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

Electronic Application Process

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

**MDE-SSOS@michigan.gov**

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

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

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

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

**Contact Information**

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

Mark Coscarella  
Interim Supervisor  
Office of Education Improvement & Innovation

OR

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

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

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

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

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

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

Applications will only be reviewed if:

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

Applications will only be approved if:

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Points Possible</th>
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<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>
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<td>4. Experience with state and federal requirements</td>
<td>15</td>
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<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>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Minimum Points Required for Approval</strong></td>
<td><strong>70</strong></td>
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</tbody>
</table>

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

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

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points  Section 6 must be completed by all applicants.
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
Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number  

2. Legal Name of Entity

   Mosaica Education, Inc.

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

   Mosaica Turnaround Partners

4. Entity Type:  

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

5. Check the category that best describes your entity:

6. Applicant Contact Information

   Name of Contact  
   John Q. Porter, COO

   Street Address  
   3400 Peachtree Road, Suite 550

   City  
   Atlanta

   Street Address  
   600 West St. Joseph

   City  
   Lansing

   E-Mail  
   partner@educationturnarounds.com

   Telephone  
   404-841-2305 x1070

   Fax  
   404-841-3988

   Website  
   www.educationturnarounds.com

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

   Name of Contact  
   Dawn Linden, Director of Education - Mosaica

   Street Address  
   600 West St. Joseph

   City  
   Lansing

   E-Mail  
   dlinden@mosaicaeducation.com

   Telephone  
   614-439-0700

   Fax  
   614-439-0713

   Website  
   www.mosaicaeducation.com

8. Service Area

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

   - Statewide

   Intermediate School District(s):  

   Name(s) of District(s):  

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
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9. Conflict of Interest Disclosure

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

☒ Yes  ☐ No

What school district are you employed by or serve: Arts & Technology Academy of Pontiac, Bay County Public School Academy, Bingham Arts Academy, Capital Area Academy, Discovery Arts & Technology Academy, Grand Blanc Academy, Jackson Arts & Technology Academy, Richfield Public School Academy.

In what capacity are you employed or do you serve (position title): Comprehensive Educational Service Provider

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)

Mosaica Education, Inc. began operations in 1997. Today, the company manages and/or provides comprehensive leadership professional development for 77 programs at 43 schools in eight states, the District of Columbia, and the United Arab Emirates. We support the attainment of excellent educational outcomes for more than 15,000 students.

Mosaica Turnaround Partners (MTP) focuses on bringing success to underperforming high-needs schools, creating sustainable improvement and an increase in achievement for all students. Our model takes a structured, research-driven approach to achieving these goals, using Mass Insight’s “readiness” model for high poverty-high performance schools (Mass Insight, 2007) as our guide.

Mosaica and MTP’s overarching objective is to provide outstanding education to communities that are currently educationally underserved. Our programs feature exceptional support and implementation of standards-aligned curriculum, and high-quality formative and summative assessments designed to ensure high standards for college and career readiness. They introduce effective research-based, data-focused instructional improvement systems designed to actively support student, family and community engagement and student achievement. They include intensive professional development, mentoring, and coaching designed to ensure leadership excellence and ultimate program sustainability at each school we serve.

Our programs have produced award-winning principals and award-winning schools:

-- 2008-2009 MOSAICA SCHOOL AWARDS & RECOGNITION --

• Bingham Public School Academy in Alpena, MI had 88.6% of its students achieve proficiency with 71% of its student body on the free or reduced lunch program, and Bay County Public School Academy in Bay City, MI achieved 74% proficiency with 78% free or reduced lunch eligibility. Both schools were recognized by the Michigan Association of Public School Academies for “Beating the odds” with at-risk students – and Bingham was recognized as a Michigan School of Excellence.

• Frazier Prep, an inner-city Chicago school, was honored as one of Chicago’s “Renaissance 2010 Top 10” when Frazier students achieved the 3rd highest gains of 100 schools participating in the city’s School Renaissance program. Frazier achieved 10.5% composite gains in ISAT scores last year.

• STAR Academy (Colorado Springs) serves an ethnically diverse body of students: 41% white, 30% Hispanic, 25% African-American, and 4% other minorities. In 2009, STAR was recognized for achieving some of the highest gains across the region, with some of the largest composite-score increases district-wide: 30% increase in math and 50% increase in reading.

• Fell Charter School, in Simpson, PA, is a six-time recipient of the Pennsylvania Department of Education Keystone Achievement Award.

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OUR MODEL FOR SCHOOL IMPROVEMENT: The MTP model is validated by research and can be adapted to meet the needs of districts of varying sizes. Key elements of our school turnaround model include:

1. Teaching to Multiple Intelligences.
2. Developing Personalized Student Achievement Plans for all students.
3. Using technology to facilitate learning and monitor individual progress.
4. Emphasizing the fundamentals of reading, literacy and numeracy, aligning curriculum to new Common Core Standards.
5. Emphasizing STEM and the arts to strengthen students’ problem-solving and critical-thinking skills.
6. Creating a positive environment that recognizes and rewards students for “doing good.”
7. Ensuring more time on task – possibly including an extended school day and/or school year.
8. Instilling and applying a clear vision for school-wide data use, a data-driven culture and use of data as part of an ongoing cycle of instructional improvement.

Hands-on, intensive professional development for school leadership and teachers is integral to our approach and designed to ensure the sustainability of the improvements we collaborate with schools to introduce.

In larger school environments Mosaica utilizes the “school within a school” model which has proven effective in the turnaround of Locke High School by Green Dot in Los Angeles. We guide larger schools in the creation of “school learning communities” of no more than 500 students, each functioning as an independent smaller school within the context of the larger school environment. This approach allows us to focus on providing individual instruction and attention to students, while increasing student and parent engagement in the learning process.

We also offer districts and schools the option to use two specialized programs we have designed specifically to enrich our turnaround efforts:
1. Our Integrated Social Studies/Humanities Program (Paragon® Curriculum) specifically designed for schools participating in education reform.
2. Our Mercury Online Academy providing students access to a robust selection of state and curriculum-aligned eLearning to supplement classroom learning.

OUR APPROACH TO SCHOOL IMPROVEMENT: Mosaica Turnaround Partners’ (MTP) objective is to produce rapid and sustainable improvement in student academic achievement. Our school improvement process therefore includes the following key steps:
1. A comprehensive Needs Assessment conducted by MTP in tandem with school personnel helps to provide a fresh, new, objective perspective on school needs.
2. A Collaborative Review ensures that all parties – district, school leaders, teachers, parents, students and the MTP team - are “on the same page” when it comes to evaluating and prioritizing needs.
3. A Definition of Objectives process is conducted for each school, considering:
   - The specific situation/needs at the school
   - The need to ensure both accelerated improvements and project sustainability in each school
4. A Strategic Planning Process sets “SMART” goals for each school (Specific, Measureable, Achievable, Relevant, Time-bound), focused on those areas where the schools are poised to reap the greatest benefit.
5. An Implementation Phase includes specific, measurable steps to achieve the
goals outlined in the strategic plan.

6. Review and Refinement is ongoing, leading to the continual improvement of the program and the delivery of measurable and sustainable improvement in student achievement.

School Improvement is an ongoing, iterative process. As outlined throughout this response, a host of inputs, ranging from formal assessments; to mentoring and monitoring; to feedback gathered from students, parents, and teachers, will be continually synthesized to identify areas of strength and areas for improvement.

OUR ONSITE SUPPORT TEAMS: We typically place a team of seasoned MTP personnel onsite at turnaround schools to help schools transition to sustained improvement. This team is generally comprised of a School Management Advisor who works with the principal and leadership team; Curriculum Implementation Specialists who work with the teachers on curriculum alignment and delivery, a Behavioral Implementation Specialist who works with schools to create a more positive learning environment and minimize the need for interventions; and a Data Specialist who helps that data is available, timely, accurate and actionable, and who helps schools to make data-driven decisions that guide improvement. Configuration of our teams depends on school/district needs. These onsite teams have the active support/resources of MTP’s regional, national and corporate staff. When possible, we utilize a hub-and-spoke system for clusters of schools, thereby reducing cost/school while providing high-level expertise.

OUR CAPACITY TO SERVE URBAN SCHOOLS: The majority of the schools we serve have substantial inner-city, minority-student populations. Mosaica has been cited as an “Education Innovator” by the U.S. Department of Education; and, over the last decade has been recognized four times by Inc. magazine and The Initiative for a Competitive Inner City as one of the fastest growing companies serving urban communities.

Mosaica has an outstanding track record for enabling urban schools to achieve/exceed AYP in both new-school and turnaround situations. In 2009, for example, particularly strong results were seen in two schools recognized as “Beating the Odds” by the Michigan Department of Education:

- Bay County Public School Academy in Bay City (also mentioned above) achieved 74% proficiency with 78% free or reduced lunch eligibility.
- Richfield Public School Academy in Flint achieved 71% proficiency with 79% free or reduced lunch eligibility

OUR COMMUNITY ENGAGEMENT APPROACH: An integral piece of Mosaica’s strategy for turnaround is the intentional, purposeful engagement of families and community members as active participants in turnaround planning, implementation, assessment, and sustainability. Current research indicates that family and community engagement that supports student learning is an integral part of any school reform plan (Bryk, A.S, Sebring, P.B., Allensworth, E., Luppescu, S. & Easton, J., 2010). Research also suggests that engagement initiatives must be tied to achievement goals of the district (Henderson & Mapp, 2002).

Mosaica will partner with Dr. Karen L. Mapp, Lecturer on Education at the Harvard Graduate School of Education and former Deputy Superintendent for Family and Michigan Department of Education

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Community Engagement for the Boston Public Schools. Mapp is also the former president of the Institute for Responsive Education (IRE), and the co-author of “Beyond the Bake Sale: The Essential Guide to Family-School Partnerships.” Through this partnership with Dr. Mapp, Mosaica will work with the identified schools to:

- Build the capacity of school staff (administrators, teachers, and other key support staff) to develop and sustain partnerships with families and community organizations that support student learning and achievement.
- Build the capacity of families to be effective agents of change in support of their children’s academic success.
- Work with schools to identify strategic partnerships with community members and organizations that support the turnaround agenda at the school.

**MTP IS APPROVED BY:**

- The Massachusetts Department of Elementary and Secondary Education as “Lead Partner and Conditions for School Effectiveness (CSE) Services Consultant” for schools receiving School Improvement Grants (SIG).
- The Ohio Department of Education as an “Approved External Provider” of school improvement programs.
- The West Virginia Department of Education as an approved “External Supporting Partner” for school improvement programs.
- The Colorado Department of Education to provide support in the areas of academics, learning environment, leadership and planning for its schools receiving School Improvement Grants.
### Exemplar 2: Use of Scientific Educational Research (15 points possible)

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

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and provide data that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.
Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

Research shows that low-performing schools can achieve significant improvements in student results by insuring that “students are ready to learn, teachers are ready to teach, and leaders are ready to act” (Mass Insight, 2007). The Mosaica Turnaround Partners’ school turnaround model takes a structured, research-driven approach to achieving these goals, using Mass Insight’s model for high poverty-high performance schools as our guide.

The MTP Model Framework is both research-based and field-proven – Mosaica has been instrumental in more than 40 effective school turnarounds. Below we provide an overview of the research basis of four of the key components of our model (A fifth - developing the professional capacity of teachers and school leaders - is detailed under Exemplar 3 below).

1. CREATING A STUDENT-CENTERED LEARNING ENVIRONMENT FOCUSED ON HIGH ACHIEVEMENT: Bossert et al. (1982) identified two dimensions of a school’s organization that mediate school leaders’ effects on teaching and learning: instructional climate and instructional organization. Instructional climate relates to those areas of a school that shape the attitudes and behaviors of staff and students toward instruction and learning (Brookover, Schweitzer, Schneider, Beady, Flood, Wisenbacker, 1978; Brookover & Lezotte, 1979; McDill, Rigsby, & Meyes, 1969; Miller & Sayre, 1986; Rutter, Maugham, Mortimore, Ouston, & Smith, 1979). Instructional climate has also been conceptualized as three related constructs: (1) school mission, (2) student opportunity to learn, and (3) teacher expectations for student learning (Hallinger, Bickman, & Davis, 1996). Teacher expectations have been shown to have a significant effect on student learning outcomes (Purkey & Smith, 1983, Bandura, 1997).

Mosaica Turnaround Partners utilizes Personalized Student Achievement Plans (PSAPs) to set high but achievable goals for each student, while individualized assessment data is used to track student progress on an ongoing basis, allowing interventions to be made in a timely manner. Lesson plans are designed with Multiple Intelligences in mind, allowing a wider range of students to successfully participate and fostering increased student self-confidence.

2. ESTABLISHING HIGH QUALITY SCHOOL LEADERSHIP: Research indicates that the four avenues through which principals impact teacher and student performance are through (1) the purposes and goals of the school, (2) the school structure and social networks, (3) the people, and (4) the school culture (Fuller, Baker, & Young, 2007; Grissmer & Kirby, 1987, 1997; Ingersoll, 2001; Levy, A.J., Fields, E.T., Jablonski, E.S, 2006; Miller & Rowan, 2006; Papa, Lankford, & Wyckoff, 2002; Williby, 2004). Principals most directly affect student achievement through creation of a school culture focused on learning and characterized by high expectations for all students and recruiting and retaining high quality teachers (Hallinger & Heck, 1998). Papa (2003) concluded that principals “have the potential to importantly shape the environment in which the students learn [as well as influence] the quality of the teaching work force” (p. 11). Through a growing body of research (Copland, 2003; Ervay, 2006; Hanushek, 1971; Miller & Rowan, 2006; Goldring & Rallis, 1993; Leithwood & Montgomery, 1982; Rosenblum, Louis & Rossmiller, 1994; Smylie & Hart, 1999), there is evidence that principals impact student achievement through their influence on teacher quality. They play a significant role in structuring and supporting the social contexts that support teaching and learning in ways that
promote improved student outcomes. Based on the significant influence of principals in determining school outcomes, Mosaica Turnaround Partners works to develop exceptional school leaders, and to provide those leaders with research-based learning and tools to foster increased academic achievement among historically low-achieving populations. More on this is discussed in Exemplar 3.

3. INCREASING COMMUNITY CONNECTIONS: According to SEDL, “If a system of education is to be successful, every aspect of the system must function in tandem with all the other parts. When any one of the system’s parts is missing or out of sync, the entire system falters” (SEDL, 2008). School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged in their development and supports their implementation (Arriaza, 2004). Parental involvement is particularly important. Positive parental involvement improves both student achievement and student behavior, values, and character (McNeal, 1999). These positive effects hold true even at the high school level (e.g., Catsambis, 2001; Simon, 2004). Other studies note that when schools communicate effectively and involve family and community members in activities, there is a decline in the need for student disciplinary actions (Sheldon & Epstein, 2002).

An integral piece of MTP’s strategy for turnaround is the intentional, purposeful engagement of families and community members as active participants in turnaround planning, implementation, assessment, and sustainability. Current research indicates that family and community engagement that supports student learning is an integral part of any school reform plan (Bryk, A.S, Sebring, P.B., Allensworth, E., Luppescu, S. & Easton, J., 2010).

As indicated above, MTP will partner with Dr. Karen L. Mapp, Lecturer on Education at the Harvard Graduate School of Education and former Deputy Superintendent for Family and Community Engagement for the Boston Public Schools. Mapp is also the former president of the Institute for Responsive Education (IRE), and the co-author of “Beyond the Bake Sale: The Essential Guide to Family-School Partnerships.” Through this partnership with Dr. Mapp, MTP will work with the identified schools to:

- Build the capacity of school staff (administrators, teachers, and other key support staff) to develop and sustain partnerships with families and community organizations that support student learning and achievement.
- Build the capacity of families to be effective agents of change in support of their children’s academic success.
- Work with schools to identify strategic partnerships with community members and organizations that support the turnaround agenda at the school.

4. ALIGNING FISCAL SYSTEMS TO SUPPORT STUDENT ACHIEVEMENT: Schools have been shown to be most successful when the school principal stays focused on the “core technology of schooling” – learning, teaching, curriculum, and assessment – and makes all other dimensions of schooling (e.g., administration, organization, finance) work in the service of rigorous core technology and improved student learning (Murphy et al., 2006). The MTP model strives to focus school spending on areas that will directly impact student achievement, while limiting spending on operational expenses.

DATA IN ATTACHMENT 1 PROVIDES:

a) an overview of the change in ITBS NCE scores across all Mosaica schools for all
students from Spring 2008 to Spring 2009 disaggregated by subject. Across all scores, we saw positive improvement. (Where the change between years in the mean = 0, a full year’s progress was made – positive change indicates better than one year’s progress).

b) The results of 2008-09 linked samples for a number of our schools. This data is also disaggregated by subject. As indicated by the change figures underlined/in bold, we see academic improvement significantly beyond a single year’s expected growth in math, language, reading or a combination across a number of schools. Each of the schools shown here has a substantial minority population, and in each, a large percentage of the students is eligible for free/reduced lunch.

*NOTE: THESE DATA FIT WITHIN THE PRESCRIBED PAGE LIMIT; HOWEVER, WE WERE NOT ABLE TO PASTE THEM INTO THIS FORM. PLEASE, THEREFORE, SEE SEPARATE ATTACHMENT (WE REPEAT THE ABOVE DATA DESCRIPTIONS THERE AS WELL AS PROVIDING THESE TABLES.*
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
PROGRAMS FOR PRINCIPALS AND SCHOOL LEADERSHIP TEAMS: Several recent studies (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Jackson & Kelly, 2002; Orr, 2007) have identified a number of key features common to effective leadership training programs: (1) research-based content that clearly focuses on instruction, change management, and organizational practice; (2) coherent curriculum that links all aspects of the preparation experience around a set of shared values, beliefs, and knowledge about effective organizational practice; (3) cohort structures that foster collaborative learning and support; (4) supportive organizational structures that facilitate student retention, engagement and placement; and (5) systematic process for evaluating and improving programs and coursework. These features are at the core of Mosaica Education, Inc. and its Mosaica Turnaround Partners Division’s two distinct leadership programs: Mosaica Leadership Institute (MLI) is designed to address the needs of high-potential future principals as well as principals new to their school and/or district. The Mosaica Leadership Institute is a unique research-based leadership development program designed to prepare school leaders to effect meaningful, lasting improvements in the schools they serve, leading to significant student achievement gains. MLI has a 13-year proven track record of quality professional development for school leadership and staff. The program equips new school leaders with “best practice” knowledge and state-of-the-art tools in key instructional content areas and school operations. MLI participants meet monthly at various locations around the country and/or online to tackle educational challenges faced across our nation, particularly in underserved communities. Turnaround Leadership Institute (TLI) focuses specifically on providing school leaders in high-needs schools with the skills, insights and carefully coached experience they need to improve school environment, academic achievement and overall operations under particularly challenging circumstances. TLI brings together best practices in both student-centered curriculum delivery and turnaround leadership techniques that have proven effective in both business and school environments. Through TLI, school leaders receive guidance in “best practices” for turnaround management, support from experienced turnaround leaders, and are provided with effective tools that have been shown to produce results. Participants in both Mosaica’s leadership programs benefit from extensive on-the-job mentoring plus over 100 hours of PD workshops designed to meet their specific needs.

PROGRAMS FOR TEACHERS: There is widespread agreement in the research and education communities that teachers are in the position to have the greatest impact on student achievement. Research also demonstrates that teacher professional development (PD) programs including at least 49 hours of PD a year boost student achievement by approximately 21 percentile points, a significant increase over the gains seen with lesser amounts of PD programming (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). The Mosaica Turnaround Partners program exceeds this standard, providing teachers and principals with 20 days (more than 100 hours) of concentrated professional development in the first year. Programming is provided via a hybrid classroom/on-line model, to better accommodate school schedules and budgets. The content of our teacher professional development program is research-based
and grounded in the work of Robert Marzano. Marzano, Pickering, & Pollock (2001) identified nine specific instructional techniques demonstrated to have a significant impact on student achievement and these form the core of our PD curriculum. They are: i) Identifying similarities & differences; ii) Summarizing & note-taking; iii) Reinforcing effort & providing recognition; iv) Homework & practice; v) Using nonlinguistic representations; vi) Cooperative learning; vii) Setting objectives & providing feedback; viii) Generating & testing hypotheses; and ix) Cues, questions, and advance organizers. Teachers are instructed in the proper use of each of these research-proven instructional techniques in their classroom, with instruction geared to the application of each technique at the elementary, middle school, or high school level.

Coursework covers a range of topics including research-based instructional practices, effective classroom management and positive behavior support, parental and community engagement, and effective use of data to assess student needs and design appropriate strategies.

KEY ATTRIBUTES OF OUR PD PROGRAMS FOR LEADERSHIP, TEACHERS & STAFF:
1) Individual Professional Development Plans allowing customized training based on individual strengths and needs, and the needs of the schools they serve.
2) Ongoing mentoring by experienced leaders skilled in turnarounds’ specific challenges - for school leaders: establishing positive momentum in a new school assignment, executing successful turnaround initiatives, etc.; for teachers: addressing a wide range of learners, inspiring at-risk students, managing behavioral challenges, etc.
3) Opportunities for building a community of adult learners (in-person and on-line) through ideation groups, informal idea-sharing sessions, collaborative planning meetings, exchange of best practices, problem-solving sessions, Wikispaces and more.
4) Hands-on, practical learning modeling “best practices”, including Socratic discussion, authentic project-based learning, teaching to multiple intelligences – all skills that school leaders need to master, model and mentor their teachers in delivering.
5) Extensive use of technology to facilitate learning, monitor individual progress and apply a clear vision for culture driven by data toward continuous improvement.
6) Powerful and positive classroom management – helping school leaders understand what to look for and require from their schools’ teachers.
7) Training programs differentiated by grade level (elementary/middle/high school).
8) Hybrid online/classroom instruction model for PD coursework, increasing program scalability, accessibility and cost efficiency.
9) An emphasis on the practical: Research shows that many PD programs come up short because they fail to bridge the gap between learning and application (American Educational Research Journal, 2001). Mosaica PD programs provide ongoing professional mentoring for teachers, as noted above, giving teachers first-hand experience in the application of the recommended techniques.
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)

Mosaica provides comprehensive educational services to eight Michigan Public School Academies today. The Mosaica mission is to provide all students with a college preparatory experience, opening portals of opportunity. Outstanding results (as referenced earlier in this response) are testament to our ability to work effectively within state and federal requirements.

MICHIGAN SCHOOL IMPROVEMENT FRAMEWORK: Our educational model is fully aligned to the Michigan School Improvement Framework and goes well beyond. We hold students to high standards, utilize programs and curriculum based on decades of research, and ensure that all educators are equipped with the content knowledge and pedagogical skills to “Teach for Learning.”

MICHIGAN COMPREHENSIVE NEEDS ASSESSMENT: Individual School/District School Improvement Plans: Charter schools in Michigan are their own district, so we are familiar with both the school and district plan requirements. We have guided the schools we support in Michigan in conducting comprehensive needs assessments (CNA) as part of their Title 1 School Wide Process. This process includes the collection and analysis of demographic, achievement, programs and processes, and perceptual data. The data collection has been reviewed and validated by State of Michigan reviewers for its completeness as part of the School Wide planning process for Title 1.

The result of CNA analysis is the identification of strengths and challenges in each school. The challenges are prioritized based on their impact on school achievement and are then transformed into goals, objectives, strategies, and activities within individual-building school improvement plans. The CNA is updated annually. Tools used by the schools include the State of Michigan’s annual report process; the self-evaluation of school processes through the Michigan accreditation program, Ed Yes; and the conducting of staff, parent, and student surveys. Each of our Michigan Schools/Districts have filed their plans using "One Common Voice - One Plan".

TITLE 1: Title 1 targeted assistance programs differ from school wide programs primarily in which students can be served and what supplementary materials can be purchased. Targeted programs require specific students to be identified based on their academic needs. These students are then rank ordered with the most needy students being identified for Title 1 intervention services. Materials purchased in targeted assistance schools must be used with targeted assistance students only with a few exceptions. Targeted assistance buildings must also have certain specific elements included in their school improvement plans as identified in the Michigan Targeted Assistance Rubrics requirements.

All the Michigan schools Mosaica supports are approved Title 1 School Wide Programs. Six of the schools conducted year long studies to reach this status, while two schools participated in a three-month accelerated process approved by the state of Michigan. The results for all eight schools included the completion of a comprehensive needs assessment (CNA), the development of “one plan” incorporating all Title 1 school wide components, State of Michigan Public Act 25 school improvement requirements, and the involvement of staff, parents, school boards and students. These school improvement plans are evaluated annually by the stakeholders listed above and revised and updated as needed. Onsite visits by Mosaica’s Regional Director of Compliance and Grants are used to confirm this annual process.

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STATE ASSESSMENTS: Mosaica understands the importance of exceeding MEAP expectations in all content areas and we thus have implemented assessments designed to predict MEAP performance for each student in the Michigan schools we serve. MEAP data are critical to improving curriculum and instruction and are disaggregated in multiple ways to determine areas of success and weakness in meeting the needs of all students and cohorts. After careful and comprehensive analysis, instructional decisions are made regarding improvement strategies, targeted professional development, staffing, and systems based on learning from these assessments.

Our K-8 schools in Michigan administer the MEAP assessment. The high schools we are currently working with are not in Michigan; however, we are familiar with the timelines and requirements of the Michigan Merit Exam (MME).

MICHIGAN CURRICULUM FRAMEWORK & GRADE LEVEL CONTENT EXPECTATIONS: Our model and curriculum are fully aligned to Michigan Curriculum Framework and Grade Level Content Expectations. Throughout the year, teachers work in grade level teams to plan effective lessons using pacing guides and GLCE alignments to guide and focus the learning. The use of aligned, formative, short cycle assessments informs the creation instructional groups and differentiated lessons to address each child’s needs. In addition, quantifiable achievement and growth goals are determined for each student and strategies are articulated to ensure that students can reach incremental targets throughout the year. The use of standards-aligned assessments is a critical element of our success. Teachers, students and parents understand with precision where student skills and knowledge lie and they work together to analyze growth and revise learning.

MICHIGAN HIGH SCHOOL CONTENT EXPECTATIONS/MICHIGAN MERIT CURRICULUM: While the schools we work with today in Michigan are generally K-8, their goal is outstanding student preparation for high school and beyond. To achieve that goal, we have established a strong working knowledge of the Michigan High School Content Expectations and the Michigan Merit Curriculum in order to prepare our students for them.

SECTION 504 AND SPECIAL EDUCATION EXPERIENCE: Mosaica has extensive experience with service to students with special needs. Our Director of Positive Behavior Support and Special Education works closely with staff in each building to train and monitor the Response to Intervention (RTI) process. Each school we work with develops a process for intervention with students having difficulty (our Child Study Team (CST) process). Through our unique Personalized Student Achievement Plan (PSAP), our teachers are trained to implement individualized learning pathways for each child. As greater intervention is needed for student success, the CST determines other general education interventions beyond the classroom. If the student continues to struggle, the CST may then determine (in collaboration with the parents) that evaluation for special education services may be needed. If the student qualifies based on response to interventions previously provided, then special education service is determined by the IEP team. If it is determined that the student is in need of specific non-classroom intervention but does not qualify for special education services, a 504 plan is developed in collaboration with parents and is serviced and monitored by appropriate building staff.
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)

For every school turnaround program Mosaica undertakes, a top priority is to build capacity and ensure that the improvements in student achievement typically seen during the turnaround process can be sustained and expanded in the ensuing years.

Planning with Sustainability in Mind: Under Exemplar 1, we provide an overview of our Needs Assessment and Planning processes. These are consistently undertaken with two distinct but complementary goals in mind:

- To achieve rapid, accelerated academic improvements
- To introduce a framework to ensure sustainable change

To this end, from the onset, we approach needs assessment and planning as collaborative processes, and we ensure that all local stakeholders have input, gain insight, and transition to full ownership for all change over the course of our tenure with each school. This transition process is incorporated explicitly in improvement plans.

The type of model that Michigan proposes – through which we would provide support for three years as these schools are turned around – is very similar to programs we have undertaken successfully overseas. In Abu Dhabi, we have assisted numerous schools in transitioning to self-sustained reform. In Qatar, we have provided professional development to more than 700+ math and science teachers as they transitioned to new curriculum standards and introduced a range of pedagogical best practices. In each instance, school leaders and teachers found themselves well prepared to continue and expand upon positive reforms – we had provided them with the tools, insights, skills and action plans to perpetuate improvements.

PROFESSIONAL DEVELOPMENT: Sustainability relies on local personnel. We begin by modeling best practices, and we guide school leaders and teachers in adopting and modeling these themselves. In this way, we help each school to develop a strong leadership team and highly capable teachers.

Coaching, mentoring and professional development (PD) combine as one of the essential pillars of the Mosaica educational model: we believe that educators grow best as leaders and teachers as they grow as learners. In our PD programming, we model the instructional approaches that we want to see school personnel use as educators. We work with personnel, existing and new, to establish Individual Professional Development Plans (IPDPs) for each school leader and teacher that provide the roadmap for their expected development activities. We create growth paths, provide positive mentoring, establish teacher and leader networks within and across schools, and engage in extensive team-building. This team-building is also designed to extend beyond the TLI experience – our goal is to help school leaders develop a collaborative support network for sharing ideas, insights and resources over the long term. We also help school leaders to establish support networks among their teachers, within schools, within subjects and within grade levels. These networks also help to ensure the sustainability of reforms and drive longer term improvement.

School principals and other key leaders will be enrolled in the Turnaround Leadership Institute (TLI), a program evolved from Mosaica Leadership Institute (MLI). TLI is a unique, research-based, year-long leadership development program designed to prepare Mosaica leaders to become catalysts for the transformational change needed drive significant student achievement gains. TLI participants will meet on a regular basis during the year to tackle challenges faced in turning around the schools. For over a decade, MLI has provided new school leaders with Michigan Department of Education.

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extraordinary professional development in key content areas and school operations. Its workshops provide opportunities for participants to understand the vision for education reform in order to successfully create world-class school environments for optimum teacher and student achievement. MLI participants are partnered with a senior executive mentor to support them as they undertake hands-on projects that directly impact student achievement in each Mosaica operated school. MLI has proven its effectiveness many times over as Mosaica has prepared new school leaders for its school programs across the country. We tailor both our TLI and MLI programs to meet specific regional needs as appropriate, providing the necessary preparation for and certification of principals in accordance with local requirements. Leading by Example: MTP typically places a team onsite at each turnaround school. An MTP School Management Advisor (SMA) acts as role model, support, and advisor to school leaders. Curriculum Implementation Specialists support teachers with subject-matter/grade-level expertise. A Behavioral Implementation Specialist helps to develop programming to minimize the need for behavioral intervention, and a data specialist (see below), ensures that structures are in place to provide the insights needed for informed decisions. Each of these MTP personnel are versed in modeling best practices – and in effectively transitioning reform responsibility to local personnel.

DEVELOPING DATA SYSTEMS AND USAGE: A major part of the PD we provide focuses on establishing systemic use of data for informed decision-making and planning. We typically place an MTP data specialist with each school we support to ensure that the data is accurate, timely and actionable – and to guide school personnel in putting data to effective use.

ESTABLISHING COMMUNITY SUPPORTS: In addition, by building relationships and a sense of responsibility among parents, community, school and students, we help to create strong supports for school leaders and staff. These create a positive atmosphere and offer learning opportunities for students – in “giving back” to the community, getting insights into careers, finding local role models, etc. They also provide additional support for school leaders and teachers that helps schools in the transition to self-sustained continuous improvement.

PROVIDING RECRUITING RESOURCES: When needed, our recruiting organization is practiced in identifying and recruiting strong candidates for teaching and administrative positions who can help to implement the turnaround process. Whether we are working with new or existing personnel, however, our goal is to provide all school staff with the tools they need to facilitate continuous improvement of student performance, both during the turnaround process and for many years into the future.
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)

Our leadership team for Michigan is comprised of leaders in education reform with experience in district, charter school and international education reform.

**GENE EIDELMAN - President, Mosaica Education**
- Provides strategic planning and leadership for leading education service provider.
- Supervises operations of Mosaica-managed schools in the U.S. and overseas.
- Oversees planning on new-project implementation for Mosaica and MTP.

**JOHN Q. PORTER - COO, Mosaica Turnaround Partners**
- Developed district-wide strategic plan. Aligned and established strategic goals, reform initiatives, and milestones for evaluating/monitoring achievement.
- Transformed a district with limited focus on technology by introducing a nationally recognized model for data-driven decision making/improve student performance.
- Implemented reform efforts resulting in an increase in the number of students completing Algebra I or a higher math course by the end of Grade 9.

**EBBIE PARSONS, III - COO, Mosaica Education**
- Managed all of the operations of the largest school district in the state of CT.
- Negotiated the first teacher and administrator contracts in the state of CT that differentiated compensation based on student performance.
- Led the successful overhaul of the district’s budgeting methodology.

**DAWN LINDEN - Director of Education, Mosaica Turnaround Partners**
- Built leadership capacity through identification/mentoring of teachers/specialists.
- Provided staff development in using data to make decisions regarding teaching and learning that has driven accelerated academic improvements.
- Developed effective programs and initiatives for under-performing students.

**ROBERT LEWIS BASTRESS, PhD. Director, MTP Turnaround Leadership Institute**
- Led several key projects for large urban and suburban school districts.
- Facilitated the creation of leadership standards which are now being utilized by New Leaders for NewSchools residents and principals nationally.
- Developed leadership, administration and professional development initiatives for a number of leading education organizations including Montgomery County Public Schools, New Leaders for New Schools, George B. Thomas Learning Academy.

**GARETH VOLZ - Regional Vice President - Michigan**
- Decades of experience as an educator and administrator in Michigan
- Instrumental in the establishment and operation of Mosaica schools in Michigan for more than 10 years.
- Finalist for Michigan Association of Public School Academies’ Administrator of the Year

**SUE YATES - Regional Vice President - Michigan**
- Decades of experience as an educator and administrator in Michigan
- Instrumental in the establishment and operation of Mosaica schools in Michigan for more than 10 years.

**JONATHAN BLAKEY - Curriculum Implementation, Grants & Compliance Officer**
- Expert in curriculum and staff development
- Decades of experience in Title 1 and other funding programs for Michigan schools

**JOHN JAQUITH - Director of Behavior and SPED - Michigan**
- Based in Michigan, provides behavior and SPED programs design and delivery management for Mosaica nationwide

---VITAE INCLUDED IN A SEPARATE ATTACHMENT 2 TO PRESERVE FORMATTING---
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.
• **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.
Mosaica Turnaround Partners

Attachments

SIG External Partner Application

1. Tables to Accompany Exemplar 2
2. CVs and Bios of Key Personnel and Partners
3. Business Licence
4. Insurance Certificate

Contact: John Q. Porter, COO
Mosaica Turnaround Partners
3400 Peachtree Road, Suite 550
Atlanta, GA 30326
partner@educationturnarounds.com
404-841-2305 ext. 1070
ATTACHMENT 1

TABLES TO ACCOMPANY EXEMPLAR # 2

(not able to be inserted into application form template)
The following table provides an overview of the change in ITBS NCE scores across all Mosaic schools for all students from Spring 2008 to Spring 2009 disaggregated by subject. Across all scores, we saw positive improvement. (Where the change between years in the mean = 0, a full year’s progress was made – positive change indicates better than one year’s progress).

Mosaica Education Schools: ITBS Linked Sample – Select Schools
(Longitudinal matched data reported; Only students with scores at both waves and a normal progression in grade level)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Mathematics Total Score (NCE)</th>
<th>Language Total Score (NCE)</th>
<th>Reading Total Score (NCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frazier Preparatory Academy</td>
<td>35.05</td>
<td>41.16</td>
<td><strong>6.11</strong></td>
</tr>
<tr>
<td>Columbus Preparatory Academy</td>
<td>43.18</td>
<td>47.47</td>
<td><strong>4.29</strong></td>
</tr>
<tr>
<td>Richfield Academy</td>
<td>41.44</td>
<td>42.01</td>
<td>0.57</td>
</tr>
<tr>
<td>Bingham Arts Academy</td>
<td>51.32</td>
<td>51.21</td>
<td>-0.11</td>
</tr>
<tr>
<td>STAR Academy</td>
<td>36.53</td>
<td>38.68</td>
<td>2.15</td>
</tr>
<tr>
<td>Ahwatukee Foothills Prep</td>
<td>43.84</td>
<td>48.07</td>
<td><strong>4.23</strong></td>
</tr>
</tbody>
</table>

Note: Change scores in bold/underline font are statistically significant (p<.05) based on Paired Sample T-Test (linking individual student’s Spring 08 score with his/her Spring 09 score). *Represents a weighted average of the year’s growth scores for each grade level.
ATTACHMENT 2

MTP & KEY PARTNERS

BIOS/CVs

(presented here to retain formatting for readability)
**Mosaica Executive Management Team Biographies**

**Michael J. Connelly, Chief Executive Officer** - Mr. Connelly joined Mosaica in 1998 from Lepercq Capital Management, a private investment firm, where he had been President and Managing General Partner since 1987. He was Executive Vice President of Foster Management Company, a private equity firm, from 1982 to 1987, and a partner at Casey, Lane & Mittendorf, a New York-based law firm, before that. From 1989 to 1997, Mr. Connelly was a member of the Board of Directors and Executive Committee of Children’s Discovery Centers of America, where he worked with Dawn and Gene Eidelman, the co-founders of Mosaica. Mr. Connelly has a B.A. in Mathematics from Michigan State University and a J.D. from Columbia University School of Law. He is a board member and past Chairman of National Council of Educational Providers and is a member of the Board of Visitors of Columbia University School of Law and the Education Industry Leadership Board of the Education Industry Association.

**Dawn Eidelman, Ph.D., Co-Founder and Chief Education Officer** - Dr. Eidelman has 25 years’ experience as a teacher, college professor, curriculum designer and business executive. A multilingual specialist in the Humanities, she holds Master’s and Ph.D. degrees from Emory University. Dr. Eidelman supervises the development of curriculum, teaching methods and staff training based on her experience in teaching world literature, languages, writing, history, sociology and philosophy as a college professor. Dr. Eidelman co-founded Prodigy Consulting – a highly successful early-child enterprise. She designed the interdisciplinary concept for the Paragon curriculum used by schools under management by Mosaica Education throughout the United States. In 2000, Dr. Eidelman was selected One of the Ten Outstanding Young Americans by the United States Jaycees. In 2009, she and Mr. Eidelman were awarded the 2009 James P. Boyle Entrepreneurial Leadership Award by the Education Industry Association (EIA) in the U.S.

**Gene Eidelman, Co-Founder and President** - Mr. Eidelman co-founded Mosaica in 1997 and currently serves as its President. Mr. Eidelman is responsible for strategic planning with an emphasis on operations, human resources, business development and quality assurance. Mr. Eidelman has 30 years of experience in finance, budgeting, marketing, human resources, and organizational effectiveness in both public and private companies. Prior to co-founding Mosaica, he co-founded Prodigy Consulting in 1988, a company that developed and operated community and corporate-sponsored childcare centers. During his tenure there, Mr. Eidelman was instrumental in growing Prodigy from its inception to a network of 22 centers. Mr. Eidelman did his undergraduate work at the University of Southern California. In 1999, the Junior Chamber International selected Mr. Eidelman as one of the Ten Outstanding Young People of the World. He is Treasurer of the Board of Georgia Charter School Association and board member for the Coalition for Education Choice and Wochangi Charter School Fund. He also serves on a University of Southern California’s Advisory Board for a special project in conjunction with the U.S. Department of Education. In 2009, he and Dr. Eidelman were awarded the 2009 James P. Boyle Entrepreneurial Leadership Award by the Education Industry Association (EIA) in the U.S.
Thomas M. Keane, Jr., Senior Vice President – Mr. Keane joined Mosaica Education reporting directly to the CEO after years as a member of the company’s Board of Directors. He is a former General Partner of Murphy Partners LP, a New York-based private equity fund. Mr. Keane is also a columnist, freelance writer and commentator for the Boston Globe, the Boston Herald and other media. He is a former City Councilor for the City of Boston. He previously served as Chief Financial Officer and Director for Legend Medical Services, and International Healthcare, two healthcare start-ups. Mr. Keane holds a JD from the University of Virginia Law School where he served as the Editor-in-chief of the Virginia Environmental Law Journal and President of the Legal Environmental Group. He holds a BA from Harvard University.

Rita Hackel Chapin, Chief Financial Officer - Ms. Chapin has a 30-year record of accomplishment in marketing, finance, and operations. Prior to joining Mosaica in 2000, she was a U.S. Marketing Director for Citibank, where she was responsible for marketing all of Citibank’s retail banking services nationwide. Ms. Chapin was previously a management consultant at McKinsey & Co., Inc., where she worked on multiple consumer marketing engagements with Fortune 500 clients. Ms. Chapin began her business career serving in marketing and finance positions at International Paper. She has also been a mathematics teacher at Lawrenceville High School in Lawrenceville, New Jersey. Ms. Chapin holds a BS in Mathematics from the University of Wisconsin and received her MBA from the Wharton School of the University of Pennsylvania.

John Q. Porter, Chief Operating Officer of Mosaica Turnaround Partners – Mr. Porter brings tremendous experience in school management. Previously, Mr. Porter managed a 40,000-student school district with 6,000 employees and a budget of $250 million. His experience includes management of a majority-minority district (78% minority with 88% eligible for free and reduced lunch). As Deputy Superintendent of one of the nation’s largest districts, Mr. Porter managed organizational development, technology, and accountability departments; $115 million budget and 500 staff members. In this role he also developed the district’s strategic plan, aligned and established strategic goals, reform initiatives, and milestones for evaluating and monitoring district-wide achievement, built strong relationships with union leadership, and facilitated broad-based input into the decision-making process. Mr. Porter is a Broad fellow and holds a certificate from the Public Education Leadership Project, Harvard Business School and Harvard Graduate School of Education, and a Juris Doctorate from Ohio State University.

Ebbie Parsons III, Chief Operating Officer, Mosaica Education, Inc. - Mr. Parsons came to Mosaica from UKA Teacher U where he was Founding Director of Human Capital. Prior to working at UKA Teacher U, he served as the Deputy Chief Operating Officer for the Hartford School System in Connecticut, where he led successful reform in the district’s budgeting methodology and student assignment processes. He was one of highly select group of MBAs, PhDs and MPPs chosen to participate in the Broad Residency Program for transition from business leadership to leadership in urban education reform. He holds a BS from Florida Agricultural and Mechanical University, an MBA from the University of Minnesota, an Executive Certificate in Performance Measurement for Effective Management of Nonprofit Organizations from the John F. Kennedy School of Government/Harvard Business School and is a Doctoral Candidate at the University of Pennsylvania’s Penn Graduate School of Education.
Additional Key Personnel

Dawn Linden
dlinden@mosaicaeducation.com

Graduate
Michigan State University, East Lansing, Michigan
M.A. in Curriculum and Instruction, 2003

Undergraduate
Western Michigan University, Kalamazoo, Michigan
B.A., Elementary Education, Minors: Spanish and Science

Employment

Mosaica Education, Inc., Michigan
Director of Education, 2008-present

- Provide professional development for curriculum specialists and teachers
- Advise principals and curriculum specialists in the areas of model, implementation, best practice in classroom instruction and management, and professional development needs
- Provide staff development in using data to make decisions regarding teaching and learning
- Build leadership capacity in schools through identification and mentorship of strong teachers and curriculum specialists
- Analyze school achievement data on a quarterly basis and setting assessment schedules for all Mosaica schools
- Oversee and ensuring proper alignment of all curriculum to state standards
- Direct a team of national curriculum specialists to provide support to all Mosaica schools

Mosaica Education, Inc., Ohio
Regional Curriculum Implementation Specialist, 2007-2008

- Conducted site visits to all thirteen Mosaica schools in Ohio ensuring alignment to our instructional model
- Provided professional development and individual classroom support on a regular basis
- Reviewed common assessment data and schedules to identify ways to enhance instruction and improve achievement
- Worked closely with principals during the hiring of new teachers and advised regarding the productivity and efficacy of current staff
Mosaica Education, Inc., Ohio
Chief Administrative Officer, 2004-2007

- Set a clear vision for staff, students and parents of excellence
- Raised achievement scores and one state designation in a year
- Earned the Mosaica Award for best implementation of the Mosaica model
- Developed programs and initiatives for under-performing students
- Created after school programs for all students
- Maintained a balanced budget with fiduciary oversight of four million dollars

Grand Blanc Public Schools, Michigan
Spanish Educator, K-5, 2003-2004

- Created a K-5 Spanish curriculum infused with art and music
- Successfully managed and taught students in grades K-5 how to speak beginning Spanish
- Met all deadlines and requirements in a timely manner

Portage Public Schools, Michigan
Middle School and Elementary Educator, 1996-2003

- Successfully taught at the following grade levels within the district: First Grade, Fifth Grade, Seventh Grade, Eighth Grade
- Collaborated with colleagues on a regular basis regarding student achievement, student groups, lesson planning and assessments
- Delivered engaging instruction and held high expectations for student achievement
- Supervised teacher interns from Western Michigan University
- Mentored new teachers
Robert Lewis Bastress, Ph.D.
MTP Turnaround Leadership Institute

EDUCATION

Doctor of Philosophy in Educational Administration, University of Maryland, College Park, MD, 1980
Master of Education, Loyola College, Baltimore, MD, 1969
Bachelor of Arts, Loyola College, Baltimore, MD, 1966

PROFESSIONAL EXPERIENCE

Consultant, Montgomery County Public Schools  July 2006 – Present
Provided consultant services for several key projects for this large urban/suburban school district of 130,000 students. Montgomery County Public Schools (MCPS) has an extensive leadership program that includes the development of individuals to become principals in the two hundred elementary, middle, and high schools in the district.

Accomplishments

• Provided professional development for nearly two hundred principals on data-driven decision-making over a six year period via a four session course which focuses on root cause analyses on authentic student achievement needs and the use of Baldrige quality tools for analyzing the data
• Was the consulting principal for three principals; two of whom were new principals and one of whom was not meeting the leadership standards
• Gave successful mentoring to the principal not meeting the standards so that the principal was able to meet the standards
• Facilitated the middle school principals’ professional learning community sessions using Facilitative Leadership skills and processes
• Using interest-based strategies and the one-text process, facilitated the Grading and Reporting workgroup which included sixteen stakeholders representing teachers, parents, principals, students, and central office administrators in developing recommendations to the Board for changes in its Grading and Reporting policy
• Using interest-based strategies and the one-text process, facilitated the School Business Managers workgroup which included twelve stakeholders representing school business managers, principals, and central office administrators in developing the new performance standards for School Business Managers

Consultant, New Leaders for New Schools  July 2007 – March 2010
Provided consultant services for this major, nonprofit organization that develops individuals from a variety of backgrounds to be principals in nine large urban school districts, including Baltimore City. New Leaders has an excellent reputation for developing energetic, results-oriented leaders who are committed to making improvements in urban schools. New Leader principals have successfully lead elementary, middle, and high schools, including numerous charter schools.

Accomplishments

• Facilitated the creation of the leadership standards which are now being used by New Leaders nationally for its Residents and Principals in the nine major, urban school districts which it serves
• Co-authored with New Leaders’ personnel a document on School Management in conjunction with a partnership with The New Teacher Project (TNTP) for the New Orleans school district.
• Mentored the Director of Leadership Coaches for New Leaders in her leadership role in providing professional development for the fifteen leadership coaches.
• With key leadership, planned strategically the leadership coaches’ meetings for the summer Foundations program held at Boston University in 2008.
• Acted as the interim Director of Leadership Coaches during summer Foundations.
• Developed a series of protocols for the role of the mentor principals who work with the Residents.
• Presented to the Residents on the topic of strategic planning for a new principal.

Associate Instructor, Johns Hopkins University   September 2008- Present
Johns Hopkins University is a world renowned institution which prides itself on excellence. Its education department is well known for its programs in leadership development, special education, and reading.

Accomplishments
• Currently teaching the capstone seminar of the master’s program in educational administration and supervision.
• Have developed the seminar to include topics such as global competition and its impact on education; the role of assessments at the federal, state, and local levels; and the influence of race, gender, and language on the equity of educational opportunity.
• Have supervised nine interns in the completion of their portfolios based upon the NCATE leadership standards which is the culmination of the master’s program.
• Communicated with the interns’ site mentors to ensure that both the mentor and the intern understand the requirements of the internship.
• Utilizes technology to enhance the classroom environment through media such as electronic portfolios, Wikipedia, and an Electronic Learning Community.

Consultant, George B. Thomas Learning Academy   July 2007 – June 2009
Provided consultant services for this small academy which serves minority students in Montgomery County. This Academy operates after school and on Saturdays in nine locations in Montgomery County schools. Each location has a site coordinator and a number of teachers based upon enrollment.

Accomplishments
• Created the evaluation documents and the evaluation process for all of the site coordinators and for teaching positions so that consistent measures are used across all sites.
• Based upon the success of these documents and process, was invited to create evaluation documents and the evaluation process for the assistant director of the program and the support staff of the program.

The Stupski Foundation is a national, education foundation located in Oakland, California created to analyze the performance of successful school districts around the United States and to share its findings of best practices. The foundation selected Montgomery County as one of the school districts for study. The study utilized a framework which examined multiple components of a school district’s culture including, but not limited to, system governance, curriculum development, teacher quality, and leadership development.
Accomplishments

- Reviewed the ten year systemic history of Montgomery County Public Schools from 1998-2008
- Provided artifacts as data points for the various components of the Stupski Framework
- Wrote descriptive narratives of each data point detailing the strategic thinking that was involved in each data point

Faculty Adjunct, University of Maryland
July 2006 – June 2008
The University of Maryland is a well-respected state university which provides a doctoral program in Educational Leadership.

Accomplishments

- Conducted training sessions on the electronic assessment process known as the Performance Assessment System created by Dr. Hannah Mawhinney at the University of Maryland
- Provided assistance to doctoral candidates to know the types of artifacts that would meet the criteria for the Performance Assessment System which was based upon the NCATE leadership standards
- Communicated with the doctoral candidates and their site mentors who supervised the candidates’ performance of the tasks from which the artifacts were taken
- Analyzed and graded the candidates’ performance

Director, Administrative and Supervisory Professional Growth System
Montgomery County Public Schools
July 2002 - June 2006
As a part of its strategic plan, Montgomery County Public Schools (MCPS) developed initiatives around the professional development of its employees. This initiative began with the Professional Growth System for teachers in 1990. It continued with the Professional Growth System for Administrators in 2002 and added the Professional Growth System for Support Services Personnel in 2004. MCPS is the seventeenth largest school district in the country with approximately five hundred administrators and supervisors.

Accomplishments

- Utilized Facilitative Leadership processes to manage a steering committee of twenty-two stakeholders representing the business community, principals, parents, teachers, students, and executive staff which oversaw the development of the Administrative and Supervisory Professional Growth System (A&S PGS)
- Utilized Facilitative Leadership processes to guide a design team of twenty stakeholders representing principals, teachers, parents, and students which created the draft proposals that went to the steering committee and ultimately became the A&S PGS
- Conducted an extensive research of the literature and did benchmarking with other districts to identify possible leadership standards for principals and to gather a set of best practices in school leadership
- Used interest-based strategies to build consensus among the stakeholders regarding the six components of the A&S PGS – attract potential school leaders, recruiting current leaders, providing professional development for the system’s current principals, mentoring the system’s current principals, evaluating current principals, and providing recognition of current principals for excellence
- Reported to the Board of Education at predetermined milestones on the progress of the A&S PGS
• Developed data points associated with the performance targets for the A&S PGS and provided annual reports on progress towards achieving the targets in the MCPS strategic plan
• Reported to key stakeholder groups on the development of the A&S PGS and the interests it met for those stakeholders
• Facilitated the creation of the Peer Assistance and Review (PAR) panel for principals which oversees the evaluation process for principals
• Was co-chair with the vice president of the teachers’ union of the Peer Assistance and Review (PAR) panel for teachers

Principal, Damascus High School August 1997 – June 2002
Damascus High School is a comprehensive high school in northern Montgomery County. It was a school of 2,000 students and offered the MCPS instructional program including numerous Advanced Placement courses; special education programs for students with learning disabilities, mental cognition challenges, and emotional disabilities; as well as an outstanding athletic program.

Accomplishments
• Damascus High School earned the Maryland Blue Ribbon in 2000
• Was recognized by the Educational Testing Service for a 100% increase in the number of participants in the Advanced Placement testing program without a decrease in achievement percent
• Significantly increased the percentage of African-American and Hispanic students in the honors program and in Advanced Placement courses
• Instituted a web design course in 1998
• Created a computer repair course with certification in 2000

Principal, Liberty High School August 1979 – August 1997
Liberty High School is a comprehensive high school in southern Carroll County. It was a school that ranged from 900 students in 1980 to 1600 students in 1997. It offered the CCPS instructional program including honors level courses; special education programs for students with learning disabilities; and a well round extracurricular program.

Accomplishments
• Liberty High School earned the Maryland Blue Ribbon in one of the early years of that program
• Opened a new school in 1980 after a year of strategic planning
• Hire the entire staff utilizing transfers from other county schools and new hires
• With parents, staff, and community created the vision and mission for the school and then the student handbook and staff handbook based upon the vision and mission
• Partnered with the community through a “Magic in the Media” campaign to provide a computer lab in the media center at the onset of the technology age
• Was selected Maryland’s Principal of the Year in 1994

Assistant Principal, Howard County Public Schools August 1970 – August 1979
Performed all assigned duties as an assistant principal in Howard County Public Schools at three schools: Centennial High, Glenelg High, and Mount Hebron High. Howard County is located in the Baltimore-Washington corridor and is one of the leading school systems in the state and nation.
Chemistry and General Science Teacher    August 1966 – August 1970
Taught chemistry to eleventh and twelfth grade students and general science to ninth grade students at two schools in the Baltimore area. Mount Saint Joseph’s High School is a private, Catholic school in Baltimore City and Mount Hebron High School is a public school in Howard County.

Selected Professional Development
Spring 2005   Interest-based Strategies
Fall 2003    Facilitative Leadership
1999-2000    Research for Better Teaching: Observation and Analysis of Teaching II
1998-1999    Research for Better Teaching: Observation and Analysis of Teaching I

Offices Held
1997-1998    President, Council of Educational Administrative and Supervisory Organizations of Maryland
1992-1993    President, Maryland Association of Secondary School Principals

Selected Professional Affiliations
National Association of Secondary School Principals
Maryland Association of Secondary School Principals
Association for Supervision and Curriculum Development
National Staff Development Council
Gareth Volz

Education
BA Degree in 1970: Political Science & History, Wayne State University
MA Degree in 1976: Curriculum, Wayne State University
Specialist in Arts in 1981: Educational Administration, Eastern Michigan University

Work Experience
Principal, Plymouth Christian Academy (Canton, MI), 1984-1988
Principal/Superintendent, Walnut Ridge Academy (Waterloo, IA), 1988-1996
Superintendent, Oakland Christian Academy (Auburn Hills, MI), 1996-2002
CAO, Capital Area Academy (Lansing, MI), 2002-2004
CAO, Richfield Public School Academy (Flint, MI), 2004-2009
Regional Vice-President for Michigan, Mosaica Education, September 2009-Present

Educational Accomplishments
1986-1988: Helped prepare Plymouth Christian Academy for accreditation through the University of Michigan
1988-1994: Served on two accreditation teams for the Association of Christian Schools International
1995-1996: Led Walnut Ridge Academy through the re-accreditation process with the Association of Christian Schools International
2000: Chaired an accreditation team for the Association of Christian Schools International
2001-2002: Completed the “Leading The Future” courses offered by Michigan Virtual University and the Bill Gates Foundation
2004-2005: Richfield Public School Academy enrollment increased from 252 K-5 to 360 Students K-6
2005-2006: Richfield Public School Academy enrollment increased from 360 to 438 students K-7
2006-2007: Richfield Public School Academy enrollment increased from 438-462 students in grades K-8 (capped due to building capacity restraints)
2007-2008: Led Richfield Public School Academy through a bond issue to purchase and expand the facility (6.75 million/10 room addition)
2007-2008: Enrollment increased from 462 students to 540 students K-8
2007-2008: Preparing Richfield Public School Academy to go through the re-authorization process with Bay Mills Community College
2008 Recipient of Mosaica Education’s CAO Shining Star Pillar Award
2008 Finalist for Michigan Association of Public School Academies’ Administrator of the Year
2009 Recipient of Mosaica Education’s Educational Entrepreneur of the Year Pillar Award
2002-2009: My schools have made Annual Yearly Progress

Administrative Philosophy
I see my mission as a school administrator to be a support to my teachers and staff, so that they have the time, resources, and environment to provide the best learning opportunities for my students. When I see my students actively and eagerly involved in learning activities, and my teachers excited and passionately involved in the learning process, then I know that I have done my job as a school leader.

I care deeply about my students and I try to get to know as many of them and their parents as possible. In doing this, I have had the opportunity to help meet some of our families needs so that their children can get to school on time on a regular basis. This is something that many of my staff have also done, and it is what makes Richfield Public School Academy more than just a school – we are family.
QUALIFICATIONS

I have been a classroom teacher, an educational consultant, an assistant principal, principal, teacher trainer, and central office administrator. I have had the opportunity to work at both elementary and secondary levels in a public local school district. I have also worked at the Intermediate School District level as an instructional facilitator. Most recently I have had the unique opportunity to work with public school academies and a private educational management company. I believe that I have a diverse background that would be beneficial to pre-service teachers in the development of quality teaching skills.

EDUCATION

| Ongoing | PhD coursework, University of Michigan, Ann Arbor, Michigan |
| 1989-91 | Administrative Certification Classes, Michigan State University, East Lansing, Michigan |
| 1980 | Master of Arts, Educational Psychology, University of Michigan, Ann Arbor, Michigan |
| 1975 | Bachelor of Arts, Fine Arts and Communication, Elementary Teaching Certification, University of Michigan, Flint, Michigan |

EMPLOYMENT

2001  Regional Vice-President, Mosaica Education, Inc., Midwest Region
Supervise the activities of 5 charter schools in Michigan and Arizona. Work with local Board of Directors, Chief Administrative Officer, staff and community to implement successful school programs, increase enrollment, develop policy and procedures for operation, develop and help to manage the budget of each academy. Additionally, I supervise the training of our school leaders and five regional curriculum facilitators. Work closely with University Authorizers of charter schools programs to maintain quality oversight in each academy. Currently developing new public school academies in Flint, Jackson, and Gary, Indiana.

1999-2002  Chief Administrative Officer, Grand Blanc Academy, Mosaica Education Inc.
Directed the operation of a K-8 building of 500 students and 55 staff members. Responsible for working closely with the Board of Directors to set goals and create programming for students and families selecting our public school academy. Created policies and procedures to ensure the safe and effective operation of our learning community. Worked with staff, parents and community to create a
building mission and vision. Effectively marketed our program to increase enrollment from 340 in the first year of operation to 525 for the 2002-2003 school year. Used data-driven decision making to improve student achievement. Worked with Mosaica Education Inc. to develop and begin operation of two other public school academies.

1998-1999 Coordinator of Program Development and Career Services, Shiawassee Regional Education Service District
Responsible for all phases of program development related to career preparation and school to work initiatives. Served as a liaison to local districts, Michigan Department of Education and regional Workforce Development Board. Provided professional development to teachers and administrators in Shiawassee and Genesee counties. Active in planning and implementation of Shiawassee Career Initiative, a long range plan for Career Education and Training in eight local school districts. Wrote, monitored and evaluated state and federal program grants related to career development and school improvement.

1996-1998 Principal, Patterson Elementary, Holly Area Schools
Supervised a K-5 building of 603 students and 45 staff members. The building included two elementary special education basic classrooms. Worked with teachers to design and implement three multi-age classrooms. Designed, with teachers and parents, assessment systems for those programs. Provided inservice sessions for parents, staff, and community to aid in their understanding of continuous progress programming. Worked with staff and community members to create Patterson LINK—a program that encouraged community volunteers in our building and sent our students into the community as volunteers.

1994-1998 Testing Coordinator, Holly Area Schools
Responsible for the administration and interpretation of standardized testing data for the district. Worked with cross-representational committees to create Holly Area Schools Teaching, Learning, and Assessment Guidelines. Member of the Oakland County Research, Evaluation and Assessment Council. District liaison to Oakland County Reading Recovery Program.

1994-1997 Strategic Planning Facilitator, Holly Area Schools
Organized, planned and helped expedite the work of 178 staff, students, and community members in the creation of the district’s goals for the next five years.

1992-1996 Principal, Davisburg Elementary, Holly Area Schools
Supervised a K-5 program of 575 students and 40 staff. Implemented peer mediation to help students and staff resolve conflicts. Worked with staff and community to develop goals, mission, and action plans for the school.

1988-1992 Tutor-Counselor/Assistant Principal, Davisburg Elementary
Worked closely with parents, students, staff and principal to create a positive environment for students. Served as case manager for special education referrals.
Pioneered Collaborative Team Meeting process to bring parents and staff together to effectively plan to meet individual student needs.

1986-1988  K-12 Consultant for Gifted Education, Holly Area Schools
Served as first consultant for this program. Designed and implemented staff development sessions for teachers based on the talent development model. Started a parent/staff support group to enhance understanding of the needs of intellectually gifted children.

1979-1986  Classroom Teacher, Davisburg Elementary, Holly Area Schools
Responsible for the educational program of diverse groups of students in grades four and five.

ASSOCIATIONS

Association for Supervision and Curriculum Development
Michigan Elementary and Middle School Principals Association
University of Michigan Alumni Association
Michigan Association of Public School Academies
Priority Children
Jonathan D. Blakey  
7138 Mission Hills Drive  
Ypsilanti, MI 48197  
(h) 734-255-5251  
(w) 734-678-8412

WORK EXPERIENCES
March. ’04 to present

**Mosaica Education Incorporated**, 600 W. Saint Joseph Street, Lansing, MI 48933  
**REGIONAL CURRICULUM IMPLEMENTATION, GRANTS AND COMPLIANCE OFFICER**

Assist with the coordination of curriculum and staff development for charter schools in Michigan. Conduct staff development training activities for teachers, administrators and support staff. Assist in the development and monitoring of federal and state projects including Title I, Michigan 31a at-risk funds, Title II-A, II-D, V, gifted and talented, MSRP, and Safe and Drug Free Schools. Monitor schools for compliance with state and federal regulations as they pertain to teacher certification, criminal background checks, highly qualified status, and other required state reports.

Sept. ’01 to Dec. ’03

**CONSULTANT**

Conducted staff development training programs for teachers and administrators in the areas of classroom management, curriculum mapping, and educational leadership.

_Saginaw Valley State University_, Lanse Creuse Middle School-East, Macomb Off-campus site  
**ADJUNCT PROFESSOR**

Taught educational leadership graduate classes in the areas of teaching standards, facilities management and human resource management.

Sept.’95 to Aug. ’01

**Romeo Community Schools**, 316 N. Main St., Romeo, MI 48065 Administration Office  
**EXECUTIVE DIRECTOR OF CURRICULUM AND INSTRUCTION**

Coordinated curriculum and staff development for a 5,000-student school district. Conducted staff development training activities for teachers, administrators and support staff. Supervised federal and state projects including Title I, state at-risk, Eisenhower Math/Science, Title VI, gifted and talented, and Safe and Drug Free Schools. Facilitated the development and implementation of social studies, math, science, and language arts curriculums. Designed and implemented a district-wide assessment program for all content areas. Facilitated and coordinated K-12 NCA school improvement
process. Supervised a school readiness program for 4-year-olds. Supervised and provided training in a mentor-mentee program for beginning teachers and their mentors.

July '86 to Sept. '95

Fenton Area Public Schools, 3100 Owen Rd., Fenton, MI 48430
State Road Elementary School

ELEMENTARY SCHOOL PRINCIPAL \ CHAPTER 1 COORDINATOR
Responsible for leadership of 25 professional staff and 23 support personnel. Facilitated educational programs for 495 k-5 students and a 200-student district Chapter 1 program. Supervised special education programs for 100 students. Developed and managed building and federal program budgets totaling over $1.2m. Guided development of: (1) inclusion programs, (2) peer coaching, (3) early intervention programs, (4) district/building school improvement plans, (5) instructional practices based on research, and (6) Glasser's “Quality School” practices. Taught parent education classes and provided staff development activities for teachers and support staff.

Aug. '84 to June '85

Durand Area Schools, 310 N. Saginaw St., Durand, MI 48429
Durand Area High School

ASSISTANT HIGH SCHOOL PRINCIPAL
Supervisory responsibilities for student attendance/discipline, teacher evaluation, special education, and student government in an 850-student school. Instrumental in the development and implementation of: (1) academic recognition program, (2) Metro League Student Government Conference, (3) SADD Committee, (4) Durand Chemical People Task Force, (5) Durand High School Good Citizenship Award, and (6) addition of drug and alcohol rehabilitation program to district policy.
Summary:

Dynamic Educator with classroom, administrative, training and consultative experience in both the public, public charter and private sectors. Enthusiastic leader with experience conducting professional and public training and seminars, parent advocacy and the utilization of multiple treatment techniques with individuals from a wide spectrum of ages and abilities. Strong commitment to establishing communities that promote mutual respect and lifelong learning.

Education:

Oakland University, Rochester, MI
Educational Leadership
September 2007-June, 2009

M.Ed. Special Education
Lehigh University, Bethlehem, PA 1992-1994

Specific training in applied behavioral analysis, systematic instruction, data based instruction, and direct instruction. Concentration in severe disabilities during internship.

B.S. Special Education
Lock Haven University of PA, Lock Haven, PA 1988-1992

Extensive classroom experiences as well as adult residential, institutional and job training facilities. Presented results of class study on physical disabilities at statewide student research conference. Student teaching concentrated on mild disabilities.

Professional Certifications:

- Teacher of the Handicapped: New Jersey
- Professional Secondary Teaching Certificate: Michigan (K-12 Endorsements: CI; SLD; EI)
- Michigan Administrative Certificate

Professional Experience:

Mosaica Education, Inc. Lansing, MI (serving locations nationwide)
Director of Behavior and Special Education, National Director July, 2006 - Present
Mid-West Region Dec 2001-June, 2006

Responsible for oversight of compliance of special education programming to IDEA and state administrative rules as well as positive behavioral community planning and programming at Mosaica Education, Inc.’s 34 schools nationwide.

- Assists schools in setting up and implementing school wide proactive behavior support programming and community building.
- Analyzes discipline referrals and consults with administrators on proactive programming/interventions.
- Monitors compliance of special education programs aligned to IDEA and state administrative rules
- Provides on-going professional development to special education providers, Assistant Principals, Principals, Behavior Intervention Specialists, Deans of Students and School Social Workers with a concentration on Functional Behavioral Analysis, intervention development/implementation and data based decision making.
• Provides assistance to school leadership as requested on specific student or staff cases regarding special education, student behavior and classroom management
• Consultant to Mosaica Education Abu Dhabi; facilitated school support teams to six contracted schools in Abu Dhabi, UAE, to provide support to struggling students.

Mosaica Education, Inc./Detroit Advantage Academy  Detroit, MI
Behavior Intervention Specialist/Special Education Coordinator Aug 2000-Dec 2001
Responsible for the implementation of the Advantage behavioral model by all staff members in the school. Coached over 35 instructional staff members on behavior management, proactive behavioral practices and immersing character education into an existing curriculum.
• Designed and facilitated the implementation of individual and some small group behavior intervention plans based on Functional Behavioral Assessments.
• Conducted Intervention Planning Team meetings to develop proactive strategies for students whose behavioral data indicated help was needed.
• Served as member of the administrative leadership team of the school
• Provided initial training, ongoing coaching and in-service training to instructional staff on classroom management and other behavioral issues.
• Provided requested training and support to other BIS personnel at Advantage and Mosaica schools.
• Supervised Special Education staff, coordinated contract services, trained general education staff on instruction for students included in the general education setting.

National Association for Child Development, Inc.  Ogden, UT
Director of Education  1995-2000
Responsible for assessment and individualized therapeutic/educational programs for individuals within a wide range of abilities. Trained parents on individualized program implementation and provided ongoing support to families. Trained and supervised 10 professional staff members to provide assessment and programming services to families. Designed training program and trained 30 independent professionals on NACD’s functional assessment and therapeutic/educational techniques.
• Direct service delivery with families of individuals with the following diagnoses/classifications (not inclusive): Accelerate, Normal, Learning Disabled, Attention Deficit Disorder, Attachment Disorder, Autism, Pervasive Developmental Delay, Cerebral Palsy, Down Syndrome, Rett Syndrome, William’s Syndrome, Charge Syndrome, Fragile X Syndrome.
• Served on administrative board as professional staff representative/supervisor.
• Directed the professional consultant training program
• Served as chief member of program design team for the design of programs for independent assessment professionals.
• Served as liaison between independent assessment practitioners and NACD.
• Implemented and monitored applications of “Fast ForWord” for NACD clients.
• Served as consultant to clients on the “Math-U-See” program.
• Supervised/managed all professional staff members.
• Designed all individualized programs for the Academy for Children (formerly known as “NACD NJ Children’s Academy”).

Collingswood High School  Collingswood, NJ
Resource Room Teacher  1994-1995
Responsible for design and monitoring implementation of individualized educational programs for 40 students with classifications/diagnoses of: Learning Disabilities, Attention Deficit Disorders, and Attention Deficit Hyperactivity Disorder. Taught five resource room classes and co-taught one regular education class with “included” and typical students.

♦ Used visual instruction to teach mathematical processes and multimedia presentations, such as computer and manipulatives, to teach mathematical concepts.
♦ Taught report writing utilizing high interest and current event readings as a content base.
♦ Co-taught Biology I and provided accommodations to students identified as “included” by providing study guides, tutoring sessions, note review, as well as note taking techniques.
♦ Served as Assistant Band Director in an extra duty pay position assisting with the marching band, advising middle school pep band, and directing high school graduation orchestra.

Lehigh University’s Centennial School
Life Skills Teacher
Bethlehem, PA
1992-1994

Served as senior partner in team teaching situation in a private university lab school for students with emotional needs. Worked in the Life Skills department, in classrooms integrated into regular public school settings. Implemented a research-based curriculum, using active data to make instructional and behavioral programming decisions and modifications.

♦ Served as teacher for students with classifications/diagnoses of: Mental Retardation, Cerebral Palsy, Blind, Autism and Pervasive Developmental Delay.
♦ Implemented and revised student behavioral plans.
♦ Utilized direct instruction to small groups as well as systematic instruction and discrete trial training in one to one situations
♦ Developed and implemented peer tutoring program, using able-bodied peers as mentors to classroom students in both selves contained and integrated settings.
♦ Developed and implemented lesson plans relating to academics, daily living skills and community based education (in both classroom and community settings).

Other Experience:

Coordinator of Music, Grand Blanc United Methodist Church 2004-Current
Coordinator of Music, Trenton First United Methodist Church, Trenton, MI 2000-2002
Coordinator of Music Ministries, Ogden First United Methodist Church, Ogden, UT 1996-2000
Aquatics manager, Cedar Lake Community club, summers, 1990-1992
Classroom Team Teacher-Washington Academy, South Orange, NJ. 1992

Student Teacher-Learning Support. Elementary School, Hulmeville, PA. 1992
KAREN LUCRETIA MAPP, Ed.D.

Office: Harvard Graduate School Of Education
        Gutman Library, 6 Appian Way
        Room 452
        Cambridge, MA  02138
        Phone:  (617) 495-0628   Fax:  (617) 496-3095
        E-mail: karen_mapp@gse.harvard.edu

Home: 7 Alvah Kittredge Park
       Roxbury, MA  02119
       Phone: (617) 445-1363

EDUCATION

Harvard University, Cambridge, MA

Southern Connecticut State University, New Haven, CT

Southern Connecticut State University, New Haven, CT
M.A., Counseling (1981)

Trinity College, Hartford, CT
B.A., Psychology (1977)

AWARDS AND FELLOWSHIPS

2008 Southern Connecticut State University
2007 Trinity College Alumni Achievement Award.
1997 Spencer Dissertation Fellowship for Research Related to Education
1996 Harvard University Herold Hunt Fellowship

TEACHING AND ACADEMIC SERVICE

Lecturer on Education (January 2005 – present)
Program Director for the Education Policy and Management Master’s concentration
(May 2008 – present)
Harvard Graduate School of Education (HGSE) Cambridge, MA

Teaching

Teach three graduate-level courses:

• Leadership in Organizations
• The Why, What and How of School, Family and Community Partnership
• Innovations in Education

2005-present. Serve as a member of the coordinating committee and faculty team for the Public Education Leadership Project (PELP) (2005-present).
2006-present: Co-facilitate with Professor Mark Warren a Doctoral Research Practicum (DRP) of fifteen students. The goal of the practicum is to conduct a major research study of the impact of community organizing on school reform.
2006-present: Serve as a member of the teaching faculty for HGSE ExEL program.
2007-present: Serve as a member of the research team for the HGSE Three-to-Third Initiative; an early intervention project focused on literacy and numeracy, social-emotional development, family involvement, and afterschool programs for children Pre-K to third grades.

Faculty presenter in the following HGSE Principals’ Center Institutes:
2006: Art of Leadership
2006 – 2007: Closing the Achievement Gap
2006 – 2009: Critical Issues in Special Education
2006: Early Childhood Seminar
2006: Institute for Teacher Union Leadership

Academic Service
Committee appointments:
2005-06: Committee on Schooling; EPM Admissions
2006-07: Risk & Prevention Search; EPM Admissions; HER Faculty Review
2007-present: EPM Admissions; Internal Master’s Fellowships (Urban Scholars and Leadership & Ed.)
2008-present: Doctorate in Educational Leadership Faculty Steering Committee; Dean’s Advisory Committee on Equity & Diversity

Other HGSE Service:
2007-Present: Member, HGSE Leadership Teaching Group
2007-Present: Faculty Advisor, Harvard Educational Review
2007-Present: Advisor, Alumni of Color Coalition

Faculty
Boston, MA
Boston Principal Fellows Program (BPF)
Boston Teacher Residency Program (BTR)
August 2004 – September 2009
Served as member of the faculty team for BPF and BTR. The BPF is a one-year urban principal preparation program coordinated by the Boston Public Schools. The BTR is a one-year teacher residency program coordinated by Boston Partners in Education in collaboration with the Boston Public Schools. Taught the Family and Community Engagement course and modules for BPF and BTR, respectfully. The goal of both courses was to enable participants to create and sustain school, family and community partnerships that support student learning.

Visiting Faculty
Boston, MA
Northeastern University School of Education
Taught the second in the series of teacher preparation core courses for undergraduate and graduate students. The course, Learning and Accomplished Practice, explored contemporary theories of learning and educational practice. Students developed an understanding of teaching and learning as they occur in different types of schools, communities, and with diverse populations of children. Through a critical analysis of how theory fits with practice, students learned how teaching and learning processes are shaped by the cultural, political, and historical factors of our contemporary world. Taught a quarterly honors course and participated as a member of the School of Education Curriculum committee.
PRACTICE AND PROFESSIONAL EXPERIENCE

Deputy Superintendent – Family and Community Engagement
Boston Public Schools
(September 2003 – April 2005)       Boston, MA
Oversaw the development of a strategic family and community engagement initiative for the Boston Public Schools. Led the Boston Public School's efforts to create and implement policies and practices that forged partnerships with families and the community to support student achievement. Advised the Superintendent on all matters related to family and community engagement. Supervised and delivered training, support and technical assistance to school principals/headmasters, teachers and families as they partnered to support student learning. Supervised the Family Resource Center and Title One Training Center Directors and other program directors associated with family and community engagement.

PRESIDENT (September 1998 – January 2004)       Boston, MA
VICE PRESIDENT (June 1998 – September 1998)
PROJECT DIRECTOR (September 1997 – June 1998)
Institute for Responsive Education
Directed a national research, policy, and advocacy institute that encourages and supports school, family and community partnership to enable high quality educational opportunities for all children. Designed and oversaw national research studies focused on the impact of partnership on student achievement and the identification of practices that promote partnership. Designed and conducted training and technical assistance initiatives for educators, policy makers, parent and community groups, and educational organizations nationwide. Presented at national forums about the role of partnership in attaining high standards for all children. Supervised a staff of nine.

TRAINER
21st Century Community Learning Centers Task Force
National Center for Community Education
Developed training curriculum, conducted national trainings and workshops for project directors, teachers, parents, district personnel and community agencies from the federally funded 21st Century Learning Centers Project.

ASSISTANT DIRECTOR
Massachusetts Prevention Center
(Framingham, MA)
January 1997 – August 1997
Provided technical assistance and training to community partnerships, community coalitions, state agency staff, and school personnel to support the implementation and sustainability of community based prevention and health initiatives. Coordinated regional meetings with other state agencies. Co-supervised five Prevention Center staff.

TEACHING FELLOW
Harvard Graduate School Of Education
(Cambridge, MA)
Courses:
- Introduction to Qualitative Research Methods with Dr. Leslie Siskin  (Fall, 1996)
- Intermediate Statistics with Dr. Judy Singer  (Spring, 1995)
- Innovations in Education with Dr. Charles Willie  (Spring, 1994)
- Leadership in Organizations with Dr. Susan Johnson  (Fall, 1994)
ATTACHMENT 3

LICENSE TO DO BUSINESS IN MICHIGAN
This is to Certify That

MOSAICA EDUCATION, INC.

a(n) DELAWARE profit corporation, was validly authorized on June 19, 1997, to transact business in Michigan, and that said corporation holds a valid certificate of authority to transact business in this state.

This certificate is issued pursuant to the provisions of 1972 PA 284, as amended, to attest to the fact that the corporation is in good standing in Michigan as of this date and is duly authorized to transact business in this state any business of the character set forth in its application which a domestic corporation formed under this act may lawfully conduct.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.

In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 8th day of July, 2010.

[Signature]

Director

Bureau of Commercial Services

GOLD SEAL APPEARS ONLY ON ORIGINAL
**CERTIFICATE OF LIABILITY INSURANCE**

**PRODUCER**

Brown & Brown of Marmora
111 S. Shore Road
Marmora NJ 08223
Phone: 609-390-3360 Fax: 609-390-3239

**INSURED**

Mosaica Advantage Inc.
Mosaica Education, Inc.
Special Services, Inc.
200 Rick House
42 Broadway Suite 1039
New York NY 10004

**DATE (MM/DD/YYYY)**
07/07/10

**INSURERS AFFORDING COVERAGE**

<table>
<thead>
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<th>NAIC #</th>
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<td></td>
<td>NAIC C: Travelers Casualty &amp; Surety Co</td>
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</table>

**COVERAGES**

The policies of insurance listed below have been issued to the insured named above for the policy period indicated. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this certificate may be issued or may pertain, the insurance afforded hereby shall be subject to all terms, exclusions and conditions of such policies. Aggregate limits shown may have been reduced by paid claims.

<table>
<thead>
<tr>
<th>INSURER</th>
<th>POLICY NUMBER</th>
<th>LIMITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>13NOOBK099 OCCUR</td>
<td>$1,000,000</td>
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<tr>
<td>A</td>
<td>13NOOBK099 CLAIMS MADE</td>
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<tr>
<td>A</td>
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<td>$13,000,000</td>
</tr>
</tbody>
</table>

**CANCELLATION**

Any of the above described policies may be cancelled before the expiration date thereof, the issuing insurer will endeavor to mail 10 days written notice to the certificate holder of its intent to cancel. Notice to the certificate holder must be made in the event that the insurer, its agents or representatives impose no obligation or liability of any kind upon the insured or its agents or representatives.

**AUTHORIZED REPRESENTATIVE**

[Signature]

**STATE OF MICHIGAN**

Certification of insurance grantee under the Home Improvement Grants External Educational Services Provider Act

**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS**

RE: Michigan Department of Education 2010-11 Section 1003(g) School Improvement Grants External Educational Services Provider

**CERTIFICATE HOLDER**

[Name]

[Address]

[City, State, Zip]

[Phone]

[Fax]

[Email]

[Website]

[Signature]

MICHI:

ACORD 26 (09/08/00)

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