine.
Summer 1990: Literacy Specialist/Team Coordinator for Chapter I Summer Literacy Clinic; Lincoln School, Augusta, Maine.
September. 1989-90: Distinguished Educator; Maine Department of Education; Augusta, Maine.
Summer 1988: Instructor, Maine Literature Project; Bates College, Lewiston, Maine.
Summer 1989: Instructor, Maine Literature Project; Bates College, Lewiston, Maine.
September. 1979-89: Language Arts Teacher 6-8; Center Drive School, Orrington, Maine
Spring 1978: English Teacher; Brewer High School, Brewer, Maine.

CONFERENCE PRESENTATIONS:
"Reading Strategies - What Are They and How Do You Teach Them?" Chapter I Conference, 1986, Augusta, Maine.
"Reader Selected Miscue Analysis in an Individualized Reading Program (6-8)." Maine Council of English and Language Arts, 1987, Portland, Maine.
"The Theory and Management of a Self-Selected Reading Program (6-8)." England Reading Association, 1988, Portland, Maine.
RESEARCH:
- Longitudinal Study of Students in Classrooms teaching Literacy and Technology, Maine State Pilot, 2008-2011.
- Longitudinal Study of Students in Balanced Literacy Classrooms, Loudoun County Public Schools, 2000-2005.
- Stanine Study for First Graders' Literacy Acquisition, Fairfax County Public Schools, 1999.

COMMUNITY SERVICE:
- Reviewer of State Certification for Literacy Specialists, DECS, Division of Certification, 1988.
- Grant Reader, DECS, 1989.
- Reviewer of Teacher Education at Farmington, DECS, 1990.
- State Representative for Grades 7-12, MCELA Executive Board 1989-1990.
- Language Arts Consultant, MEA Reading Advisory Committee, 1994.
- Vice President Elect, MRA, 1994-1995.
- Vice President, MRA, 1995-1996.
- Editor, GWRC Newsletter, 1997-1999.
- Phi Delta Kappa Distinguished Educator Award, Leesburg, VA, 2001.
- Delegate for International Reading Association to China Schools, November, 2009.
PROFESSIONAL DEVELOPMENT:
- Writing Process, UMO, 1983.
- The Whole Language Classroom, Jan Duncan, Westbrook, Maine, 1990.
- Teaching the Exceptional Child, UMA, 1993.
- Reading Recovery Tutor Development Week at Auckland University, Auckland, New Zealand, 2000.
- Reading Recovery & site visit to Turramurra Reading Recovery Center, Sydney, Australia, 2000.
- Steps to Literacy Professional Development with Elaine Thompson, Leesburg, VA, 2003-2005

PROFESSIONAL PRESENTATIONS:
- "Using the MEA to Evaluate Your Writing Program." Teacher workshop, Union 9 1. Orrington, Maine, 1986.

"Transitioning to Reading Process." Local professional development one semester reading process course. Winslow, Maine, 1992.


**GRADUATE TEACHING:**

- Reading and Writing Across the Curriculum for KVCED (UMO) at Gray-New Glouster, Maine, Spring 1993 and Oakland, Maine, Spring 1994. Observing Young Learners for KVCED (UMO) at Bethel, Maine Fall 1996, for UMO outreach.
- Reading Recovery Training. 96-97 Bethel, Maine; Annandale, Virginia, 97-99 for UMO outreach and later George Mason University.
- Continuing Contact for Trained Reading Recovery@ Teachers, 96-97, Bethel, Maine; 97-99, Annandale, Virginia; 99-2002, Leesburg, Virginia for George Mason University.
- Advanced Strategies and Applied Research for Content Literacy Mentors, 3-12, 2005-2010, Farmington, Maine for the University of Farmington.
- Guided Inquiry, Strategies for the 21st Century, 3-12, 2009, Farmington, Maine for the University of Farmington.

**UNDERGRADUATE TEACHING:**

- Teaching Elementary Reading for KVTech at Fairfield, Maine, Spring 1993 and UMA (ITV) at Augusta, Maine, Spring 1994.
- Language Arts in the Elementary Classroom for KVTech at Fairfield, Maine, Fall 1996.

**PROFESSIONAL ORGANIZATIONS:**

- ASCD – national and state
- International Reading Association
- Reading Recovery Council of North America
- Greater Washington Reading Council
- Maine Council of English and Language Arts
- Maine Reading Association
- National Council of Teachers of English
- International Reading Association
- Virginia State Reading Association
Claudia McNeeley

Objective
Manage overall relationships between Evans Newton Incorporated, client school districts, and individual schools regarding the implementation of the TargetTeach® process.

Education
Northern Arizona State University, Flagstaff, Arizona
Ed.D., Educational Leadership, May 2010
Northern Arizona State University, Flagstaff, Arizona
M.Ed., Educational Leadership, 2004

Arizona State University, Tempe, Arizona
M.A., Elementary Education; minor in Reading, 1984

Grand Canyon University, Phoenix, Arizona
B.S., Elementary Education, December 1980

Glendale Community College, Glendale, Arizona
A.A., December 1979

Certificates/Endorsements
Arizona Certification/Endorsements
Principal Certificate, 2010-2015
Standard Elementary, K-8, 2011-2017
Reading Specialist, K-12
Structured English Immersion, K-12
Early Childhood Endorsement, Birth-Age 8

Professional Experience
Evans Newton Incorporated, Educational Consultant, 2010-present

Arizona Department of Education, K-12 Literacy, School Effectiveness Division,
Educational Program Specialist, 2006-2010

Dysart Unified School District
Title I Coordinator, 2005-2006

Glendale Elementary School District, Glendale American Elementary School,
Reading First Coach, 2004-2005

Glendale Elementary School District, Glenn F. Burton Elementary School,
Title I Literacy Specialist, 2000-2004

Glendale Elementary School District, Glenn F. Burton Elementary School,
First Grade Teacher, 1983-2000

Glendale Elementary School District, Harold W. Smith Elementary School,
Third Grade Teacher, 1981-1983

Washington Elementary School District, Sunnyslope Elementary School,
Fourth Grade Teacher, 1981
Summary of Qualifications

- Reading First State Administrative, Program Implementation & Professional Development Training, 2006-2010
- Differentiated Instruction, Gibson & Hasbrouck, TOT, 2010
- Next STEPS in Literacy Instruction: Connecting Assessments to Effective Interventions, Smartt & Glaser, TOT, 2009
- The Reading Coach, Hasbrouck & Denton, TOT, 2008
- Literacy for Adolescent Learners, Archer, 2008
- DIBELS™ Leadership Institute (DLI), TOT, AZ DOE, 2007
- DIBELS™ Trainer, AZ DOE, 2007
- Teach for Success™ (T4S) Observation Protocol, WestEd, 2006
- Teachers of Students of Other Languages, (TESOL), 2006
- Literacy Essentials of Teachers of Reading and Spelling (LETRS) TOT, Sopris, 2008, 2007, 2006
- What Works in Schools, Marzano, 2004-05
- Reading First Monthly Training - Reading Coaches, AZ DOE, 2004-05
- Reading First K-3 Literacy Academy, AZ DOE & WestEd, 2004
- Getting Results! Reeves & Garner, 2004
- Making Standards Work, Reeves, 2003
- Literacy First™ Process Leadership Training, 2002, 2004
- Literacy First™ Process for Literacy Resource Specialist, 2002-04
- Effective Schools, Lezotte, 2001-02
- A Framework for Understanding Poverty, TOT, Payne, 2001
- Collaborative Literacy Intervention Project Training (CLIP), 1998-99
- Cognitive Guided Instruction Class (CGI), 1999
- Teaching Poetry to Young Children, Heard, 1993
- Greater Phoenix Area Writing Project (GPAWP), 1991

Professional Activities

- Educational consultant, Little Rock School District, 7 elementary schools, Spring, 2011
- On-site technical assistance, Reading First schools, 2006-2010
- Professional Development, AZ DOE, K-12 Literacy, Reading First & AZREADS:
  - RTI for Reading First Implementers, 2010
  - Reading First Monthly Training, 2006-2009
  - School Improvement Turnaround Institute, Data Analysis, 2009
  - Reading First Data Summit, Fall & Spring 2009-08, 2008-07, 2007-06
  - DIBELS Leadership Institute Facilitator, AZ DOE, 2008-2009
- Facilitated Title I Cycle 4 On-site audit, Dysart Unified School District, 2006
- Facilitator Greater Phoenix Area Writing Project Class, 1991
Debi S. Boyles, Ed.D.
7309 East 31st Street, Tulsa, Ok 74145
Home phone  918.628.0656
Cell phone     918.520.9425
debi.boyles@sbcglobal.net

Education

**Oklahoma State University, Stillwater, OK**  
Ed.D. in Educational Administration  
Dissertation: “Administration Defined Through The Lens of Feminist Phase Theory”  
1997

**Oklahoma State University, Stillwater, OK**  
M.S. in Trade and Industrial Education  
1982

**Oklahoma State University, Stillwater, OK**  
B.S. in Industrial Arts Education  
Area of Concentration: Industrial Communications  
Minor: Art  
1974

Accomplishments

- Led Booker T. Washington in 2005, 2006, and 2007 when the school was listed in *Newsweek*’s Top 100 High Schools in America.
- Led Booker T. Washington in successful efforts to significantly raise End-of-Instruction test scores in minority and free or reduced lunch subgroups.
- Participated in major construction projects at Bartlesville High School and Booker T. Washington High School.
- Represented Tulsa as the Mayor’s official delegate to Tulsa’s Sister City at the Beihai Pearl Festival in Beihai, China, December, 2004.
- Traveled with students on exchange trip to Sister City in Zelengrad, Russia, May 2005.
- 2007 Scholarship recipient for College Board/Hanban Chinese Bridge for American and Korean Schools visiting schools in Beijing and Tianjin, China.
- Selected as one of 12 Bezos Aspen Educator Scholars nationwide, Summer 2007.
- 2008 NCLB Oklahoma State Regents grants program reviewer.
- Peer reviewer for the Office of Elementary and Secondary Education of the U.S. Department of Education for the FY 2007 Smaller Learning Communities grant review.
- Peer reviewer for the Native Hawaiian Education Grant Competition 2009.
- Peer reviewer for the Women’s Educational Equity Act Program Grant Review 2009.
- 2009 NCLB Oklahoma State Regents grants program reviewer.
Career History

Educational Consultant – **Evans Newton Incorporated**  
**Owns company, Swan Enterprises LLC, and works for ENI as Independent Consultant**  
July 2009 - Present

Consultant – Weight Watchers International  
2008 – 2009

**Principal** – Tulsa Public Schools, Booker T. Washington High School (retired).  
2001 – 2007

**Principal** – Bartlesville Public Schools, Bartlesville High School.  
1998 – 2001

**Assistant Principal** – Tulsa Public Schools, Central High School.  
1994 – 1998

**Attendance Dean** – Tulsa Public Schools, McLain High School.  
1992 – 1994

**Individualized Cooperative Education Instructor** –  
Tulsa Public Schools, Central High School.  
1985 – 1992

**Graphic Arts Instructor** - Tulsa Public Schools, Cleveland Junior High and Central High School.  
1974 – 1985

Summary

- At both Booker T. Washington and Bartlesville High Schools, I managed faculty, clerical, and custodial staff to support 1,000 to 1,250 students as well as multiple budgets to support the schools. I was instructional leader, physical plant manager, provider of professional development, public relations specialist, plus the many other roles the principal does to support a human organization. I am a trained “Thinking Maps” trainer.
- In 2004-2005, Booker T. Washington was cited by ACT and EdTrust as one of ten schools nationwide that was “Doing Things Right” based on the growth shown of students from the time they entered the school until they graduated.
- In 2006-2007, the Algebra I End-of-Instruction scores at Booker T. rose from 17 to 86. These students were mostly minority students and on free or reduced lunch.
- My work with low-performing and high-performing students in a variety of educational settings and demographics provides me with the capacity to work with a wide variety of adult/student learners from many backgrounds. At Bartlesville, I was principal of the Alternative High School in addition to the principal of the comprehensive high school. I oversaw the transition of the program from an off-site location to a school-within-a-school concept.
- At Bartlesville, I worked with the District Bond Design Steering and Communications Committees in the planning of a major addition to the high school. At Booker T. Washington, I worked with the completion of the new building’s construction, demolition of the old high school, and the transition from the old to the new.
- As principal of Booker T. Washington, I have served on the following Tulsa District Committees: Baldrige, Software, Leadership Development Grant Writing, and Business Intelligence Solutions. I was also a panel member of the Governor’s Conference on International Education.
- I was the first woman to graduate from Oklahoma State University in Industrial Arts, the first woman to serve as Principal of Bartlesville High School, and the first Caucasian woman to serve as Principal of Booker T. Washington High School.
All but nine years of my 36 year career in education have been in high challenge schools.

**CURRENT EMPLOYMENT**

As an Educational Consultant with Evans Newton, Incorporated, I have worked in several school districts training administrators, teachers, and coaches in best practices that will assist them to be leaders in transforming their struggling schools. The work involves training sessions, webinars, presentation development, and administrative coaching. The focus of the work is building capacity within the organization to create and sustain growth in leadership, instructional practice, and student achievement. In one district this past year, I worked directly with the four high school principals, assistant principals, and department chairs in transforming their schools. The transformation included, but was not limited to, developing research-based classrooms, administrative and teacher coaching, curriculum alignment, the creation of professional learning communities, data-driven decision making, and action research. A part of my responsibility included training existing coaches to train other teachers to be coaches. All of the efforts throughout the year were focused on student learning and increasing student achievement.

In light of that focus, the work this year has been a transformation project. All aspects of the school environment were explored such as recovering out-of-school youth, credit recovery, utilizing student services to improve successful participation, strengthening partnerships, a focus on English and mathematics (the project was focused on English and math), and certainly implementing comprehensive, district-wide strategies to reform high schools and prepare all students for postsecondary education and careers without need for remediation.

As a consultant, the work included the submission of timely objective reports of our observations and work. Reports are submitted daily and monthly.
Patricia Bowie
4121 McKinney Ave. #14
Dallas, TX  75214
214-542-4377
patriciabowie@sbcglobal.net

Education

Post Graduate, Educational Research, University of North Texas, Denton, TX.

Masters of Science, Secondary & Higher Education/Mathematics, Texas A&M – Commerce, Commerce, TX. Research Area: Diverse instructional practices which address academic gaps in under-served populations.

Bachelor of Science, Education/Mathematics, Texas A&M University – Commerce, TX

Related Experience

Research, Publications, Conference Presentations

“A Big AP Program on a Shoestring Budget”, Forum, New York, NY 2003
“Crossing the Trinity: Academic Equity and Access”, Forum, Chicago, IL 2004
“Bridging the Gap: Access to All” Southwest Regional Forum 2005, Little Rock, AR
“Rx: Prescription for an Improved School - the AP Audit” College Board National Forum 2006, San Diego, CA

Certification
Texas State Certification: K-8 certification; mathematics emphasis

Employment

Self Employed 2007 – Present
Dallas, TX
Education Consultant

- Design and deliver staff development for curriculum design, instructional coaching, data analysis, and application of data outcomes
- Recommend remediation and curriculum strategies to bridge academic gaps
- Provide mathematics instructional coaching to middle and high school mathematic teachers
- Supervise implementation of effective instructional strategies
- Collaborate with faculty and administration on effective instructional strategies in low-performing schools
- Analyze data outcomes and provide recommendations for corrective action

Client list includes: Uplift Charter School System, Summit High School (Arlington, TX), and Evans Newton, Inc. School systems serviced with Evans Newton, Inc. include:
Caddo Parish School System (Shreveport, LA), Dorchester 2 (South Carolina), Kansas City (Kansas), Proviso Township High School District (Illinois), Rockford (Illinois) and Lansing (Michigan).

**Mountain View College**  
Dallas, TX  
Adjunct Professor  
- Adjunct Instructor for Dual Credit Program  
- Technical Math and Statistics Instructor

**Bishop Dunne High School**  
Dallas, Texas  
1997 – 2007

**Mathematics Department Chair**

- Mathematics Instructor  
- AP Coordinator  
- Curriculum Specialist  
- Faculty Mentor

- Instructor: Pre-Algebra, Algebra I, Algebra II, Pre-Calculus, Statistics  
- Developed 7th-12th grade mathematics curriculum  
- Instrumental in development and implementation of a school-wide curriculum designed to resurrect a failed inner-city school serving minority populations  
- Designed and developed feeder-school curricula with supporting enrichment programs aimed at remediating academic gaps  
- Served as instructional liaison to all departments in developing AP-accepted curricula, instructional, and assessment methods  
- Departmental budget development and financial oversight of departmental budget  
- Responsible for hiring, training, supervision, and performance evaluation of all mathematics faculty  
- Developed and presented national and regional AP practices workshops  
- Instrumental in developing and supervising dual-credit program

**Mesquite Independent Schools**  
Agnew Middle School  
Mesquite, Texas  
1991 – 1997

**Team Leader**

- Mathematics Instructor: 7th Grade Math, Pre-Algebra, Algebra I  
- Inter-disciplinary team leader  
- Staff Development Liaison  
- Campus Presenter  
- Developed a campus-specific staff development program aimed at training faculty in new testing methodologies  
- Led campus workshops on implementing state testing requirements  
- Talented and Gifted Instructor  
- Instructor for Special Needs students  
- Instructor for under-served school populations
Honors/Affiliations

College Board – National Forum Presenter
Disney Teacher of the Year Nominee
Diocesan Campus Curriculum Advisor
Teacher of the Year
Technology Specialist
National Council of Teachers of Mathematics – Member
Association for Curriculum and Development – Member
American Education Research Association - Member

Research/Teaching Interests

Bridging academic gaps in under-served populations
Enhancing differentiated instruction
Increasing math literacy
Pre-Assessment strategies
Integration of technology in classroom instruction
Effective staff development
Valerie M. Dickerson, Ph.D
210 North Falcon Bluff
Alpharetta, GA 30022
Home: (770) 518-4466
Cell: (770) 826-1988
Email: Valerie_Dickerson@hotmail.com

Professional Objective

To effectively support improved student achievement through development, education and support of current teachers and students with an emphasis on math.

Key Professional Accomplishments

- Provided coaching support, modeling and professional development for middle school mathematics teachers that supported improvement in student achievement on state test scores.
- Developed and delivered multiple professional development webinars in the areas of improved instruction, test preparation, differentiated instruction, formative assessment, curriculum mapping, and development of Professional Learning Communities.
- Developed and implemented multiple lessons focused on student directed learning including cooperative groups, use of technology, use of manipulatives and games.
- Supported the construction and implementation of district pacing guides.
- Developed resources and strategies for middle school math boot camp sessions.
- Developed and implemented developmental supervision program for high school teachers that led to teacher directed professional development and record breaking scores on the GHSGT.
- Encouraged development of Advanced Placement program through grant writing and professional development that increased student enrollment from 15 to 178 over three years.
- Collaborated with counseling staff to create peer mentoring program that supported student leadership and transition.
- Provided instructional strategies, resources, modeling and coaching of multiple topics related to mathematics instruction in the middle grades teachers in Kansas, South Carolina, Texas to facilitate improvement of student achievement.
- Served as summer school administrator for three years including selection and professional development for school personnel, student scheduling, and all assessment.
- Developed and managed multiple grant proposals resulting in significant new funding for multiple schools including:
  - Advanced Placement Training – $3,000 grant.
  - CSRD - $150,000 grant.
  - Drivers Education – $133,000 grant.
  - Safe and Drug Free Schools – $10,000 grant.
  - United Way – $1,000 grant.
• Designed and implemented specific curriculum and instruction programs that resulted in overall test scores improving:
  o 5% every year for 8\textsuperscript{th} grade students at Richards Middle School.
  o 13\% in on-time graduation rate in three years at Dawson County High School.
  o 17\% in GHSGT Science Scores First Time Pass Rate at Dawson County High School.
  o 100\% pass rate on the 8\textsuperscript{th} Grade Writing Exam for three consecutive years.
• Provided professional development for teachers in the areas of classroom instruction, classroom management, co-teaching, differentiated instruction, reading literacy, data based decision-making including a school based mentoring system for new teachers.
• Implemented a specific program resulting in Richards Middle School offering more team taught classes.
• Focused on team building activities leading to the lowest teacher turnover at Richards Middle School.
• Developed and implemented with the leadership team a format for quarterly data reviews by Richards Middle School faculty members that led directly to increased collaboration and systematic instructional dialogue.
• Managed the system conversion process from OSIRIS to SASI.
• Implemented the first computerized Master Schedule.
• Supervised and mentored over 10 student teachers.
• Graduated Summa cum Laude from both my Masters and Ph.D programs.

Work Experience

\textbf{2009 - Present}  
Evans Newton, Inc. – \textit{Educational Consultant}  
• Serve as an educational consultant and coach for middle school math teachers  
• Focus on creating cooperative educational environments with teachers in schools struggling to make AYP under No Child Left Behind.  
• Provide professional development for leadership teams in the areas of Professional Learning Communities, Inclusion, Response to Intervention  
• Led teacher teams in data based decision making using benchmarks assessments  
• Deliver one on one coaching, modeling, feedback, and mentoring

\textbf{2006 - 2009}  
Dawson County High School - \textit{Assistant Principal of Curriculum and Instruction}  
• Served as the Assistant Principal in charge of Curriculum, Instruction, and Assessment.  
• Coordinated both the school assessment and the professional development programs.  
• Managed the scheduling process for students in grades 9-12.  
• Coordinated and implemented the high school advisement program.  
• Initiated programs for remediation including working lunch and peer tutoring.  
• Developed and implemented staff evaluation schedule.  
• Supervised Student Support Team/ Response To Interventions program.  
• Promoted increased access to the Advanced Placement program.  
• Developed and implemented the 8\textsuperscript{th} grade transition plan.
2000 – 2006
Gwinnett County Public Schools

2001 – 2006
Richards Middle School - Eighth Grade Assistant Principal
- Supervised a staff of eight grade and resource teachers.
- Managed the selection and delivery of the professional development program.
- Deployed the new teacher induction program for Richards Middle School professionals.
- Implemented assessment procedures and schedules.
- Provided discipline intervention for all eighth grade students.
- Coordinated and supervised textbook inventory and distribution.
- Conducted staff evaluations.
- Served as grant writing principal and supervisor of school grant programs.
- Designed and implemented academic assistance program.
- Acted as the Administrative Sponsor for the basketball and supervised the basketball program including volunteers, student supervision, and personnel.

2000 – 2001
Richards Middle School - Curriculum Assistant Principal
- Coordinated and supervised textbook inventory and distribution.
- Managed the selection and delivery of the professional development program and new teacher induction.
- Created the new teacher induction program for Richards Middle School professionals.
- Designed and implemented assessment procedures and schedules.
- Provided discipline intervention for self-contained special education students.
- Assisted with staff evaluations.
- Served as grant writing principal, obtaining CSRD and reading grants.

1985 – 2000
Fulton County Board of Education

1998 – 2000
Westlake High School - Curriculum Assistant Principal
- Built master schedule for students, teachers, bells, and lunches.
- Developed professional development programs and a new teacher induction program.
- Assisted with the Educational Support Team, new teacher recruitment, and student discipline.
- Created annual grading schedule based on county and state requirements.
- Facilitated parent interaction and addressed concerns with respect to curriculum and scheduling issues.
- Managed the application process for various state and federal grants.

1998
Fulton County - Administrative Intern
- Participated in management training with exposure to administrative positions in elementary, middle, high school, and central office locations.
- Out of 150 applicants, only 15 interns were selected.
1995 – 1998
Northwestern Middle School
- Seventh grade teacher specializing in General Mathematics and Pre-Algebra.
- **Educational Support Team Chairperson** – Directed the identification of at-risk students and the development of strategies to assist these students. Also selected students who required further evaluation and testing.
- **Olympics Chairperson** – Organized the weeklong field day celebration. Responsibilities included the management of participants, volunteers, events, refreshments, and first aid.

1991 – 1995
Haynes Bridge Middle School
- Seventh grade teacher focused in Biology, General Math, Pre-Algebra, Reading, and World Geography.
- **Grade Level Chairperson** – Served as the seventh grade representative for the school wide Leadership Team.
- **Olympics Chairperson** – Managed the weeklong field day celebration. Responsibilities included the organization of participants, volunteers, events, refreshments, and first aid.

1988 – 1991
Lake Windward Elementary School
- Fifth grade teacher.
- **Grade Level Chairperson** – Acted as the fifth grade representative for the school wide Leadership Team.
- **Multiple Tag Criteria Chairperson** – Led the implementation of the revised state standards for selection of gifted students. Responsibilities included faculty training, student eligibility testing, and evaluation of creativity tests.

1985 – 1988
Woodland Elementary School
- First grade teacher.
- Third grade teacher.

Other Relevant Experiences

1989 – 1998
Field Supervisor, Emory University
- Supervised and evaluated Emory student teachers in classroom experiences throughout North Fulton County.
- Mentored individual student teachers within own personal classroom.

1997
GIFT (Georgia Industrial Fellowship Teacher) Participant
- Developed safe teen driving and pregnancy prevention programs in cooperation with Promina Gwinnett Medical Center.

Certifications
- PBT – 7.
- K-8.
- Gifted, Interrelated Resource.
- TSS.
- Administration and Supervision.
Professional Organizations

- Association of Supervision, Curriculum, and Development.

Education

- Bachelor of Arts, Early Childhood. Mercer University. Atlanta, GA
- Master's of Education, Middle Grades Mercer University. Atlanta, GA
- Diploma of Advanced Standing Emory University. Atlanta, GA
- Doctor of Philosophy, Administration and Supervision Emory University. Atlanta, GA
- Institute of New Leaders Georgia Department of Education
Ronald N. Dougall, Ed.D.
rdougall@comcast.net
3938 121st Avenue NW
Coon Rapids, MN 55433
763-780-9180 Home
763-360-1243 Cell

EDUCATION

Field of studies/major: Educational Leadership
Institution: Northern Arizona University, Flagstaff, AZ
Degree: Doctor of Education (Ed.D.) / 4.0 G.P.A.
Graduation Date: May 1995

Field of studies/major: Speech and Hearing Science
Institution: Indiana University, Bloomington, IN
Degree: Master of Arts / 3.6 G.P.A.
Graduation Date: August 1980

Field of studies/major: Speech Pathology and Audiology
Institution: San Diego State University, San Diego, CA
Degree: Bachelor of Arts / 3.6 G.P.A.
Graduation Date: December 1973

TOTAL YEARS OF EXPERIENCE

Higher Education Faculty  4 years
K-12 Teaching   8 years
K-12 Administration  12 years

PROFESSIONAL LICENSES

Minnesota K-12 Principal (expires 2014)
Minnesota K-12 Speech and Language (expires 2014)

EDUCATIONAL LEADERSHIP EXPERIENCE

Job Title: Educational Consultant
Responsibilities: Work directly in contracted schools to consult with teachers and administrators to enhance their abilities to use research-based, data-informed best practices to produce substantial student achievement gains.
Employer: Evans Newton Inc. 2011-present
Supervisor: Carole Everhart Phone: 480-998-2777

Job Title: Partner Relations Representative
Responsibilities: Work collaboratively with PRR colleagues to provide support to member districts to build capacity in using NWEA data to impact positively the teaching and learning
process. Also worked to expand our presence in states for which we were responsible. Successfully worked with schools to help develop faculty competencies to develop/enhance their skills to use data effectively to inform instruction and with administrators to enhance their skills to lead teachers and use data to evaluate program effectiveness.

**Employer:** Northwest Evaluation Association  
**Supervisor:** Patrick Leonard  
**Phone:** 425 269-1447

**Job title:** Curriculum Specialist  
**Grades:** Higher Ed.

**Responsibilities:** Work very closely with faculty to define and review deeply-aligned, competency-based curricula for the university’s five schools. Lead collaborative groups to develop standards of curriculum development and curriculum development process. Use data analysis processes to evaluate current programs and curricula and determine need for new curricula. My work contributed to the university’s recognition as a national Center for Excellence.

**Employer:** Capella University  
**Supervisor:** John Moye, Ph.D.  
**Phone:** 612-977-5506

**Job Title:** Principal/Curriculum and Assessment Coordinator  
**Grades:** K-8

**Responsibilities/Accomplishments:** Coordinated efforts to evaluate programs and curricula to improve student achievement and address reform efforts. Our collaborative efforts resulted in a 20% decline in number of students receiving “Fs” and a 5% increase in students attaining the Honor Roll. Completed extensive program review using curriculum audit principles to provide foundation for a fully-aligned, teacher-friendly curriculum. Survey results indicated improved school climate. (Position eliminated due to downsizing).

**Employer:** Algoma Public Schools  
**Supervisor:** Terry Crowley (now retired)  
**Phone:** 920-487-7001

**Job Title:** Staff Development/School Improvement Specialist  
**Grades:** K-12

**Responsibilities/Accomplishments:** Developed data-driven school and program improvement and reform plans with approximately 150 K-12 institutions in the mid-west. Facilitated data analyses to quantify the effect of each school’s progress that provided the foundation for the next school improvement cycle. Provided school, district and/or regional staff development training integrating best-practices research related to school improvement processes. (Position one of several eliminated in major reorganization).

**Employer:** North Central Association-CASI 1/2001-12/2001  
**Supervisor:** Gregg Ulm (retired)  
**Phone:** 800-468-7405

**Job Title:** Assistant Director-School Improvement Services  
**Grades:** K-12

**Responsibilities/Accomplishments:** Provided standards-based program, curriculum, assessment and staff development consultation services to 37 school districts in northeastern Wisconsin. Led development, implementation and monitoring of data-driven program and school improvement plans. (Position was scheduled to be eliminated with expiration of funding source).

**Employer:** Cooperative Educational Services Agency-7  
**Supervisor:** Judy Sargent, Ph.D.  
**Phone:** 920-492-5960

**Job Title:** Principal  
**Grades:** K-5

**Responsibilities/Accomplishments:** Led data-driven process to evaluate programs and curricula that produced measurable, statistically significant student achievement gains. Substantially increased the school community’s role in the decision-making process.
Coordinated the district’s Family Math program. Contributed to development and implementation a long-range district technology plan. Led efforts to improve school climate.

**Employer:** Columbia Heights Schools  
**Supervisor:** David Behlow, Ph.D. (no longer there)  
**Phone:** 763-528-4500

**Job Title:** Principal/District Assessment Coordinator  
**Grades:** K-5  
**Responsibilities/Accomplishments:** Led clarification of expected student learning programs at each grade level and designed appropriate assessments to measure them. Data from assessments were included in newly-developed student assessment portfolios and report cards. Developed a system to track student achievement over time that was used to evaluate and adjust our curricula and instructional delivery. Led district process to revise the curriculum writing process that resulted in standards-based curriculum and assessments.

**Employer:** Menomonie Area Schools  
**Supervisor:** Steve Ashmore, Ph.D. (retired)  
**Phone:** (715) 962-3965 (home)

**Job Title:** Principal  
**Grades:** K-6  
**Responsibilities/Accomplishments:** Provided educational leadership services to a culturally diverse and economically disadvantaged school with extensive Title I and special education services.

**Employer:** Casa Grande Elementary Schools  
**Supervisor:** Frank Davidson  
**Phone:** 520-836-2111

**K-12 TEACHING EXPERIENCE**

**Job title:** Teacher – Language Disorders  
**Grades:** 2-4  
**Responsibilities/Accomplishments:** Responsibilities included planning and implementation of standards-based academic programs for students with severe language and learning disabilities. Contributed to the total school program by writing grants, analyzing student achievement data and leading our school improvement plans. Led team of teachers to develop measurable student achievement performance indicators, aligned assessments and consistent, efficient reporting systems. Earned Career Ladder (merit pay) bonuses.

**Employer:** Mesa (AZ) Public Schools  
**Supervisor:** Don Streets, Ed.D. (retired)  
**Phone:** 480-472-6300

**Job title:** Speech and Language Clinician  
**Grades:** K-12  
**Responsibilities:** Served grades 3-12 as a speech and language clinician.  
**Employer:** Special Education District of McHenry County, McHenry IL; Northwest Special Education Organization, Palatine, IL.  
**Phone:** 1980-1985

**EDUCATIONAL CONSULTING EXPERIENCE**

Consulted with schools across the nation in assessment, data-driven decision-making, school improvement, curriculum and staff development. Led workshops for the Northwest Evaluation Association (NWEA, 2000-2003) served as a Curriculum Auditor for Curriculum Management Systems, Incorporated curriculum audit teams (2001-present). Average feedback rating has been a 4.5 on a 5-point scale.
**HIGHER EDUCATION TEACHING EXPERIENCE**

**Capella University, Adjunct Instructor in School of Education** 2007-Present  
Teach a variety of courses in three School of Education Specializations (Education Leadership, Curriculum and Instruction, and Special Education Leadership), chair dissertations, worked on NCATE accreditation, and other special projects. Course ratings consistently averaged a 4.5/5.0.

**UW-Green Bay/Cooperative Educational Services Agency** 7. Developed and taught the first two on-line courses offered by the University’s education department.

**PRESENTATIONS**

2006  Moye, J. and Dougall, R. “Applying Conceptual Frameworks to Design Assessment Strategies,” paper presented to the 2006 UCEA Workforce Development Forum, Austin, TX


2001 Dougall, R., Blink, B. and Sargent, J. “Practical Uses of NWEA Data in the School,” paper presented to the Annual Conference of the Wisconsin Association for Supervision and Curriculum Development, Appleton, WI.

1996  Dougall, R. “A Comparative Investigation of Actual And Predicted Student Achievement Related to Public School Choice,” invited paper presented to the Annual Conference of the Association for Supervision and Curriculum Development, New Orleans, LA.

**HONORS RECEIVED**

1996 Nation’s Outstanding Doctoral Dissertation, Policy and Organization, Association for Supervision and Curriculum Development
Kimberly M. Grasso  
2141 W Tallgrass Trail  
Condo Home 211  
Phoenix, AZ  85085  
(480) 280 - 4975

CERTIFICATIONS

_Dual Certification in Special and Elementary Education in Arizona and New York_  
_Administrative Certification in Arizona (September, 2011)_

EDUCATION

**Northern Arizona University**  
Spring, 2011: Administrative Certification

**Arizona K–12 Center**  
Spring, 2010: Arizona Master Coach

**Institute for Multi-Sensory Education**  
Summer, 2010: Orton-Gillingham Reading Training

**Endicott College**  
Spring, 2004: Wilson Reading Language Training

**The College of St. Joseph**  
Spring, 2002: Masters of Education – Special Education

**State University of New York at Geneseo**  
Fall, 1997: Bachelor of Arts – Business Administration

INSTRUCTIONAL COACH EXPERIENCE

_Evans Newton, Inc._  
Spring 2010 – Current

- Lead ELA Instructional Consultant on Kansas City, Kansas coaching project
- Support thirty-eight teachers by planning, collaborating, organizing, coaching and facilitating change to improve instructional practices
- Disaggregate and analyze data to assist principals and teachers with evaluating and monitoring program effectiveness
- Support staff with IDEA and Section 504 regulations and IEP implementation
- Work with administration to coordinate supplementary resources and Special Education services
- Support administration with Teacher Action Plans and goals analysis
- Provide product training and professional development to assist teachers with implementing the school’s strategic improvement plan
- Facilitate use of research-based teaching strategies that result in increased student performance
- Skilled at deconstructing standards and writing strategy lessons for teachers
- Developed template for and wrote modified high school math lessons

_Arizona Department of Education_  
Fowler Elementary School District  
Fall 2008 – Spring 2010

- Facilitated Arizona School Improvement Plan implementation
- Responsible for classroom observations, evidence gathering, feedback, and follow-up
• Modeled and demonstrated effective lessons for teachers to improve teaching practices
• Participated and worked collaboratively to facilitate data discussions and professional learning communities
• Assisted in planning, developing, and presenting job-embedded professional development
• Assisted with developing and monitoring curriculum guidelines, maps, and standard-based lessons
• Supported administration with the development of master schedule and teacher assignments
• Advised staff on Special Education compliance issues regarding Manifestation Determinations
• Worked collaboratively with Parent/Teacher Organization to create sustainable frameworks for school

TEACHING EXPERIENCE
Fowler Elementary School District, 6th Grade Special Education Fall 2006 – Spring 2008
• Developed and implemented the 6th Grade Inclusion Program
• Effectively collaborated with all levels of staff members as Team Lead for the Special Education Department
• Responsible for end of the year check-out procedures for all middle school Special Education teachers
• Coordinated vision and hearing testing for Special Education students in middle school
• Created and implemented classroom lessons for students based on IEP goals and ADE Academic Standards
• Balanced whole group, small group, and individual instruction to accommodate different academic levels and learning styles; designed and implemented behavior modification programs for 6th, 7th and 8th grade teams
• Member of School Improvement Group; worked with teams to implement differentiated instruction lessons

South Glens Falls Middle School, 7th and 8th Grade 15:1 Special Education Fall 2003 – Spring 2006
• Taught in highly effective inclusion classes based on New York State standards in Math, Social Studies, ELA and Science
• Maintained a productive learning environment through collaborative teaching
• Provided special education instruction to Learning Disabled, ADD/ADHD, OHI, SI and ED students
• Skilled in design of challenging, enriching, and innovative instruction that targets diverse needs of students
• Created differentiated lessons in resource rooms and provided individualized support based on IEP’s
• Created and directed the Oliver Winch Middle School Talent Show for three years

South Glens Falls Middle School, 6th Grade 8:1:1 Special Education Fall 2002 – Spring 2003
• Organized and implemented lessons with regular education teacher in Math, Science, ELA, and Social Studies
• Incorporated differentiated instruction approach in classroom by implementing student centered activities
• Supplemented class lessons and curriculum by integrating technology into curriculum, resulting in effective classroom management and increased student focus
• Assessed and evaluated individual student needs with learning or behavior disabilities
• Designed and instituted individualized behavioral management programs

Queensbury Middle School,
15:1 Self Contained Special Education Classroom Fall 2000 – Spring 2001
• Assigned to a student with severe learning disabilities
• Manipulated daily lessons in Math, Spelling, Reading and Life Skills to target students’ needs
• Cultivated parent involvement through consistent written and verbal communication
• Experienced teaching with a variety of textbook and workbook series, manipulatives, experiential learning activities and computer software programs

PROFESSIONAL EXPERIENCE
Winchester Hospital Foundation,
Foundation Campaign Manager Fall 1998 – Spring 2000
• Extensive experience in special event planning, donor cultivation, donor recognition, case statement development, prospecting and recruiting
• Worked with board of directors to reach out to prospects for annual fund and major gift donations
• Recruited and managed committee of forty employees and students, who raised over $100,000 for the Emergency Department Capital Campaign

PROFESSIONAL DEVELOPMENT

Presenter

Data Analysis
Differentiated Instruction
Classroom Management

Co-Teaching that Works
Vocabulary Enrichment
Ellis
Active Engagement
Kagan Cooperative Learning
Teach for Success Standards Based
Coach for Success
Reading Coach Training of Trainer
Family Friendly Schools
Anita Archer Struggling Adolescent Readers
Reading Assessment – DIBELS
Turnaround Personnel Training
SUSAN H. JURKUNAS  
Scottsdale, AZ  
602.463.0289  
s.jurkunas@cox.net

CAREER PROFILE:  
Project implementation executive with over 20 years experience in school and business management, training, and organization development. Expertise in coaching, curriculum and assessment, leadership, and collaborative teaming.

QUALIFICATIONS:  
- Leadership for highly collaborative focused professional teams  
- Experience in guiding districts in the transition to Common Core State Standards  
- New project design and development  
- Project planning and implementation for school turnaround and transformation  
- Educational Consulting  
- Coaching for teachers and administrators  
- School district administration for 18 years  
- Writing, coordinating, and evaluating local, state, and federal grants  
- Data analysis and data-based decision making  
- Classroom teaching experience grades 4-12  
- Experience with at-risk and minority populations  
- Bilingual (Spanish)

EXPERIENCE:  
Evans Newton Incorporated (ENI), Scottsdale, Arizona, 2008-present  
Project Implementation Manager (2009-present)  
Plan and manage implementation of district and school turnaround and transformation projects (currently 7 projects in excess of $2,000,000)  
Coordinate coaching and professional development for school districts throughout the United States  
Oversee internal and external reporting procedures for services and product deliverables  
Hire, train, and supervise educational consultants and sales account managers  
Responsible for development of new projects  
Evaluate, redesign, and implement face-to-face and virtual training and professional development  
Provide leadership coaching to school administrators  
Present professional development on data-based decision making, curriculum alignment, effective instructional delivery, leadership development, and standards-based lesson design  
Analyze student achievement data and create professional development plans for school districts  
Develop implementation manuals for customers and consultants  
Recipient of 2009 Corporate Award for Outstanding Customer Relations
Educational Consultant and Curriculum Writer (2008-2009)
- Wrote standards-based lessons and assessments for state standards in multiple states. Presented workshops on curriculum alignment, standards-based instruction, formative assessment, and data analysis
- Conducted comparative analyses of textbooks to state standards
- Provided coaching and consultant services to urban school districts in multiple states

Urban School District, 87% minority, 24% English-language learners, 71% low socio-economic status
Principal, Trailside Point School, 1175 students, Kindergarten through 8th grade; 86 staff members
Coordinated opening of new school, hiring staff, and building partnerships within community
Adjusted programs, procedures, and staffing to accommodate rapid student growth (250 to 1175) during first year

Cartwright School District, Phoenix, Arizona, 1999-2006
Urban School District, 96% minority, 49% English-language learners, 86% low socio-economic status
Principal, Borman Middle School (2003-2006), 1587 students, 6th through 8th grade; 115 staff members
Opened 6th grade facility and hired new staff of 25 teachers
Restructured ELL and Special Education programs
Implemented Math and Literacy Coaching
Implemented pilot program for gender-based education

Principal, Sunset Elementary School (1999-2003), 1100 students, kindergarten through 6th grade
Initiated school improvement process
Established Math and Literacy Coaching
Implemented Reading Recovery Program

The Leona Group, LLC, Glendale, Arizona, 1998-1999
Urban Charter School, 93% minority, 31% English-language learners, 76% low socio-economic status
Principal, Maya High School, Charter high school for alternative students, 320 students, 9th through 12th grade
Created and opened school, established partnerships with local school districts

Maricopa County Regional Schools, Phoenix, Arizona, 1996-1998
Accommodation/Alternative School District, 49% minority, 14% English-language learners, 100% low socio-economic status
Principal, Thomas J. Pappas School, School for homeless children, 400 students, kindergarten through 8th grade
Opened new school facility
Initiated and coordinated community-based services at school site
Participated in fundraisers at district and community level to raise $1.4 million
Expanded community involvement and volunteer programs
Developed volunteer training program
Served on community organizations and government committees on homelessness
*Urban School District, 94% minority, 48% English-language learners, 91% low socio-economic status*

**Title VII and ESL Coordinator**
- Coordinated district services and instructional program for over 2,800 English-language learners
- Wrote, managed budget, coordinated, and evaluated state and federal grants
- Established Urban Teacher Program partnership with district and community college
- Developed ESL Handbook and training for teachers
- Provided professional development to paraprofessionals, teachers, and administrators
- Presented parent workshops
- Translated district documents and assessments into Spanish

Arizona State University West, Phoenix, Arizona, 1991-2002

**Adjunct Faculty, Education Department,** ESL/BLE graduate courses

University of Phoenix, Phoenix, Arizona, 1991-2002

**Faculty,** ESL/BLE and Continuing Education courses

Maricopa County Community Colleges, Tempe, Arizona, 1990-2001

**Spanish Instructor**

*Urban School District, 99% minority, 51% English-language learners, 93% low socio-economic status*

**Title VII Coordinator and ESL Instructional Specialist** (1990-1993)
- Coordinated Title VII program at seven schools
- Modeled lessons and provided coaching support for ESL and BLE teachers
- Planned and presented professional development
- Translated district documents and assessments into Spanish
- Created district’s Spanish Foreign Language Program

**Bilingual Teacher,** 7th and 8th grade, Isaac Junior High School (1988-1990)
- Taught core subjects in Spanish, English as a Second Language, and Spanish
- Planned and facilitated professional development to teachers and paraprofessionals
- Presented parent workshops in English and Spanish

**Bilingual Teacher,** 4th grade, Butler Elementary School (1985-1988)
- Taught 4th grade in a transitional bilingual education setting
- Presented staff development on literature studies and journal writing

Arizona State University, Tempe, Arizona, 1984-1985

**Graduate Teaching Assistant,** Taught Spanish classes to university students


**Spanish and Reading Teacher,** 7th to 12th grades, Conneaut Valley High School
- Rural community school of 500 students

**EDUCATION:**
- Administration Certification, University of Phoenix. 1996
- B.S. Education, Elementary and Spanish, Clarion University of Pennsylvania, 1981
**SPECIALIZED TRAINING:**
- Kagan Cooperative Learning Structures
- SIOP Model for English-language Learners
- Structured English Immersion
- Framework for Understanding Poverty, Ruby Payne
- Conducting Classroom Walkthroughs, Carolyn Downey
- Reading Recovery
- Literacy Coaching
- Writing Process and 6-Traits Scoring
- Greater Phoenix Area Writing Project

**CERTIFICATIONS AND TEACHING ENDORSEMENTS:**
- Arizona, K-12 Principal Certification
- Arizona, K-8 Elementary, 9-12 Spanish Teaching Certifications
- Arizona K-12 Bilingual Education Endorsement
- Maricopa County Community Colleges, Arizona, Spanish and Adult ESL
SHERRI L. KANE
2864 Hearthsong Loop
Round Rock, TX 78665

512.779.6059
slkane77@juno.com

EDUCATION

Fall 2010  The University of Texas at Tyler, Tyler, TX: Administrator Certification; First semester completed

1999 – 2007  The University of Kansas, Lawrence, KS: Master of Science in Education, Curriculum and Instruction

1995 – 1999  The University of Kansas, Lawrence, KS: Bachelor of Science in Education; Middle/Secondary Mathematics

CONSULTING EXPERIENCE

Educational Consultant (February 2011 – Current); Evans Newton Incorporated; Scottsdale, AZ

- Work collaboratively with teachers, instructional coaches and principals in implementing 5-Step TargetTeach® process, including:
  - Deconstructing standards
  - Planning student-centered instruction
  - Using data to drive instruction
  - Model researched-based instructional practices in the classroom.
  - Write benchmark assessments.
  - Provide resources for teachers.

COORDINATOR EXPERIENCE

Secondary Mathematics Coordinator (July 2008 – January 2011); Hutto ISD; Hutto, TX

- Provided professional development for district staff (K – 12) in cooperative learning, vocabulary instruction, differentiation, and 5E model of instruction.
- Observed secondary mathematics classrooms and provided feedback to principals and teachers.
- Worked collaboratively with secondary mathematics teachers to plan instruction and assessment techniques.
- Provided model lessons for and coached secondary mathematics teachers.
- Supported secondary math department chairs in facilitating Professional Learning Communities.
- Coordinated the review, development, and revision of subject area programs and related curriculum documents and materials.
- Advanced Academics:
  - Led a district-wide Pre-AP/AP forum to build common understandings, goals and expectations for a strong Pre-AP/AP program.
• Created a Mathematics Pre-AP Curriculum Writing Team resulting in a new curriculum for middle and high school Pre-AP courses.
• Provided professional development to secondary mathematics teachers to build common understandings, goals & expectations for a strong Mathematics Pre-AP/AP program.
• Worked with middle and high schools to identify students using district data and AP Potential to recruit students in populations who are typically underrepresented in advanced academics.
• Currently working on action research identifying equity in Hutto ISD Pre-AP/AP mathematics courses.
• Audited Pre-AP Mathematics courses.
• Attended College Board Administrator training on how to build a Pre-AP/AP program.
• Organized 4-day trip to Dallas for Laying the Foundation training for all qualified secondary mathematics teachers.
• Reorganized the middle school Pre-AP curriculum.
• Submitted proposed district AP/Pre-AP policy to Assistant Superintendent.

TEACHING EXPERIENCE

Hendrickson High School (2005 – 2008); Pflugerville ISD; Pflugerville, Texas
• Courses Taught: Geometry, Pre-AP Geometry, Pre-AP Algebra II
• Chosen as a member of the Curriculum Writing Team for the district.
• Led professional development sessions to entire staff.
• Collaborated with other district Geometry teachers to write the district's Geometry Scope and Sequence.
• Completed TxBESS Level II Mentor training.
• Mentored and guided a student teacher for fourteen weeks.
• Attended AP Strategies Conferences and incorporated lesson plans resulting in high-level thinking.
• Actively participated on the textbook committee. Became an advocate for adopting an inquiry based mathematics textbook.

Ridgeview Middle School (2002 – 2005); Round Rock ISD; Round Rock, Texas
• Courses Taught: 7th Grade Mathematics and 7th Grade Accelerated Mathematics

Substitute Teacher (2001 – 2002); Shawnee Mission School District; Shawnee Mission, KS

Teaching Intern (February 2000 – May 2000); Olathe East High School, Olathe USD 233; Olathe, KS
• Courses Taught: Geometry and Applied Mathematics

Student Teacher (August 1999 – October 1999); Harmony Middle School, Blue Valley USD 229; Overland Park, KS
• Courses Taught: 7th Grade Mathematics

Kansas Algebra Program (August 1998 – May 1999); The University of Kansas; Lawrence, KS
• Math 101 Teacher (College Algebra), Math 002 & 101 Tutor;
PROFESSIONAL PRESENTATIONS
- CSCOPE Administrator's Conference (2008); Dallas, TX
- “Surviving CSCOPE”
- A2 Conference (2009); Round Rock, TX
- Cooperative Learning in the Secondary Math Classroom
- CAMT (2010); San Antonio
- Cooperative Learning in the Secondary Math Classroom

PROFESSIONAL DEVELOPMENT (2008 – Current)
- Trainer of Trainer Certifications:
  - Algebra I EOC
  - SDE Differentiated Instruction
  - QUILT: Questioning and Understanding to Improve Learning and Thinking
  - Curriculum Management Audit Training
  - PRIME Leadership Framework
  - Differentiation Institute 2009: Teaching with the Brain in Mind
  - CSCOPE District Trainings
  - eduphoria! Aware
  - Mathematics for English Language Learners
  - Professional Learning Communities Conference
  - INOVA
  - Laying the Foundation for Pre-AP Mathematics
  - Margaret Kilgo – Data Driven Decision Making
  - Margaret Kilgo – Assessment Writing

PROFESSIONAL ORGANIZATIONS
- National Council of Teachers of Mathematics (1999 – Current)
- Texas Association of Supervisors of Mathematics (2008 – Current)
- Austin Area Council of Teachers (2009 – Current)
- ASCD (2008 – Current)
- Texas ASCD (2008 – Current)
Samiha Lamerson
207 Deer Run Drive
Walkersville, Maryland 21793
Phone: 202-494-1873
Email: Samiha_l@hotmail.com

Evans Newton Incorporated, Scottsdale, AZ 2010-Present
Project Implementation Manager
- Planned and managed implementations of district and school transformation projects.
- Developed an implementation plan for each project to ensure alignment of instructional resources with district/schools’ priorities and strategic plan. Scheduled the implementation work sessions and coaching days as contracted.
- Discussed historical data with key stakeholders
- Conducted on-site observations with emphasis on leadership training, school improvement, goals, progress, incremental assessment and reporting of project schools; provided feedback, support and suggestions to superintendents/principals.
- Oversaw internal and external reporting procedures for services and product deliverables.
- Interviewed, trained, and supervised educational consultants
- Managed educational consultant teams in districts and conducted formal and informal evaluations.

Achieve 3000, Lakewood, NJ 2006-2010
Implementation & Curriculum Manager and Consultant
- Delivered professional development workshops on Achieve3000 Web-based, differentiated instruction literacy program to coordinators, school administrators, teachers & school staff.
- Created implementation plans for large accounts
- Managed, coordinated, planned, tracked and monitored deliverables, workflow, and customer usage and satisfaction.
- Supported the Sales organization with presentations and curriculum expertise in person and online.
- Managed all aspects of summer implementations including recruitment, interviewing, hiring of coaches, training of staff, & delivering services
- Participated in the LEA Supplemental Education Services meetings regarding responsibilities, code of conduct, compliance, invoicing, and monthly reports

PLATO Learning, Inc., Edina, MN 1997-2005
SES & Strategic Implementations Manager 2004-2005
- Managed all aspects, including recruitment, training of teachers, compliance, & documentation of the Supplemental Education Services business in the Northeast.
- Made district level presentations to demonstrate the depth & breadth of PLATO’s K-Post-secondary content, assessment, & data management solutions, as well as 3rd party products, including The Princeton Review, Rosetta Stone, English Discoveries, CyberEd, World View, & others.
- Conducted strategic implementation meetings to articulate the scope of deliverable services & timeline.
- Supported large, strategic sales & training efforts focused on the customer’s needs.
- Created course models using McREL’s lesson plans & activities for specific benchmarks
- Acted as the bridge between Sales & Professional Services to ensure customer success & satisfaction
- Reviewed & responded to RFPs & helped school districts apply for grants
- Conducted workshops to school districts to apply for grants such as the E2T2, 21st Century, and Small Learning Community grant
- Conducted training sessions to our team & school districts on various solutions, productivity tools, and funding sources based on the International Board of Standards for Training Performance & Instruction (IBSTPI)
- Tracked federal & state funding & initiatives
- Acted as the NE point person for product knowledge, alignments, & correlations
- Coordinated & participated in open-houses/seminars/tradeshows/User Group meetings

**Regional Curriculum & Instruction Consultant, K-Post Secondary** 2002 to 2004
**District Curriculum & Instruction Consultant, K-Post Secondary** 2000 to 2002
**Account Manager, K- Post Secondary** 1999 to 2000
**Education Consultant, K- Post Secondary** 1997 to 1999

**Frederick County Board of Education, Frederick, Maryland** 1992 to 1997
**Business Training & Education Specialist** 1995 to 1997
- Marketed and delivered training solutions to local business entities & companies by demonstrating the value preposition of a One Stop Shop
- Researched instructional strategies and current practices for integrating workplace curriculum components and competency-based learning.
- Created, developed, implemented, and delivered customized curricula that integrated vocational and academic methodologies
- Monitored contracts’ progress to insure renewal and expansion possibilities
- Compiled, edited, and printed several instructional booklets
- Conducted company-wide training workshops on productivity tools and products, including ISO 9000 Awareness training

**Even Start Supervisor:** 1992-1995
- Managed the logistical operations of a center in delivering educational services to insure the achievement of Adult learners and their young children. Outcomes included recruitment, attendance, retention, and completion of the program

**Skills Academy Supervisor:**
- Managed a satellite center delivering educational services to out of school youth.
  Outcomes included retention, intervention, and completion of needed credits to obtain a HS diploma or GED, and employability skills

**Community Action Agency Coordinator**
**Substitute Teacher**

**Previous Experience**
- All Saints Episcopal School, Vicksburg, MS: Taught math & science to middle & high school students

**Education**
Michigan State University, East Lansing, Michigan
Bachelor of Science in Biological Sciences and a French minor.
Louis A. Manzella, EdD
949 Bridgemill Ave.  770.827.3916 (Cell)
Canton, GA 30114         678.880.6799 (Home/Fax)
lou.manzella@comcast.net

Public Education Experience

❖ School Administration Elementary, Middle, & High School
❖ Elementary, Middle, & High School Teaching Experience
❖ Graduate & Undergraduate College Teaching
❖ GAPSS Analysis Review Team *
❖ County Jail/Juvenile Detention
❖ Alternative/At-Risk Education
❖ SACS Review Teams **
❖ Adult Education/GED
❖ Special Education

Private Sector Experience

❖ Educational Consultant
❖ Private School Director
❖ Small Business owner
❖ Corporate Recruiter
❖ Corporate Trainer
❖ Team Manager
❖ Team Leader

Specialized Training

❖ America’s Choice Comprehensive School Reform Design
❖ School “First Responder” Safety and Security Training
❖ Special Education Staff Development and Training
❖ Project Adventure and Ropes Course Certification
❖ Life Space Crisis Intervention Training
❖ Learning Focused Schools Strategies
❖ Olweus Bully Prevention Training

Georgia Certifications

❖ Educational Leadership (P-12)
❖ Sp Ed Behavior Disorders (P-12) Consultative
❖ Sp Ed Social Science Cognitive Level (P-12)
❖ Behavioral Science (P-12)
❖ Political Science (P-12)
❖ Geography (P-12)
❖ Economics (P-12)
❖ History (P-12)

* Georgia Assessment of Performance on School Standards
** Southern Association of Colleges and School
Current Positions

Evans Newton Incorporated
**Educational Consultant** (5/2010-present)
15941 N. 77th Street, Ste.1
Scottsdale, AZ  85260
Imanzella@evansnewton.com
www.evansnewton.com

Central Michigan University, Off Campus Programs
**Adjunct Professor** (10/2002-present)
2120 Powers Ferry Road SE,
Suite 200, Atlanta, GA, 30339
770.933.7662 (Office)
770.933.1934 (Fax)
manze1la@cmich.edu
www.cmich.edu

Education

**Doctor of Education**, Nova Southeastern University, 3301 College Avenue, Ft. Lauderdale, FL, 33314
Program: School Management & Instructional Leadership / Major: Child & Youth Studies, 4/1993

**Master of Science in Education**, Canisius College, 2001 Main Street, Buffalo, NY, 14208
Major: Social Science Education, 5/1973

**Bachelor of Arts**, St. Bonaventure University, 3261 West State Road, St. Bonaventure, NY, 14778
Major: History; Minor: Education, 5/1971

Professional & Related Experience

**Private School**
**Director**, Center Academy, Smyrna, GA, 7/08-5/10

**Chattooga County Schools, Georgia**
**Special Education Administrator**, Chattooga High School, Summerville, GA, 2/08-6/08
**Principal**, Summerville MS, Summerville, GA, 6/07-2/08

**Cherokee County Schools, Georgia**
**Principal**, Freedom MS, Canton, GA, 1/05-6/07
**Principal**, Boston ES, Woodstock, GA, 8/03-1/05
**Assistant Principal**, Teasley MS, Canton, GA, 7/99-6/03

**University Affiliations**
**Adjunct Professor**, Central Michigan University, Atlanta, GA, 10/01-present
**Adjunct Professor**, Shorter College, Rome, GA 10/08-1/09
**Adjunct Professor**, DeVry University, Atlanta, GA, 10/95-5/03
Pinellas County Schools, Florida
Teacher, County Jail/Juvenile Detention Center, Pinellas County, FL, 6/90-8/93
Teacher, Adult Education/GED, Pinellas Technical Education Center, Clearwater, FL, 2/91-8/93
Teacher, Alternative High School Program, Clearwater, FL, 8/88-6/90

Related Experience
Owner/Recruiter/Manager, Target Personnel, Inc., Orlando, FL, 3/87-7/88
Trainer/Recruiter/Team Manager, People Express Airlines, Newark, NJ, 8/82-2/87
Instructor/Job Developer, Allentown Youth Services, Buffalo, NY, 4/80-8/82
Test Inspector, General Motors Engine Plant, Tonawanda, NY, 7/78—3/8

Buffalo, New York Public Schools & Diocese of Buffalo
Teacher, Homebound, Board of Education, Buffalo, NY, 9/77-6/78
Teacher, 7th Grade, Mount St. Joseph Academy, Buffalo, NY, 9/76-6/77
Teacher, Substitute, Board of Education, Buffalo, NY, 9/75-6/76
Teacher, 5th Grade, St. Columba School, Buffalo, NY, 9/73-9/75

University Courses Taught
Central Michigan University, Off Campus Program, Atlanta, GA
EAD 626  The Adult Learner
EAD 624  Planning for Instruction in Nontraditional Settings
EDU 602  Strategies and Techniques for Teaching
EDU 705  The Theory and Practice of Curriculum Design

Shorter College, Rome, GA
EDUC 5310  Learning Styles

DeVry University, Atlanta, GA
CARD 205  Career Development
ENGL 112  Composition
ENGL 135  Advanced Composition
ENGL 206  Technical Communication
HUMN 410 Contemporary History
HUMN 432 Technology, Society, and Culture

Publications

Improving Basic Literacy Skills of Juvenile Delinquents through Relevant Experience, ERIC Educational Resources Information Center, ED336719, 1991 www.eric.ed.gov

Accomplishments / Awards
GAPSS Analysis Team Member, Sonoraville MS, Gordon County, GA, November 2007
SACS Review Team Chairperson, DeKalb County Schools, September 2004
SACS Review Team Chairperson, Bartow County Schools, March 2004

**SACS Review Team** Member, Douglas County Schools, February 2002


Award, *Building Team Concept in Detention*, Dept of Health & Rehabilitative Services, Pinellas County, FL 1991

Award, *Teach for Excellence*, Pinellas County Education Foundation, Pinellas County, FL, 1988
Jan Matthews  
2727 Eastwind Drive, Fernandina Beach, FL 32034 • 904-277-0655  
janamelia@janamelia.com

Experience

July, 2006 - present  Amelia Educational Services, Inc.  Fernandina Beach, FL

Educational Consultant

- Represent Evans Newton, Inc. as a consultant to train and coach teachers and administrators across the country on the use of ENI products and systems, using incremental testing data, alignment of curriculum and best teaching practices to improve achievement.
- Co-presented at 2009 National Staff Development Conference in St. Louis, MO on effective coach-the-coach strategies for impacting student achievement.
- Conducted a web seminar on the benefits of benchmark testing and using formative assessment data to inform and improve instruction.
- Presented at Camden County’s Professional Enhancement Conference, Kingsland, GA on the topic of Reading Fluency in the Middle School.
- Presented at the 2007 SREB Conference in New Orleans on the topics of Reading Fluency, Using Data, and Raising Achievement Through Literacy Across the Curriculum.
- Co-authored an article published in the May, 2007 issue of Principal Leadership on use of data to inform instruction, “But what do we do with the data?”

August, 1998 – December, 2005  Camden County School System  Kingsland, GA

Instructional Lead Teacher

- Implemented improved instructional systems in the county’s two middle schools – was involved in the development of a dynamic cadre of lead teachers to implement changes in a consistent manner across the county.
- Designed assessment and instructional tools to assist teachers in use of data – worked with middle school language arts and social studies teachers to develop benchmark testing materials, and coached teachers in applying new techniques.
- Conducted training and modeled techniques and strategies for teachers primarily in the middle grades with an emphasis on literacy across the curriculum. Language arts and social studies were areas of concentration as well. Mentored and coached new teachers and assisted struggling teachers.
- Served on district-wide committees to implement new curriculum and deliver professional development - developed and conducted many sessions including “train-the-trainer” as well as original content designed to meet the specific needs of the teachers, students, topics, etc.
- Represented Camden County Schools in a variety of presentation opportunities across the country. With other lead teachers and university personnel, presented sessions on topics relating to production and use of real-time data. Co-authored an article, Phases of Development in Teachers Using Data, Middle School Journal, March, 2005, and presented at the National Middle School Conference in Philadelphia in 2005. Previous presentations on similar topics conducted in Savannah, Kansas City, and others. Presented “Making the Most of Benchmark Testing” in Nashville in November.
- Gained facility with variety of computer technology instruments and conducted training with teachers on their use.
- Received training in a variety of current programs including Learning Focus Instruction, Writing To Win, Differentiated Learning, Performance Assessment.
Taught the state required course, Teaching and Evaluation of Reading and Writing in the Middle Grades, to all county middle grades personnel.

Wrote grants, organized county writing portfolio project, served on SACS committees, worked on a state committee to revise the state Writing Assessment, co-chaired school level school improvement plan committees, collaborated to create a new textbook adoption process, brought in trainers and speakers to present to the faculty and coordinated schedules to accommodate them, served on a committee to prepare a Parent Handbook for the county.


Reading Lab Director
- Directed the P. K. Yonge Independent Reading Lab at Northside Middle School, Warner Robins, Ga.
- Modeled differentiated learning strategies for teachers whose classes were assigned to the lab while students learned to self-assess and work to achieve self-determined goals in reading
- Conducted classes in the writing process using an independent lab approach
- Served on a county wide committee of reading lab directors to improve instruction in literacy techniques throughout the county
- Implemented instruction using a variety of technology tools including computers and tachistoscopes, etc.

Classroom Teacher
- Taught reading, math, English, and a variety of exploratory subjects at Northside Middle School.
- Mentored new teachers as a Teacher Support Specialist.
- Sponsored and produced the school yearbook for 10 years.


Teacher
- Worked with adolescents with learning disabilities
- Taught language arts, math and social studies as well as life skills

MEd Reading Specialist
Graduated August, 1985 Mercer University Macon, GA
- Undergraduate program completed in 1977 with a bachelor’s degree in Elementary Education from Wesleyan College in Macon, GA.
- Georgia certification held in the areas of reading (P-12), middle grades (4-8), middle grades (4-8)-Language Arts, middle grades (4-8)-Social Science, and early childhood education (P-5)
- Support Certification as a Teacher Support Specialist
Ralph G. Norwood

135 Garden Springs Drive
Oakland, TN  38060

messages:  
(901) 299-9569
kravguy@bellsouth.net

Educational Experience

Consulting

Jul. '09 to   Educational Consultant
Present    Evans Newton, Inc.
Scottsdale, AZ.

Responsible for in-service presentation of TargetTeach® process and materials to various school districts throughout the country; coaching / training of teachers (English / Language arts and Social Studies) and district staff on the use of ENI materials in various subject areas, the TargetTeach® process, and best practices; assisting teachers / staff in understanding of alignment process of district materials to state goals and curriculum; data processing of assessment results to assist teachers in establishing data-driven instructional practices; reporting to ENI home office and individual districts on progress of coaching; training of / mentoring new company personnel, writing/editing of assessments and strategy lessons for clients.

Teaching

Aug. '04 to   Rossville Christian Academy,
Apr. '06    Rossville, TN.
Subjects:  English 9th -12th, Drama, 9th – 12th.

Sep. '02, to   Cordova High School,
Jan. '03    Shelby County Schools, Cordova, TN.
Subjects:  Art, 9th – 12th.

Aug. '86 to   Riverview Junior High School, East High School,
May '02    Sherwood Middle School, John P. Freeman Optional School,
Memphis City Schools, Memphis, TN.

Responsible for designing and implementing methods of instruction according to the current required curriculum and standards, aiding in the improvement of writing skills required for the national TCAP writing assessment, supervision and management of classroom environment, evaluating student performance at regular intervals, and rating and implementing first-time drama exploratory program for Sherwood Middle and Rossville Academy.
Other Employment Experience

May '06 to Aug. '08  Krav Maga self defense instructor and floor manager, Mid South Krav Maga, Memphis, TN

Jul. '03, to Aug. '04  Imaging Specialist, The Data Company, Memphis, TN.

Aug. '84 to Aug. '86  Security sergeant, Graceland Tours, Inc., Memphis, TN.

Education

'81 to '86:  Christian Brothers University, Memphis, TN. Bachelor of Arts in Humanities, with English endorsement, certification in secondary education.

'88 to '93:  Memphis College of Art and University of Memphis, Art endorsement certification for grades k-12.

Awards and Honors

'08 to '09  Spelling Bee Coordinator
'06  Phase A and phase B of instructor certification by Krav Maga Worldwide
'04 to '06  Drama department coordinator, Rossville Christian Academy
'96 to '00  Drama department coordinator, Sherwood Middle School representative to Facing History and Ourselves
'99  Golden Apple Award winner
'98  WMC-TV5 Thanks to Teachers Award nominee
'97  Director, 6th grade production, Shakespeare’s “Romeo and Juliet”
'97  Student poll, Favorite Teacher
'96 to '97  Site-based management committee
'95 to '98  Chess Team coordinator
'95  Spelling Bee Coordinator
David Hedges
4510 34th St. #7, San Diego, CA 92116
619.405.0552; david@EDsentials.com

SUMMARY
Diverse accomplishments nationally as a leader, educator, instructional coach, professional development designer and facilitator. Professional passions and experiences centered on student, teacher and organizational success: process alignment, data analysis, instructional planning, content coaching, teacher coaching, and administrative coaching.

PROFESSIONAL EXPERIENCE
Educational Consultant
2006-Pres District/Site Program Improvement Consultant; Alaska, California, Colorado, Illinois, Kansas, Louisiana, Michigan, South Carolina, and Texas

SDCOE Coordinator
2007-2008 AVID/DAIT Coordinator, San Diego County Office of Education; Oceanside, Escondido and Carlsbad School Districts

Site Administrator
2003-2007 Vice Principal, Gompers High School, San Diego Unified School District, San Diego

District Staff Developer
2000-2003 District Technology Staff Developer, Sweetwater Union High School District, San Diego

AVID Center Facilitator
1999-Pres AVID Write Path Facilitator (National), Mathematics, AVID Center, San Diego

College Readiness Advocate
1999-Pres SAT Test Prep Facilitator, Cal Soap, University of California, San Diego
1999-2001 Visiting Professor, AVID Tutorial Strategies, College Readiness Program, San Diego State University, San Diego
1998-2000 Mathematics Teacher, WBNUPA Summer Upward Bound Program, University of San Diego, San Diego

AVID Site Coordinator/Teacher

Mathematics Teacher
1995-1996 Dreher High School, Richland County School District One, Columbia, SC

Military Service
1984-1993 Electronics Technician/Instructor, Active Duty, U. S. Navy, Honorable Discharge
David Hedges
4510 34th St. #7, San Diego, CA 92116
619.405.0552; david@EDsentials.com

ACTIVE CREDENTIALS/TRAINING CERTIFICATES
2008 SBE-472, Mathematics Professional Development;
       AVID District Leadership (ADL)
2003 California Administrative Credential, Professional Clear
2002 California Single Subject Teaching Credential, CLAD, Mathematics

EDUCATION
2003 Master of Arts, Educational Technology, San Diego State University
1995 Bachelor of Science, Mathematics, University of South Carolina

REFERENCES

Stan Jeffress
Continua Consulting
2146 Kettner Blvd.,
San Diego, California
(888) 362-9714
stan@continuaconsulting.com

Joyce Suber
AVID Regional Director
San Diego County Office of Education
(858) 292-3859
jacsuber@sdocoe.net

Donald Mitchell
Director, AP Initiative Program
San Diego, CA
(858) 534-4117
dmitche51@gmail.com

Mark Wolfe
Director of Curriculum
AVID Center, San Diego
858-380-4788
mwolfe@avidcenter.org
Cheryl Z. Tibbals
Resume Highlights

Education Business Sector

Evans Newton Incorporated

• Serving as Senior Advisor – Product Development and Implementation
• Designing Common Core State Standards products and services for states and districts: Alignment of state standards to CCSS, design of CCSS-aligned Learning Progression Lessons, assistance to states/districts on transition to the Common Core State Standards

National Leadership, Policy, Project Management

US Department of Education – Race to the Top State Plan Reviewer, Phase I and II

• Served as one of the 50 experts selected from 1500 to be a Peer Reviewer for the Race to the Top Applications for Phase I (January 2010 – March 2010)

Council of Chief State School Officers (CCSSO)

• Directed the State Leadership Center at the Council of Chief State School Officers (CCSSO), working with the 50 state superintendents of public instruction on leadership and policy issues
• Developed a state capacity-building Standards Benchmarking Protocol and directed the benchmarking of standards in 9 states
• Wrote and obtained grants to support the State Leadership Center, including a $10 million grant from the Wallace Foundation to work with state leaders in 15 states on development of new legislative policies to attract and sustain outstanding instructional leaders
• Developed a national partnership, consortium, to advance CCSSO's national policy reform agenda that included: the National Governors Association, National Conference of State Legislatures, National Association of Boards of Education, the Education Commission of the States, and CCSSO

New Standards Project

• Directed the Office of State and District Relations, working with 15 states and 6 urban partners on design and development of standards-based reforms to improve student performance and turn around schools
• Developed a national network ("think tank") of state and urban district leaders in standards-based reform

State/District Assessment and Standards-Based Reform

Kentucky Department of Education, New Standards Project, Los Angeles Unified School District

• Directed the development of the first state standards-based and performance-based assessment system mandated by the Kentucky Education Reform Act (the state received the Breaking the Mold Award from the US Department of Education)
• Wrote the RFP for the New Standards Reference Exams and served on the New Standards Technical Advisory Panel
• Advised on the development of Los Angeles Unified School District’s Secondary Reform Initiative and Periodic Assessment System, and developed the text-based writing scoring process and district training

Cheryl Z. Tibbals, Senior Advisor, Product Development and implementation, ctibbals@evasnewton.com
Evans Newton Incorporated, 15721 N. Greenway Hayden Loop, Suite 100, Scottsdale, AZ 85260 (480) 998-2777
Cheryl Z. Tibbals
Resume

SENIOR ADVISOR – PRODUCT DEVELOPMENT AND IMPLEMENTATION
(April 2011)

Evans Newton Incorporated

- Serving as Senior Advisor for Evans Newton Incorporated on design and implementation of Common Core State Standards products and implementation services to states and districts
- Advising and developing materials on a variety of topics related to high school turnaround, effective coaching, 21st Century skills, and achieving implementation fidelity

EDUCATION CONSULTANT
(2002 - 2010)

Clients: US Department of Education, State Departments, School Districts, Education-Based Businesses

US Department of Education – Race to the Top State Plan Reviewer, Phase I

- Served as one of the 50 experts selected from 1500 to be a Peer Reviewer for the Race to the Top State Applications for Phase I (January 2010 – March 2010)
- Participated in the USOE Race to the Top Training at the US Department of Education and scored state applications

GlobalScholar, Education Technology Company
One year consulting contract (2008-2009)

- Worked with states and districts on design of coherent learning management systems
  - Trained state agency teams in curriculum mapping to align instructional resources (vertical and horizontal alignment and connections across the curriculum)
  - Advised state/district curriculum/assessment leaders on development of Instructional Guides (aligned standards, curriculum, instructional resources, and assessments with pacing plans)
  - Trained teachers/administrators in analyzing formative assessment results to inform instruction, re-teaching, and intervention

- Project Management and Organization
  - Created and implemented detailed project work plans
  - Tracked progress on multiple projects simultaneously to ensure successful outcomes
  - Wrote project status reports and developed feasibility briefs
  - Analyzed client needs and implemented creative problem-solving strategies
  - Designed and delivered power point presentations and professional development to state and district leaders and state committees of teachers and local administrators

K12, Inc. Virtual Academies

Collected data through personal interviews with K12, Inc. managers in two states and used this information to inform and draft the Student Achievement Improvement Plan (SAIP), a planning and evaluation tool to improve achievement

Cheryl Z. Tibbals, Senior Advisor, Product Development and Implementation, ctibbals@evansnewton.com
Evans Newton Incorporated, 15721 N. Greenway Hayden Loop, Suite 100, Scottsdale, AZ 85260 (480) 998-2777
Los Angeles Unified School District (LAUSD)
Office of the Superintendent

Six major consulting contracts (80-140 days each) from 2002-2007

Teacher Quality/Providing Highly Qualified Teachers to Schools Most in Need

● Conducted four months of research on LAUSD teacher recruiting and support programs to determine effectiveness in recruiting highly qualified teachers and to improve diversity
● Worked closely with the Assistant Superintendent of Human Resources and staff to develop strategies to attract highly qualified candidates and improve recruiting efficiency
● Designed/conducted focus groups of teachers and principals to collect teacher quality data
● Developed the Immediate Action Plan to Recruit Highly Qualified Teachers (one year plan)
● Designed and wrote the five-year Teacher Quality Strategic Plan adopted by the Board of Education to bring LAUSD into compliance with NCLB

Secondary Reform

Standards-Based Curriculum

● Wrote the concept paper for the LAUSD Secondary Reform Initiative that outlined a coherent system of standards, instruction, assessment, and data analysis to close the achievement gap

Formative Assessment

● Advised on the development of the District’s English language arts and science formative assessment programs
● Consulted on the development of the RFP for an assessment contractor
● Designed the LAUSD protocol for scoring the LAUSD Text-Based Writing Assessments (middle and high school)

Professional Development - Professional Learning Communities and Summer Writing Evaluation Institutes

● Created/delivered ten LAUSD school-based middle and high school level professional development modules designed to build professional learning communities
● Developed the materials and trained local District leaders in implementation of the ELA and Science Instructional Guides district-wide
● Developed and conducted summer writing evaluation institutes, training teachers and other leaders in scoring the District’s text-based writing assessments and analyzing the individual student samples to inform classroom practice (multiple sessions over two summers)

Standards-Based Lesson Design and Classroom Level Assessments

● Worked with ELA and Science Local District leaders on standards-based lesson design and development of classroom level standards-based performance assessments that embed 21st Century skills and writing across the curriculum in the content areas

TV Broadcast

● Appeared as a national expert on standards and district reform with Superintendent Roy Romer on the hour-long Conversation with Roy Romer Show broadcast on KLCS

International Consulting - Bermuda Ministry of Education

● Served as a consultant to the Ministry of Education in Bermuda
● Designed and conducted workshops for the Ministry's leadership staff on aligned policy and practice
● Led workshops on design/implementation of standards-based curriculum, assessments, professional development

Cheryl Z. Tibballs, Senior Advisor, Product Development and Implementation, ctibballs@evansnewton.com
Evans Newton Incorporated, 15721 N. Greenway Hayden Loop, Suite 100, Scottsdale, AZ 85260 (480) 998-2777
PUBLIC EDUCATION – NATIONAL POLICY

Council of Chief State School Officers
Director, State Leadership Center
1997-2002

Directed the State Leadership Center at the Council of Chief State School Officers, the organization that represents the state superintendents of public instruction providing assistance with:
- Developing, influencing, and implementing state and federal policies
- Creating high impact organizational partnerships to advance an organization’s agenda
- Developing the next generation of educational leaders
- Raising funds to support organizational goals, and
- Managing multiple and multi-faceted projects successfully

Policy and Leadership Development and Support

- Developed the State Policy and Practice Compendium, an in-depth survey that identifies effective policies for developing effective school and district leaders
- Designed and directed the CCSSO Standards Benchmarking and Review Services, a $3 million US Department of Education grant to strengthen standards in states and districts using teams of teachers and school/district leaders (benchmarked 9 states)
- Wrote the proposal and directed the State Action for Education Leadership Project, a $10 million grant from the Wallace Foundation to strengthen leadership in 15 states
- Co-directed a $3 million project with the Council of Great City Schools, the State/District Collaborative for Standards and Assessments, assisting districts and states in aligning standards-based reform efforts to improve student performance (districts included New York, Boston, Providence, Portland, and St. Louis)

Partnership Development

- Directed the State Education Improvement Project, a $6 million joint project with the National Governors’ Association, the National Conference of State Legislatures, the National Association of State Boards of Education, and the Education Commission of the States to help states and districts develop and implement effective state leadership policies

New Standards Project - A State/Urban District Partnership
Director, Office of State and District Relations — Policy and Practice
1994-1997

Created and directed the Office of State and District Relations for the New Standards Project, a six-year partnership of universities, national education organizations, and 35 states and 6 urban districts
- Developed a national network ("think tank") of state/district leaders working on developing standards-based policy and practice to turn around schools
- Advised state departments of education leaders and urban districts on standards-based reform issues
- Served as the liaison to other national professional education organizations and NAEP
- Represented the New Standards Project at national meetings and conferences

PUBLIC EDUCATION – STATE LEADERSHIP AND ASSESSMENT

Kentucky Department of Education
Director, Assessment Development Division
1991-1994

Directed development of the first standards-based and performance-based state assessment in the nation and received the U.S. Department of Education’s Breaking the Mold Award
- Supervised the work of the state assessment contractor and eight state committees to develop a state assessment program that included: On-demand standards-based performance tasks and writing and mathematics Portfolios
- Organized the effort that brought a $10 million National Science State Systemic Initiative Grant to the Kentucky
- Designed and implemented data-based professional development used to train teachers/principals statewide

Cheryl Z. Tibbals, Senior Advisor, Product Development and Implementation, ctibbals@evansnewton.com
Evans Newton Incorporated, 15721 N. Greenway Hayden Loop, Suite 100, Scottsdale, AZ 85260 (480) 998-2777
- Developed professional development materials to support district-level PD that was "student work centered"
- Provided technical assistance to districts statewide in implementing state reform efforts that were mandated by the Kentucky Education Reform Act and worked with universities on preparing students for college success

**PUBLIC EDUCATION – COUNTY AND DISTRICT LEADERSHIP**

San Diego County Office of Education  
Coordinator, Planning, Assessment and Leadership  
1989-1991

- Coordinated development of state high school assessments, *Golden State Examinations*, with the California Department of Education
  - Wrote the Request for Proposal (RFP) to obtain the assessment contractor for the Golden State Exams
  - Served as co-director of the project working with the California Department of Education to develop four Golden State Examinations secondary level performance-based state exams: Biology, Chemistry, U.S. History, and Economics
  - Oversaw the contract and budget, co-chaired state GSE committee meetings
- Developed and piloted a project to reduce time of delivery of GSE scores to San Diego County schools from 5 months to 1 week – the quick return of results doubled San Diego County participation the following year
- Directed the work of a county consortium of schools to develop a curriculum and formative assessments to support the Golden State Examinations (Go for the Gold Project)
- Developed/implemented a program to use local educators to score the GSE essay sections for U.S. History and Economics Exams that was eventually adopted as a state model
- Provided consultation and professional development to over fifty San Diego County districts in areas of leadership, assessment, and professional development
- Provided updates on state programs and mandates to the fifty district assessment directors
- Presented at numerous district meetings, as well as local and state conferences

Rialto Unified School District  
District Director and Program Specialist Program  
1985-1989

- Trained school staffs in the use of assessment data to inform instructional decisions and school improvement
- Worked with school staffs to develop and implement school improvement plans
- Obtained a state grant to develop a district technology center and leadership team
- Created a program to fund two model technology classrooms at each elementary school in the district
- Developed and led a two-year Instructional technology training program for teachers
- Developed the federal/state budgets for categorical programs at schools
- Provided updates on state and federal programs to principals
- Worked with the PTA, community organizations, and district school improvement councils
- Wrote the application that resulted in the awarding of a National Elementary School Recognition Award

**PUBLIC EDUCATION – TEACHING AND SCHOOL/DISTRICT LEADERSHIP**

Teaching
- Taught school for 11 years in four California school districts
- Piloted a district project to develop study skills and improve academic performance of students from diverse populations to increase opportunities for earning a high school and college diploma

Administration
- Served as a vice principal, acting principal, district school improvement specialist, and district federal program specialist, county office coordinator, district administrator

Cheryl Z. Tibbals, Senior Advisor, Product Development and Implementation, ctibbals@evansnewton.com  
Evans Newton Incorporated, 15721 N. Greenway Hayden Loop, Suite 100, Scottsdale, AZ 85260 (480) 998-2777
WRITING – NEWS SERVICE

Suburban News Service
- Created Suburban News Service - took the news service from one newspaper client to 14 newspapers in six months
- Wrote/edited news and feature articles and provided the education news for a San Diego all-news radio station

NATIONAL AND STATE PRESENTATIONS
American Education Research Association (AERA), National Conference of State Legislatures (NCSL), National Association of State Boards of Education (NASBE), Wallace Foundation Annual Summer Conference, the Education Writers Association (EWA), the CCSSO Large Scale Assessment Conference, the Learning First Alliance (an alliance of national education organizations), the National Education Association (NEA), the National Endowment for the Arts, and regional/state organizations such as the Association of California School Administrators, the Annual Conference of the Southeast Regional Education Lab, and the Conference on Standards for Preschool and Kindergarten Mathematics Education sponsored by SUNY at Buffalo, the National Science Foundation, and the Exxon Mobil Foundation

RECOGNITIONS/NATIONAL PANELS
Examples of panels served on and recognitions received
- Kentucky Colonel conferred by the Governor
- Breaking the Mold Award, U.S. Department of Education (awarded to the Kentucky Department of Education for the assessment division's development of an innovative assessment system)
- Council of Chief State School Officers' Performance Award (received each year served – 5 years)
- Department of Defense Education Activity (DoDEA) National Assessment Advisory Panel
- 1997 NAEP Arts Education Planning Committee
- Networking for Leadership, Inquiry and Systemic Thinking Project Panel – funded by NASA
- National Arts Education Partnership – Advisory Panel
- Blue Ribbon Panel, National Endowment for the Humanities, EdStement Project

PROFESSIONAL ORGANIZATION MEMBERSHIP
- Association for Supervision and Curriculum Development (ASCD)
- American Association of School Administrators
- National Staff Development Council (NSDC)
- National Middle School Association (NMSA)
- National Council of the Teachers of English (NCATE)
- World Future Society
- American Association of University Women
- Phi Kappa Phi Interdisciplinary Honor Society

EDUCATION

BA - University of California, Riverside - Social Science Major, English Minor
- Editor of the university campus newspaper
- Awarded membership in Prytanean Society, the Chancellor's honorary scholastic and leadership society
- Served on the Student Advisory Board to the President of the University of California nine-campus system (only two representatives per campus)

MA - California State University, San Bernardino - Educational Administration
- Awarded the Alumni Departmental Recognition Award, top graduate in the class
- Inducted into Phi Kappa Phi, national interdisciplinary honor society

Cheryl Z. Tibbals, Senior Advisor, Product Development and Implementation, ctibbals@evansnewton.com
Evans Newton Incorporated, 15721 N. Greenway Hayden Loop, Suite 100, Scottsdale, AZ 85260 (480) 998-2777
Carole Everhart  
2202 N. Pickett Street  
Alexandria, VA 22304  
(703)751.2040  
(858)248.3280 - cell  
ceverhart@evansnewton.com

Experience  
April 2011 – present Evans Newton, Inc.  Scottsdale, AZ  
**Virtual Implementation Manager – National**  
The Virtual Implementation Manager supports the implementation and professional development team by advocating and proposing the effective use of technology in all aspects of the implementation ensuring successful implementation within the district, schools and classroom. The VIM is responsible for collaborating with the Project Implementation Manager in managing the planning, performance and quality review of all projects that include any virtual component: Virtual Coaching, TargetPLC™ or Online Professional Development. The Virtual Implementation Manager is also responsible, in conjunction with the PIM, for ensuring effective communication, both verbally and in writing, of the project progress, issues, concerns and results to internal management and customers. The written reports assist the customer and the company in achieving respective goals.  
**Role Qualifications:**  
- Build and develop operations teams, processes and procedures to support operational and strategic direction.  
- Establish operations initiatives for the improvement of customer success, quality, cost, delivery, and employee success.  
- Know and understand the education environment, needs, emerging trends and competitive/alternative practices/models.

July 2010 – April 2011 Evans Newton, Inc.  Scottsdale, AZ  
**Project Implementation Manager – National**  
ENI provides schools in transformation or turnaround status with a 5-step TargetTeach process for school improvement. This process includes goal-setting, incremental assessment, data review, alignment of curriculum and on-going one-on-one Coaching support. Once a school or district commits to a partnership, the Project Implementation Manager is the key contact between all stakeholders with a on:

- Scheduling the implementation work sessions and coaching days as contracted  
- Assigning and overseeing all ENI Educational Consultants needed for the project  
- Formal and informal evaluations of all direct reports  
- Approval of calendar, requests and expenses of all direct reports  
- Historical data analysis and discussion with key stakeholders  
- Administrative on-going site visits with emphasis on leadership training, school improvement, goals, progress, incremental assessment and reporting  
- Reporting and monitoring reports by direct reports to all stakeholders  
- Scheduling and reporting data from incremental assessments, monitoring and assisting “test drives” and pre-sales customer service.  
- Interviewing new ENI Consultant candidates  
- Quarterly reports to ENI Executive team members  
- School Board presentations  
- Assessment of progress toward goals
- Team meeting and direct report Professional Development as necessary
- Depending upon funding (School Improvement Grants), reporting progress as required to the state’s Department of Education

June 2009 – July 2010  **Peoples Education, Inc.**  Saddle Brook, NJ
**Technology Sales and Service Consultant – California/Arizona**
I was recruited by a former colleague to assist Independent Sales Representatives with pre-sales demonstrations of technology products to potential customers and to train teachers on-site and virtually to successfully implement our solutions. Using research-based instructional methodologies, online and off-line tools and content, and state-of-the-art implementation strategies, consultants focus on:
- Driving sales of technology products that work in tandem with worktexts by demonstrations, monitoring and assisting “test drives” and pre-sales customer service.
- Monitoring and promoting schools’ usage of our test-preparation materials.
- Designing and delivering trainings both online and on-site as needed.
- Providing ongoing classroom assistance in implementing new skills.
- Assisting teachers to best utilize our “create-a-test” feature to customize benchmark and formative assessments for their students.
- Collaborating with teachers as they design and implement methods of monitoring students’ performance and using assessment data to drive differentiated instruction.
- Responding to teachers’ questions and concerns as they occur.
- Designing and delivering “new hire” training to new Peoples Education Sales Representatives.

December 2007- June 2009 **Apangea Learning, Inc**  Pittsburgh, PA
**Implementation Account Manager - West**
I was hired to work with teachers and students on-site and virtually to train them how to use our internet-delivered math and writing instructional tutoring solution. Using research-based instructional methodologies, online and off-line tools and content, and state-of-the-art implementation strategies, consultants focus on:
- Expanding teachers’ repertoire of research-based math and writing skills.
- Providing ongoing classroom assistance in implementing new skills.
- Collaborating with teachers on areas of math and writing in need of improvement.
- Demonstrating effective instructional strategies to achieve desired outcomes.
- Collaborating with teachers as they design and implement methods of monitoring students’ performance as indicators of their learning.
- Structuring lessons collaboratively in order to maximize assistance for teachers.
- Working with teachers and students in “real time” as they integrate educational technologies into their classrooms.
- Responding to teachers’ questions and concerns as they occur.

December 2006- December 2007 **Achieve3000**  Lakewood, NJ
**Sales Account Manager – Southern California**
Sales position for southern California.  I was hired to sell computer literacy software into K-12 school districts.
- Forecasting
- Generating Leads and follow up demonstrations and presentations -negotiations, closing deals
- Writing proposals
• Hosting seminars, “Lunch and Learns” and open houses
• Working conventions as a vendor
• Managing existing accounts and overseeing successful implementations
• Some training responsibilities for clients
• 50% + travel
• Management of sales territory

November 1999 – December 2006 PLATO Learning, Inc. Minneapolis, MN
Senior Training Specialist – National
Responsible for designing and developing product and services training to Professional Services organization on product features, operation, implementation and services techniques.
• Develop Professional Services training plans including associated costs for PLATO products and solutions.
• Develop training material and deliver via face to face sessions, web casts and/or on demand presentations.
• Manage all internal training project teams and supervise and sign off on their work.
• Collaborate with Product Team members to determine training priorities for Professional Services that provide a thorough understanding of PLATO Learning products, implementation techniques and use of professional services materials.
• Understand the education industry; current trends, practices and uses of technology in the classroom as well as a strong knowledge of the educational software market
• Maintain knowledge necessary for training on legacy products and newly developed products.
• Conduct needs assessments and confer with Professional Services Director’s to identify skills gaps and develop product training to meet the needs of Professional Services personnel
• Travel in order to service and deliver training needs throughout the country
• Excellent verbal, written and presentation communication skills with the ability to hold the interest of both a technical and a non-technical audience
• Excellent knowledge of the company’s products and application areas.
• Ability to assimilate, summarize and prioritize input from various internal and external sources to create training plans and budgets
• Proven ability to manage time and work independently
• Ability to create presentations and handouts using Microsoft Power Point, Microsoft Word and Excel

Field Market Director – National
Responsible for understanding PLATO Learning products in-depth (from both a curriculum and a technical perspective) and helping sales representatives become proficient in matching customer needs to solutions. Serving as an elementary and secondary marketing expert by keeping current with legislation and educational policies – nationally and in eight assigned states, sales and marketing opportunities and challenges, and executing a variety of sales and marketing activities.
• Support defined revenue achievement targets developed in collaboration with the Vice President and Regional Vice Presidents.
• Build external relationships for purpose of ensuring execution of successful funding initiatives including the placement of PLATO on state recommended lists.
- Provide representation on product development teams to prepare for "Strike Team" duties.
- Support the building of education market knowledge across corporate departments including Market Managers, Product Marketing, Regional Vice Presidents, Account Managers, Curriculum Instruction Consultants, Inside Sales, and Professional Services.
- Facilitate PLATO product positioning with sales, product marketing and professional services commensurate with funding sources and legislative initiatives.
- Implement corporate competitive grant process with identified clients and field personnel inclusive of federal, state, local and foundation funding sources.
- Present as expert at national and state conferences.
- Manage external grant writing process and resources.
- Contribute to sales organization success by: Supporting defined company and grant funding revenue targets, removing barriers to PLATO successfully accessing grant funding through Account Manager, Training Consultants and Curriculum Instructional Consultant training and support and sharing education market knowledge expertise internally and externally.
- Product alignment with funding and new legislation
- Share / build awareness across corporate departments (sales, marketing, and product development) and continuous scanning and evaluation of funding environment for previously unidentified yet viable opportunities

**Account Manager**
Sales position for southern California. I was hired to sell computer software into educational settings which include school districts, Community Colleges, adult education offices and corrections facilities as well as other educational settings.
- Forecasting
- Generating Leads and follow up demonstrations and presentations - negotiations, closing deals
- Writing proposals
- Hosting seminars and open houses
- Working conventions as a vendor
- Managing existing accounts and overseeing successful implementations
- Some training responsibilities for clients
- 50% + travel
- Management of sales territory
- President’s Club 2002

**1981–1999 Chesterfield County School System** Richmond, VA

Teacher
Taught Junior Kindergarten through Fifth Grade Art until 1995 at which time I was hired to teach Eighth grade art and Sixth and Seventh grade Keyboarding/Introduction to Computers - In 1997 shifted to Sixth, Seventh and Eighth grade Art as well as Eighth grade Computer Programming - In 1998 I continued to teach Sixth, Seventh and Eighth grade Art and also developed and taught a new Eighth grade Computer Graphics class.
- Planning and implementing all lessons and presentations
- Contacting and communicating students’ progress with parents
- Evaluating all student work and assigning grades
- Meeting with colleagues to coordinate lessons across curriculum
• Displaying student work in art shows and exhibits
• Supervising student teachers
• Continuing education through college graduate level courses, various classes at galleries and workshops at state teacher conventions
• Presentations at various conventions for fellow teachers
• Providing computer training during in-service days for faculty (Faculty Technology Trainer) and assistance with integration of technology-based resources into classrooms

Education
1976–1981 Virginia Commonwealth University Richmond, VA
• Bachelor of Fine Arts
• Laurel Honor Society
• Collegiate Professional Certificate– Certified Kindergarten through Twelfth Grade
Patricia A. Richardson  
5293 South Almond Drive  
Gilbert, Arizona 85298  
(480) 722-9832 Home  
nesbittpr@aol.com

Career Profile:
- An educator with extensive experience on the administrative level, over 35 years of experience which includes executive experience in the schools, at district level and in business management.
- Bringing expertise in leadership, coaching, professional development training, curriculum and assessment, and collaborative learning.
- Extensive experience with developing and managing teams

EXPERIENCE:

March 2009-present  Evans Newton Incorporated –
- Manager of Coaching & Professional Development
  ✓ Designed and provide all New Hire
  ✓ Facilitated new hire support
  ✓ Evaluate, redesign and implement professional development

- Project Implementation Manager
  ✓ Plan & manage implementation of district and school and district turnaround and transformation projects
  ✓ Coordinate coaching and professional development for schools and districts as assigned across the United States
  ✓ Oversee internal and external reporting procedures for services and products deliverables
  ✓ Hire and supervise educational consultants
  ✓ Development of new projects
  ✓ Provide leadership coaching to school administrators
  ✓ Present professional development on data-based decision making, curriculum alignment, effective instructional delivery, leadership development, and standards-based lesson design
  ✓ Analyze student achievement data and create professional development for districts
  ✓ Model in classroom for teacher and administrators standards-based instruction with focus on Instructional Best Practices

March 2007  Evans Newton Incorporated – Senior Educational Consultant and Internal Trainer

January 2005  Evans Newton Incorporated – Educational Consultant

August 2004  Early Retired from Newark Public Schools
July 1998 – August 2000  Acting Director
Office of Language Arts Literacy
Newark Public Schools

September 2000 – June 2004  Teacher (taught a self-contained 200-hours required program each year) Montclair Cons. Alternate Route Program
November 1999 – August 2004  Educational/Assessment Consultant
CEO Solutions

1997 – June 1998  Curriculum Specialist
Office of Language Arts Literacy
Newark Public Schools

1995 – 1997  Resource Teacher Coordinator
Office of Language Arts Literacy
Newark Public Schools

1995  Team Trainer
Whole School Reform
Site Based Planning Teams
Newark Public Schools

1993 – 1995  Project Coordinator (Literacy)
Professional Development School
Newark Public Schools – Harold Wilson

1991 – 1993  Resident Master Teacher
Professional Development School
Newark Board of Education

1990 – 1991  Resource Teacher/Coach
Instructional Theory into Practice

1986 – 1990  Teacher (Grades 7, 8, & 11)
University High School – Gifted and Talented English Department

1973 – 1982  Teacher – Newark Theatre Workshop
Chapter 1 Summer Program
Newark Board of Education

1971 – 1986  Teacher – (Grades 3, 7, & 8)
Hawkins Street School – (self-contained classes)

RELATED ACTIVITIES:

2000 – 2004  Alternate Route Faculty Member
Montclair University

Provided Correlation’s for Bridges, I, II, and III
To New Jersey Core Curriculum

1991 – 1998  Adjunct Faculty Member
Montclair State University
Education Dept., Teacher Prep., & Reading Dept.

1990  Presenter
Panasonic Foundation
- Developed & presented seminars on Professional Staff
  Developed for Florida School District

1996  Presenter
New Jersey Network of Schools
Montclair State University

1991  Consultant – McDougal Littell Publishing Company
   • Advised and reviewed Grades 6, 7, & 8 Writers Craft
   (writing text)

EDUCATION AND PROFESSIONAL TRAINING:

2010  RMC Project Management, Inc
      Project Managers Crash Course Completed
2003 – Present  Professional Conferences both pre-conference & general sessions –
      ASCD, IRA, NCSD to name a few… at least one, many years at least 2
2000  Princeton Day School
      Weaving Woods – Summer Institute Writing
1999  Montclair State University
      Graduate Level Work
      Georgian Court College
      Graduate Level Work
      Certification for Supervisor
      Montclair State University (summer)
      Center of Pedagogy – Leadership Associate Program
1998  Monmouth University
      Literacy Institute – Graduate Level (summer)
      Young Adult Literature/Writing
1994  Covey Institute
      The Seven Habits of Highly Effective People (20-hour Seminar)
1987 - 1989  Newark Board of Education
      Instructional Theory into Practice Training & Advanced Training
1986  Kean College
      Master’s Degree-Reading Specialist (Certification received)
1973  Kean College
      Certification-Elementary Education K-8
1971  Rutgers University
      Bachelor of Arts Degree
RICHARD TRACEY

5882 North 83rd Street  •  Scottsdale, Arizona 85250  •  (760) 612-2355  •  rtrac3y@gmail.com

MANAGER OF QUALITY ASSURANCE & PUBLISHING STANDARDS
P&L / Training Development & Implementation
eLearning / Instructional Design / Editorial Management
Scenario Planning / Marcom / PR / Grants & Proposals

Delivering strategic planning and commonsense implementation, and converting wild ideas into successful curricula. Strong synergy between nonprofits/academia and the profit-driven business paradigm. Skilled at improving the bottom line through astute business wisdom. Offering 20+ years’ success in instructional program development and management, business development, customer service, CCSS, Title I.

- Starting up QA/QC ops after directing instructional R&D for 17 contracts with 9 customers worth $16M annually.
- Expanded assessment/instruction/PD products by 400%, revenues by $4.5M.
- Reduced content development workflow time by 25%, costs by 60%.

PhD, English, University of Washington, 1989: Research Assistantship; Teaching Assistantship; Robertson Fellowship.

MA, English, University of California, Los Angeles, 1975.

BA, English & Communications, University of Washington, 1972: Sigma Delta Chi journalism honorary; Yearly Honors.

HIGHLIGHTED ACCOMPLISHMENTS

Starting up QA/QC ops after directing instructional R&D for 17 contracts with 9 customers worth $16M annually. Directed all product development for curriculum and assessment publications in PK-12 English Language Arts, Mathematics, Science, Social Studies, including RFPs/RFIs/proposals, resource contracting, strategic planning.

Expanded instruction products by 400%, revenues by $4.5M. Translated customer feedback into product planning, content design, implementation. Developed new business processes. Guided my products from content development through publications, marcom production, sales training, customer success.

Reduced content development workflow time by 25%, costs by 60%. Systematized workflow for developing online assessment, instruction from print materials. Replaced salaried workforce with remote content experts, instructional designers. Identified, eliminated R&D bottleneck. Cut re-work by 50%.

CAREER OVERVIEW


Adjunct Faculty, National University, 2009: Taught information literacy (report and research paper writing through Internet research, computer technologies, spreadsheets, multimedia, graphics) and college writing.

Contract Curriculum Developer, 2008-present: Including – Localized marketing materials for USA clients of India-based K-12 development house; wrote GED test-prep US History content, assessment items for development house under contract to international media company; evaluated user interfaces and transaction processes for various e-commerce websites.

Group Manager, Curriculum & Assessment, Measured Progress, Dover, New Hampshire, 2007-08: Managed all development of high stakes K-12 English Language Arts, US History, and Economics for 14

**Contract Curriculum Developer** (part-time), 2003-06: Including – Started 500% business expansion via post-9/11 marketing strategy including database mailings for international adult learning provider; created trade-show plan, telemarketing upselling scripts, publicity templates, international distribution agreements for education publisher; reviewed, edited assessment item bank for accredited online university; created software, workbooks, instructor guides for educational publisher; wrote software scripts for reading instruction for development house under contract to international software company.

**Portfolio Manager** (part-time), 2003-06: Managed family estate, liquidated assets.

**Vice President, Product Development & Strategy**, Bridges LearningSystems, Annapolis, Maryland, 1997-2003: At company startup, created Content Development, Marketing, Marcom functions. Increased classroom products by 400%, representing 46% of customer list, $4.5M in revenues. Created and directed formal R&D management and product release process. Managed customer accounts, wrote proposals and collaterals, made sales calls, worked tradeshows, presented at conferences.

**Product Director**, Sionix Corp., San Diego, California, 1996-97: Accountable for all R&D of system-control software for water-treatment utilities. Managed key vendor relationship with Microsoft. Increased QC productivity 100%, boosted achievement of R&D deadlines 100%. Initiated first-ever formal project planning and scheduling process.


**Vice President, Product Development**, Key Technologies International, San Diego, California, 1990-95: At company startup, created Content Development, Marketing, Marcom, Customer Support functions for 4 educational software products combining testing, instruction and teacher training. Reduced R&D costs 60%, decreased time-to-market 25% by systematizing item-development workflow and outsourcing to remote freelancers. Created and delivered teacher training and salesforce training that reduced technical support calls 30%. Managed customer accounts, wrote proposals and collaterals, made sales calls, worked tradeshows, presented at conferences.

**Product Director**, Jostens Learning Corp. (now CompassLearning Corp.), San Diego, California, 1986-90: Managed all phases of Content Development for 3 educational software products, increasing productivity 30%. Improved on-time delivery 50%. Wrote proposals, made sales calls, worked tradeshows, presented at conferences.


**Memberships**

AEP—Association of Educational Publishers.


SPJ—Society of Professional Journalists (inducted by student Sigma Delta Chi chapter at University of Washington, 1972).
SELECTED TRAININGS
The Art of Item Development (Western Governors University).
Assessment Item Writing for ELA Passages (Measured Progress).
Building High Performing Teams (The Ken Blanchard Companies).
The Future of Education: Scenario Planning (McREL).
Presenting Data and Information (Edward Tufte).
Promoting Student Success: Clinical Assessment and Management of Differences in Learning (All Kinds of Minds Institute).
The Reading Brain (Nadine Gaab, Children’s Hospital Boston/Harvard Medical School).
Utilizing Six Steps to Six Sigma (Motorola University).

BIBLIOGRAPHY
Also 3 videos, 4 chapters, 97 articles in professional and trade publications; 79 speeches, talks, lectures, trainings for professional and academic associations, schools, colleges, universities, government agencies, corporations, nonprofits.
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.
# Certificate of Liability Insurance

## 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).

## Information
- **Producer:** Brown & Brown Insurance of AZ, Inc
  - 2800 North Central Avenue, Suite 1600
  - Phoenix AZ 85004
- **Contact:** Sharon Bowman
  - Phone: 602-664-7056
  - Fax: (602) 664-7056
  - Email: sharon.bowman@bbphoenix.com

## Insured
- **Evans Newton Inc.**
  - 15721 N Greenway Hayden Loop
  - Suite 100
  - Scottsdale AZ 85260

## Coverages
- **Certificate Number:** 935214336
- **Revision Number:**

### Insured Limits & Policy WO
- **Type of Insurance:** General Liability
- **Policy Number:** 924321099
- **Policy Period:** 08-24-2011 to 08-24-2012
- **Limits:**
  - Each occurrence: $1,000,000
  - Aggregate: $1,000,000

## Description of Operations
For General Use
- 15721 N Greenway Hayden Loop
- Suite 100
- Scottsdale AZ 85260

## Certificate Holder
For General Use
- 15721 N Greenway Hayden Loop
- Suite 100
- Scottsdale AZ 85260

## Cancellation
- **Authorized Representative:** Sharon Bowman

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**Michigan Department of Education**

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

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