

# SUBMISSION INSTRUCTIONS

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



## **Electronic Application Process**

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

**hatfieldt@michigan.gov**

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

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

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

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

## **Contact Information**

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

Anne Hansen  
Consultant  
Office of Education Improvement & Innovation

OR

Tammy Hatfield  
Consultant  
Office of Education Improvement & Innovation

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

Email: hatfieldt@michigan.gov

## EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

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

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

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

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

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

## APPLICATION OVERVIEW

**The Application is divided into four sections.**

**Section A** contains basic provider information.

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

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

**Section D** Attachments

## SECTION A: BASIC PROVIDER INFORMATION

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

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

<b>1. Federal EIN, Tax ID or Social Security Number</b>		<b>2. Legal Name of Entity</b>							
		Red Cedar Solutions Group (RCSG)							
<b>3. Name of Entity as you would like it to appear on the Approved List</b>									
Red Cedar Solutions Group (RCSG)									
<b>4. Entity Type:</b>		<b>5. Check the category that best describes your entity:</b>							
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; padding: 5px;"><input checked="" type="checkbox"/> Business</td> <td style="width: 33%; padding: 5px;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Community-Based Organization</td> <td style="padding: 5px;"><input type="checkbox"/> School District</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td style="padding: 5px;"><input type="checkbox"/> Other (specify): _____</td> </tr> </table>			<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education								
<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District								
<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____								
<b>6. Applicant Contact Information</b>									
Name of Contact Andrew Henry		Phone (517) 455 - 7368	Fax						
Street Address 2310 Science Parkway		City Okemos	State   Zip MI   48864						
E-Mail Andrew.Henry@redcedarsolutionsgroup.com		Website http://www.redcedarsolutionsgroup.com							
<b>7. Local Contact Information (if different than information listed above)</b>									
Name of Contact		Phone	Fax						
Street Address		City	State   Zip						
E-Mail		Website							
<b>8. Service Area</b>									
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.									
<input checked="" type="checkbox"/> Statewide									
Intermediate School District(s):		Name(s) of District(s):							

## 9. Conflict of Interest Disclosure

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

Yes

No

What school district are you employed by or serve:

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

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

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

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

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

## **SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES**

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

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

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

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

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

Red Cedar Solutions Group (RCSG) has individually and jointly collaborated on a number of successful projects and is committed to providing data coaching and data-driven decision making services that can enhance classroom instruction and support increased student achievement.

RCSG Data Coaches have been working as data coaches with the Title 1 Accountability Grant's High Priority Schools Initiative as a part of the Statewide System of Support (SSoS). RCSG Data Coaches have played a pivotal role thus far in the execution of this grant, highlights of their accomplishment are as follows:

Data Coaching Experience. Red Cedar Solutions Group Data Coaches collectively serve the majority of the schools currently receiving data coaching services.

- **Data-Driven Decision Making Training.** Red Cedar Solutions Group Data Coaches played a key role in the training of Cohort 2 schools including those from Wayne RESA and Detroit Public Schools.
- **Enhanced Data Analytics.** To complement the dynamic inquiries available from Data 4 Student Success (Data 4 SS), data coaches from Red Cedar Solutions Group created the following new reports and services, all of which are in high demand by Title I schools.
  - MME Standard Analysis Tool
  - Trend Analysis
  - Summary Gap Analysis
  - GLCE Frequency Report
  - Monitoring the implementation of evidence-based interventions (EBI).
- **Professional Development.** RCSG Data Coaches have provided high-quality professional development, received positive feedback, and prompted Title I, as well as non-Title I schools, to request the services of Red Cedar Data Coaches for future professional development opportunities. These opportunities include:
  - Training of WRESA Process Mentors and school teams in data analysis, school improvement, and completing the study/analyze form.
  - Training of WRESA's Process Mentors and Instructional Coaches in the use of data warehousing, data inquiry tools and data-driven dialogue to gather and analyze data.
- RCSG Data Coaches have received several accolades recognizing their contributions and recommending their continued participation in the grant as a leaders in the both the capacity of data coaching as well as the training of data coaches (See Appendix A for Letters of Support).

As a partner with the Michigan Association of Intermediate School Administrators (MAISA) in the delivery of the Data Coaching Services component of the Statewide System of Support Combined Technical Assistance Grant activities, Red Cedar Solutions Group (RCSG) is committed to providing all participating School Improvement Grant (SIG) Schools high-quality, customized data-support services leveraged by Data for Student Success (Data 4 SS) and tailored to the particular needs of each school. Additionally, the RCSG Data Coaches will deliver customized building-level services to schools under the direction of the Regional Support Coordinators (RSCs) and School Leadership teams.

The services outlined are structured around a Data Analysis Methodology that is informed by the data inquiries found in Data 4 SS and the Michigan Department of Education's (MDE) Continuous School Improvement Process Model. This methodology (See Appendix B) will provide school teams with the data analysis framework for understanding critical instructional and organizational issues that contribute to lower than optimal student performance, specific areas of need in Language Arts and Math, school improvement planning, and monitoring the implementation with fidelity process of the evidence-based intervention. The methodology also provides the basis for RCSG Data Coaches to create customized data summaries for each school that are submitted via the CMT system. These summaries are designed to help inform the understanding of educators and administrators at all levels, including the

school, the MDE, Michigan Association of Intermediate School Administrators, and Intermediate School Districts/Regional Educational Support Agencies (ISDs/RESAs). To that end, RCSG Data Coaches have developed a Data Use Readiness Assessment (DURA) that is designed to measure the extent to which a school is currently using data effectively to inform the school improvement process.

In order to successfully develop and deliver **customized data workshops for participating SIG Schools**, Red Cedar Solutions Group (RCSG) Data Coaches will draw upon their experiences from the co-planning efforts with Wayne Regional Educational Service Agency (WRESA) for the Continuous Improvement Symposium in April 2010 and the School Improvement and Data-Driven Dialogue Training in July 2010 (see Letters of Support – Appendix A). In addition, RCSG Data Coaches will employ the use of a Data Use Readiness Assessment (DURA), a needs analysis measure developed by RCSG Data Coaches that is designed to describe a school’s individual and organizational capacity to use data effectively. The DURA will help inform decisions in the following areas:

Presenting all professional development topics relevant to data analysis, including, but not limited to Data 4 SS training, revising and aligning school improvement plans to data analysis results, completing the School Data Profile report, using data to research and select an evidence-based intervention, and using data to monitor the implementation fidelity of the EBI.

As RCSG Data Coaches worked with Title I High Priority Schools over the past year, it became apparent that each school, particularly high schools, required a different approach to analyzing data, and the limited data inquiry options available in Data 4 SS and lack of associated professional development meant more clearly needed to be developed. Therefore, RCSG Data Coaches have been engaged in developing data-focused professional development modules that not only leverage the Data 4SS Data Inquiry Tool and are built around the core components of Data4SS, but also extend beyond the scope of the Data 4 SS professional development offerings to meet the diverse needs of Title I High Priority Schools. RCSG Data Coaches are committed to preparing and delivering **building-level data training and services for participating SIG schools**. The RCSG Data Coaches will provide customized building-level data coaching services to SIG Schools, meeting the following objectives:

- RCSG Data Coaches will introduce school teams to a customized data analysis methodology that is specific to the level of schooling (Elementary and Middle School or High School).
- RCSG Data Coaches will advocate for a gradual release of responsibility to the school teams, helping to integrate the concepts introduced in the customized building-level trainings into school processes.

**As a result of the building-level intensive trainings, the following outcomes will be met:**

- SIG school teams will be able to understand, utilize and apply a customized data analysis methodology that is specific to the level of schooling (Elementary and Middle School or High School).
- SIG school teams will be able to integrate the concepts introduced in the customized building-level trainings into school processes and thus sustain the benefits of the data analysis training and methodology.

**The development, delivery and implementation of the building-level trainings will be accomplished by delivering the following:**

- RCSG Data Coaches will collaborate with the school Process Mentor Team, and/or the school administration and utilize the prepared customized data report and School Data Profile and School Data Analysis to assess and determine the area of greatest challenge for school improvement and deliver training accordingly.
- RCSG Data Coaches will provide follow-up services as needed to ensure school teams will be able to sustain these data practices in using their own data analysis tools, continuous school improvement, and implementing and monitoring evidence-based interventions.
- RCSG Data Coaches have developed the following modules that will be provided in the scope of the Data Coaching Services:
  - **Elementary/Middle School or High School Data Analysis Methodology** (see Appendix B)

This module is designed to provide an overview of the data analysis process, from an Elementary and Middle School or High School perspective, inform instruction, school improvement planning, and monitoring of the evidence-based intervention. The methodology is structured on basic inquiries in Data 4 SS, but makes its departure from the tool as school teams are introduced to an overview of the potential of GLCE or HSCE Unwrapping, Revising and Refining the School Improvement Plan, Investigating Student Work, Developing a Continuous Formative Assessment Plan and Monitoring an Evidence-based Intervention.

- **Monitoring an Evidence-based Intervention** is based on the DO phase of the Michigan Department of Education's Continuous School Improvement Cycle, and provides school teams with a systematic and customized approach for determining whether the Evidence-Based Intervention is being implemented with fidelity. This module uses a logic model framework to guide the work and introduces school teams to the concept of data triangulation, where three related, but separately collected and analyzed sources of data are utilized (i.e. State student achievement data, observation data, and local assessment data) to ensure that all components of the intervention are being implemented as intended in the original application.
- **Implementation Process** is designed to ensure that school improvement initiatives are being implemented systematically and efficiently. This module utilizes the research and associated framework of Implementation Science in its core content, and provokes school teams to think critically about their own initiative management process.
- **Developing a Formative Assessment Plan** assists school teams in creating and implementing a formative assessment plan to map student progress, as well as to monitor implementation of the evidence-based intervention.
- **GLCE or HSCE Unwrapping** provides school teams with the training needed to be able to determine essential concepts and skills implicit in grade level content expectations or high school content expectations.
- **Investigation of Student Work** uses a protocol developed by RCSG Data Coaches designed to facilitate an examination of student understanding of concepts and evidence of skills specific to content expectations, as well as reveal instructional and curricular strengths and weaknesses.
- **Students Near Proficiency** utilizes Data 4 SS's inquiry under the same name to determine how students near the cut score on the MEAP performed on each strand and which strand appears to be the most challenging for an individual, or subgroup of students.
- **Data Driven Dialogue** provides a research supported rationale for working interdependently and provides a framework and protocol for disaggregating and synthesizing data.
- RCSG Data Coaches are also committed to assisting school teams in the use of their current data tool(s) (Class A, Data Director, IGOR, AIMSWeb, etc.) and generating a comparative analysis with data generated by these tool(s) with state-level data generated in Data 4SS. The overall benefit of this process is to utilize a school's current data tools and build capacity at the building-level to leverage existing systems and tools for teachers.

RCSG Data Coaches will be responsible for **developing customized data reports** for participating SIG Schools.

RCSG Data Coaches will prepare the following reports:

- Summary Gap Analysis: (MEAP Assessment Elementary and Middle School only) This report displays in tabular format the following data:
- Subgroup level performance in Reading and Mathematics over time
- GLCE State Gap Percent and GLCEs of Greatest Challenge for current year of data.

In graph format: Building-level performance in Reading and Mathematics as compared to State Average and AYP targets over time.

- Standard Gap Analysis: (MME Assessment High School only) This report displays the Standard of Greatest Challenge over two years.
- Study Analyze Report: This report displays the **baseline** data in narrative and tabular formats.
- Summary Trend Analysis Report: This report displays the following **longitudinal** data in narrative, tabular and graph format to alert school teams to trends and patterns in the data.
- Building-level performance in Reading and Mathematics as compared to State Average and AYP targets over time.
- Grade and subgroup-level performance in Reading and Mathematics over time.
- Comparative Item Analysis (MEAP only) displaying GLCEs of greatest challenge across content area for two or more years.
- MME Standard Analysis (MME only) displaying standard of greatest challenge across content area for two or more years.
- Local Data Analysis Report: This report will display local data assessment(s) such as Scantron Performance Series Tests, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessments (DRA), AIMSWeb Curriculum-based Measurement (CBM), and other local **formative** assessments, in an effort to measure student progress and monitor the evidence-based intervention implementation with fidelity.

In developing the customized data reports, the following outcomes will be met.

- School teams will be able to identify, from seeing visual and tabular displays of data in the customized data reports, the trends and patterns, as well as areas of high need, in their student achievement data and will be better informed as to the progress of their students' performance, relevant to building, grade level, subgroup, item and individual unit of analysis.
- The building-level administration and teacher leadership team will have baseline, formative and longitudinal data analysis available to better understand a school's current student academic performance, state of data use, or progress toward stated school improvement goals and objectives.

Red Cedar Solutions Group proposes to **provide data coaching services to assist SIG schools with continuous school improvement planning and the completion of the School Data Profile**. SIG schools typically do not have systems in place to effectively use data to inform their school improvement planning. Additionally the data mining and analysis that make up the School Data Profile and the School Data Analysis in the Comprehensive Needs Assessment are typically viewed as events rather than a process associated with school improvement. This lack of systems and structured response relative to the intended outcome of the comprehensive needs assessment results in ineffective data analysis. The consequences of ineffective data analysis can impact the research and selection and the implementation of evidence-based interventions, as well as cause a failure to achieve real school reform (Killian and Bellamy, 2000).

- RCSG Data Coaches will use the Michigan Department of Education's Model of Process Cycle for School Improvement (Gather, Study, Plan and Do), with an emphasis on the Gather and Study processes.
- Customized building-level services will be more focused and targeted to the needs of the SIG School.
- A greater understanding of the school improvement process and its fundamental purpose will emerge in participating SIG Schools.

**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)**

Data Coaching is a key component in Michigan's Statewide System of Support for HP schools. Data is also a focus in the SIG application for schools in the bottom 5%. "The purpose of data coaching is to ensure that student achievement data drives instructional decisions at the classroom and school level." (Killion and Harrison, 2006). The use of data, data driven dialogue, and data coaching can be found in the writings and research of most of the educational leaders today.

**Data Driven Dialogue professional development** will teach schools how to use their data to inform their decision-making and focus their efforts on continuous improvement:

On Common Ground: The Power of Professional Learning Communities (2005) brings the ideas and recommendations of many of these leaders into one resource for educators working to help their students achieve at ever-higher levels. Each chapter contributes to a sound conceptual framework and specific, practical strategies for developing professional learning communities. The authors are: Roland Barth, Rebecca DuFour, Richard DuFour, Robert Eaker, Barbara Eason-Watkins, Michael Fullan, Lawrence Lezotte, Douglas Reeves, Jonathon Saphier, Mike Schmoker, Dennis Sparks, and Rick Stiggins. These educational leaders and authors have agreed that on many of the best strategies for raising student achievement and support the premise that students would be better served if educators: Embrace learning rather than teaching as their schools mission; Work collaboratively to help all students learn; Use formative assessments and focus on results to foster continuous improvement; Assume individual responsibility to take steps to create such schools.

Data Coaches work with school administrators, leadership teams, and PLCs within schools. They facilitate **Data Driven Decision Making** and help teachers focus on student work to inform instruction. They also work with teams and teachers to develop, assess, and analyze both formative and summative assessments to improve instruction and student achievement. This process is supported by Rick Stiggins as found in On Common Ground: The Power of Professional Learning Communities (2005):

"as a result of this teamwork-based learning experience, teachers can continue to collaborate in the development and use of both assessments OF and FOR learning. To the extent that we team to (1) analyze, understand, and deconstruct standards, (2) transform them into high-quality classroom assessments, and (3) share and interpret results together, we benefit from the union of our wisdom about how to help our students continue to grow as learners."

Teaching building principals, school leadership teams, teachers, and support staff a methodology for disaggregating and synthesizing data to inform critical decisions relative to curriculum, instruction, and assessment are the focus of chapter three in Taking the Lead: New Roles for Teachers and School-Based Coaches (2006):

Staff development that improves the learning of all students utilizes disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. **Data Driven Dialogue and Data Coaching:** Prepares disaggregated data from multiple sources for teacher use, Teaches data access and organization, Teaches analysis and interpretation of data from multiple sources, Engages teachers in data analysis and interpretation to determine student and teacher needs, Designs professional learning that improves student achievement based on disaggregated data, Ensures continuous analysis of school and classroom data to refine improvement strategies. (Killion and Harrison, 2006, p. 175-176)

Data Coaches work with school staff to **develop expertise in the use of data and build the capacity** within the staff **for sustainability** over time by helping teams and teachers to use data effectively and

## understand the process of using data to inform instruction.

“With increased accountability, American schools and the people who work in them are being asked to do something new – to engage in systematic, continuous improvement in the quality of the educational experiences of students and to subject themselves to the discipline of measuring their success by the metric of students’ academic performance. Most people who currently work in public schools weren’t hired to do this work, nor have they been adequately prepared to do it either by their professional education or their prior experience in schools.” (Richard F. Elmore, 2004 as quoted in Mike Schmoker’s Results Now, 2006)

“Data coaches help teachers use data most effectively and to facilitate their understanding of data. Teachers benefit from opportunities to work together to analyze data and to make decisions about how to use data. In this role, coaches help teams of teachers and/or individual teachers to examine data, understand their students’ strengths and weaknesses, and identify instructional strategies, structures, programs, or curriculum to address identified needs.” (Killion and Harrison, 2006).

Red Cedar Solutions Group wrote and delivered professional development to Michigan's High Priority Schools in the area of **implementing and monitoring Evidence-Based Interventions**. This professional development was focused **on increasing individual responsibility and interdependency among school staff**:

The shift from accountability to responsibility means that teachers and school leaders make the shift from depending on others to do the analysis, to becoming proactive data users and analysts themselves (Love, 2002)

Successful collaborative teams take time to clarify these working agreements. They also take time to reflect upon their work and their ways of working (Garmston and Wellman, 1999).

The transition from teaching-focused to learning-focused instruction is underway in many quarters. Learning-focused instruction places learners and their needs at the center of the equation. The intention of this approach is to bring learners to important content and not content to disinterested recipients. For many practitioners this shift requires an expanded repertoire and expanded ways of thinking about learning and instruction. (Saphier and Gower, 1997; Lipton and Wellman, 2000; Tomlinson, 2001)

Joyce and Showers (1995, p. 112) found that when presentation of theory, demonstration, low-risk practice were combined with coaching and other forms of follow-up support, such as study groups, teachers’ use of the new instructional strategies increased dramatically.

Table 1.1 **Effect sizes for training outcomes by training components**

	<b>Knowledge</b>	<b>Skill</b>	<b>Transfer of training</b>
Information	.63	.35	.00
Presentation of theory	.15	.50	.00
Demonstration	1.65	.26	.00
Theory + demonstration	.66	.86	.00
Theory + demonstration + practice		.72	.00
Theory + demonstration + practice + feedback	1.31	1.18	.39
Theory + demonstration + practice + feedback + coaching	2.71	1.25	1.68

Red Cedar Solutions Group understands that helping elementary, middle and high school teams learn a **data analysis methodology** and be able to focus on their **strands, standards, focal points, and content expectations of greatest challenge** will create focus, collegiality, interdependency, and greater content-specific coaching opportunities:

In a subsequent study, Joyce and Showers(1996) found that teachers who participated in coaching relationships more frequently practiced and applied new instructional skills. “we formally investigated the hypothesis that coaching, following initial training, would result in much greater transfer than would training alone. We confirmed this hypothesis” (Joyce and Showers, 1996).

Two small-scale studies of coaching by other researchers produced similar results. Teachers in primary grades were more effective in their use of questions and in facilitating interaction among students (Kohler & Crilley, 1997). Teacher collegiality and ability to reflect increased as a result of coaching (Garmston, Linder, & Whitaker, 2003)

More examples were found in middle school reform efforts funded by the Edna McConnell Clark Foundation. Galm and Perry (2004) summarize the findings from work in Clark schools in Corpus Christi, Texas, and Long Beach and San Diego, Calif. Content-specific instructional coaches were deployed to low-performing schools in each of these districts with large populations of underserved students. In each district, over three years, student achievement increased. “At three of the traditionally lowest-performing middle schools in San Diego, Calif., for example, standardized test scores are up significantly. Two of the three schools more than doubled the state-set targeted increase in test scores between 2002 and 2003. Five middle schools in Corpus Christi, Texas, that participated in the initiative each increased the percentage of students passing the Texas Assessment of Academic Skills by 3% to 15% between 2001 and 2002. In 2003, students exceeded expectations for performance in the first year of the Texas Assessment of Knowledge and Skills by 2% to 40%. Between 22% and 35% of students in the cohort group at these schools increased their reading comprehension test scores more than three grade levels in three years. ... In the third district, Long Beach, Calif., ... schools that used coaches along with other initiatives showed improvement” (p. 1-2) (Killion and Harrison, 2006, p. 15)

The Annenberg Institute for School Reform (2004) has studied coaching for a number of years. In a recent publication about instructional coaching, the Institute claims that “coaching provides such supports through an array of activities designed to build collective leadership and continuously improve teacher instructional capacity and student learning. These activities, ideally, coalesce in ways that create internal accountability due to the embedded nature of the work and people engaged in it. (Killion and Harrison, 2006, p. 21)

Staff development that improves the learning of all students utilizes disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. Data Driven Dialogue and Data Coaching: Prepares disaggregated data from multiple sources for teacher use, Teaches data access and organization, Teaches analysis and interpretation of data from multiple sources, Engages teachers in data analysis and interpretation to determine student and teacher needs, Designs professional learning that improves student achievement based on disaggregated data, Ensures continuous analysis of school and classroom data to refine improvement strategies. (Killion and Harrison, 2006, p. 175-176) For resources that contributed to this research see Appendix C.

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

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

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

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

Red Cedar Solutions Group (RCSG) is an active partner of Michigan's Statewide System of Support (SSoS). RCSG has experience working with school administrators, school leadership teams, teachers, and other support staff who are serving the schools. In accordance and alignment of the SSoS goals, RCSG works with school administrators and school leaders to provide applicable and practical professional development based on the needs of the school. Data coaches work with individuals to develop and build expertise and capacity with staff within the building. Data and reports are shared in a manner to enhance understanding and knowledge of staff.

RCSG is a seasoned Educational Services Organization that has extensive experience in providing professional development for:

**Principals, School Leadership Teams, Teachers:**

Red Cedar Solutions Group collaborated with MAISA and Calhoun Intermediate School District to provide Data Driven Decision Making training for school principals, school leadership teams and teachers through regional data workshops. The workshops were attended by 45 principals and over 150 staff. In addition Red Cedar Solutions Group provided professional development to principals and their school teams in more than 40 schools. The professional development relative to school principals, school leadership teams, and teachers included:

**Elementary/Middle School or High School Data Analysis Methodology** (see Appendix B) This module is designed to provide an overview of the data analysis process, from an Elementary and Middle School or High School perspective, inform instruction, school improvement planning, and monitoring of the evidence-based intervention. The methodology is structured on basic inquiries in Data 4 SS, but makes its departure from the tool as school teams are introduced to an overview of the potential of GLCE or HSCE Unwrapping, Revising and Refining the School Improvement Plan, Investigating Student Work, Developing a Continuous Formative Assessment Plan and Monitoring an Evidence-based Intervention.

**Data-Driven Decision Making Training.** This module provided school principals with Data 4 SS training that included disaggregating aggregate state achievement data by building, grade level, and subgroup; examining strand or standard level performance including grade level content expectation and high school content expectation level performance; cohort proficiency; and conducting a "students near proficiency" inquiry that allows users to view student strand and standard performance relative to the MEAP or MME cutoff score.

**Enhanced Data Analytics.** Data coaches from Red Cedar Solutions Group significantly expanded the capacity of Data 4 Student Success (Data 4 SS), by creating the following reports and services, all of which are in high demand by high priority schools. These analytics were presented to building level principals, school teams, teachers, and support staff along with the expertise to recreate them

- MME Standard Analysis Tool
- Trend Analysis
- Summary Gap Analysis
- GLCE Frequency Report
- Monitoring the implementation of evidence-based interventions (EBI).

**Summary Gap Analysis and Content Expectation Unwrapping.** Participants learned their grade level content expectation of greatest challenge by learning to utilize the D 4 SS data inquiry tool and record the data. They followed up this activity by unwrapping the key concepts and skills in the content expectations of interest and applying those concepts and skills to Bloom's Taxonomy.

**Monitoring an Evidence-based Intervention** is based on the DO phase of the Michigan Department of Education's Continuous School Improvement Cycle, and provides school teams with a systematic and customized approach for determining whether the Evidence-Based Intervention is being implemented with fidelity. This module uses a logic model framework to guide the work and introduces school teams to the concept of data triangulation, where three related, but separately collected and analyzed sources of data are utilized (i.e. State student achievement data, observation data, and local assessment data) to ensure that all components of the intervention are being implemented as intended in the original application.

**Implementation Process** is designed to ensure that school improvement initiatives are being implemented systematically and efficiently. This module utilizes Implementation Research principles in its core content, and provokes school teams to think critically about their own initiative management process.

**Developing a Formative Assessment Plan** assists school teams in creating and implementing a formative assessment plan to map student progress, as well as to monitor implementation of the evidence-based intervention.

RCSG is a seasoned Educational Services Organization that has extensive experience in providing professional development for:

**Support staff:**

**Creating, Supporting, and Reproducing Analytics.** Red Cedar Solutions Group has professional development that is customized to meet the individual needs of schools relative to support staff that can provide timely data to school principals, teachers, and school leadership teams. This has included individualized Data 4 SS training, individualized Summary Gap Analysis training, individualized Trend Analysis training, individualized MME Standard Analysis training, and individualized EBI Implementation and Monitoring training.

During the initial engagement with a school, a Data Use Readiness Assessment (DURA) will be given to the school to assess the extent to which a school's staff members currently use of data to make decisions. From this assessment a plan will be developed with the school leadership to deliver the appropriate professional development. The objective is to teach the school how to use data to inform their school improvement plan, research and select an EBI, and implement and monitor the EBI.

#### **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)**

Red Cedar Solutions Group (RCSG) is an active partner of Michigan’s Statewide System of Support (SSoS). RCSG has experience providing data coaching services to HP schools which are aligned with the School Improvement Framework and designed to help complete the Michigan Comprehensive Needs Assessment. To this end, RCSG is committed to working with the administrator, school leaders, and other SSoS support providers who are serving the schools such as the Principal Leadership Coach and Process Mentors. In accordance and alignment of the SSoS goals, RCSG works with the administrators and school leaders to provide applicable and practical professional development based on the needs of the school. Data coaches work with individuals to develop and build expertise and capacity within the school staff. Data and reports are shared in a manner to enhance understanding and knowledge of staff.

As RCSG Data Coaches have played a pivotal role thus far in the execution of this grant, highlights of their accomplishments from the first one and a half years are as follows:

- **Data Coaching.** Red Cedar Solutions Group Data Coaches collectively serve the majority of schools currently receiving data coaching services.
- **Data-Driven Decision Making Training.** Red Cedar Solutions Group Data Coaches played a key role in the training of Cohort 2 schools including those from Wayne RESA and Detroit Public Schools.
- **Enhanced Data Analytics.** Data coaches from Red Cedar Solutions Group significantly expanded the capacity of Data 4 Student Success (Data 4 SS), by creating the following reports and services, all of which are in high demand by Title I schools.
  - MEAP / MME Standard Analysis Tool
  - Trend Analysis
  - Summary Gap Analysis
  - GLCE Frequency Report
  - Monitoring the implementation of evidence-based interventions (EBI).
- **Professional Development.** RCSG Data Coaches have provided high-quality professional development, received positive feedback, and prompted Title I, as well as non-Title I schools, to request the services of Red Cedar Data Coaches for future professional development opportunities. These opportunities include:
  - Training of WRESA Process Mentors and school teams in data analysis, school improvement, and completing the study/analyze form.
  - Training of WRESA's Process Mentors and Instructional Coaches in the use of data warehousing, data inquiry tools and data-driven dialogue to gather and analyze data.

Red Cedar Solutions Group is a seasoned Educational Services Organization that has extensive experience in providing:

- Support to schools in the use of Michigan’s school improvement process (SIP).
- Services to high priority schools through Michigan’s Statewide System of Support (SOSS).
- Support to schools in analyzing data and completing the Comprehensive Needs Assessment.
- In-service training to coaches, teachers and administrators in the analysis of data as part of the continuous school improvement process.
- Web-based tools that allow educators access to the real-time data needed to construct and implement dynamic school improvement plans.

RCSG has individually and jointly collaborated on a number of successful projects and is committed to providing data-driven decision making services that can enhance classroom instruction and support increased student achievement.

As a partner with the Michigan Association of Intermediate School Administrators (MAISA) in the delivery of the Data Coaching Services component of the Statewide System of Support Combined Technical Assistance Grant activities, Red Cedar Solutions Group (RCSG) provided all participating Title I High Priority Schools high-quality, customized data-support services leveraged from Data for Student Success (Data 4 SS) and tailored to the particular needs of each school. These services begin with several two-day regional Data 4 SS workshops (both high school and elementary/middle school specific) attended by school. Additionally, the RCSG Data Coaches delivered customized building-level services to schools based on input from school principals, school leadership teams, teachers, and support staff.

The services outlined are structured around a Data Analysis Methodology that make up the data inquiries found in Data 4 SS and the Michigan Department of Education's (MDE) Continuous School Improvement Process Model. These services include work with the Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME). The data analysis is based on the Michigan Grade Level Content Expectations (GLCE) and the Michigan High School Content Expectations (HSCE's). This methodology (See Appendix B) will provide school teams with the data analysis framework for understanding critical instructional and organizational issues that contribute to lower than optimal student performance, specific areas of need in Language Arts and Math, school improvement planning, and monitoring for fidelity, the implementation of evidence-based interventions. The methodology also provides the basis for RCSG Data Coaches' customized data summaries, which, through the submission of, are designed to inform MDE, Michigan Association of Intermediate School Administrators', Intermediate School District's/Regional Educational Support Agency's (ISD/RESA) understanding of a school's baseline performance. To that end, RCSG Data Coaches have developed a Data Use Readiness Assessment (DURA) that is designed to measure whether a school is currently using data effectively to inform the school improvement process. When schools identify areas of need and investigate evidence based intervention, the process is aligned and involves the Michigan Merit Curriculum and the Michigan Curriculum Framework. Data Coaches also encourage and help schools to develop and implement a monitoring and evaluation system for their continuous school improvement process.

Red Cedar Solutions Group has experience working with various State and Federal requirements through its work with:

- MEAP and MME Data
- Gap Analysis Reports
- Data for Student Success (D4SS)
- SSOS Case Management Tool (CMT)
- Regional Data Initiative (RDI) a consortium of Data Warehouses in Michigan
- Michigan Education Data Portal (MEDP)
- Development of the Online Annual Education Report (AER), Michigan Education Performance Report (MEPR) for MDE
- Michigan Student Longitudinal Data System (MSLDS)

**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)**

Red Cedar Solutions Group (RCSG) is an active partner of Michigan's Statewide System of Support (SSoS). RCSG has provided data coaching services to High Priority Schools. To this end, RCSG is committed to working with the school principal, school leadership teams, teachers, and support staff who are serving the schools like the Principal Leadership Coach and Process Mentors. In accordance and alignment of the SSoS goals, RCSG works with the administrators and school leaders to provide applicable and practical professional development based on the needs of the school. Data coaches work with individuals to develop and build expertise and capacity with staff within the building. Data and reports are shared in a manner to enhance understanding and knowledge of staff.

RCSG Data Coaches will prepare the following reports and train school principals, school leadership teams, teachers, and support staff to reproduce them when new data become available. These reports are derived from D4SS project and are aligned with the MDE commitment to support these tools in the long term through the MEDP. These reports include:

- Summary Gap Analysis: (MEAP Assessment Elementary and Middle School only) This report displays in tabular format the following data:
  - Subgroup level performance in Reading and Mathematics over time
  - GLCE State Gap Percent and GLCEs of Greatest Challenge for current year of data.In graph format: Building-level performance in Reading and Mathematics as compared to State Average and AYP targets over time.
- Standard Gap Analysis: (MME Assessment High School only) This report displays the Standard of Greatest Challenge over two years.
- Study Analyze Report: This report displays the **baseline** data in narrative and tabular formats.
- Summary Trend Analysis Report: This report displays the following **longitudinal** data in narrative, tabular and graph format to alert school teams to trends and patterns in the data.
  - Building-level performance in Reading and Mathematics as compared to State Average and AYP targets over time.
  - Grade and subgroup-level performance in Reading and Mathematics over time.
  - Comparative Item Analysis (MEAP only) displaying GLCEs of greatest challenge across content area for two or more years.
  - MME Standard Analysis (MME only) displaying standard of greatest challenge across content area for two or more years.
- Local Data Analysis Report: This report will display local data assessment(s) such as Scantron Performance Series Tests, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessments (DRA), AIMSWeb Curriculum-based Measurement (CBM), and other local **formative** assessments, in an effort to measure student progress and monitor the evidence-based intervention implementation with fidelity.

RCSG coaches are committed to working with staff to teach and build expertise and capacity within the building. The goal of Michigan's SSoS and RCSG data coaches is to provide gradual release of responsibility with a building by showing, demonstrating, and observing the shared leadership of a building overtime. It is the goal of RCSG data coaches to work themselves out of a school by developing the expertise and capacity of the staff within a two-year period to provide sustainability with knowledge and understanding.

Red Cedar Solutions Group is committed to building capacity among school principals, school leadership teams, teachers, and support staff through job-embedded professional development and gradual release of responsibility. This commitment is research-based and draws from work specific to data coaching and instructional coaching:

Staff development that improves the learning of all students utilizes disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. **Data Driven Dialogue and Data Coaching:** Prepares disaggregated data from multiple sources for teacher use, Teaches data access and organization, Teaches analysis and interpretation of data from multiple sources, Engages teachers in data analysis and interpretation to determine student and teacher needs, Designs professional learning that improves student achievement based on disaggregated data, Ensures continuous analysis of school and classroom data to refine improvement strategies. (Killion and Harrison, 2006, p. 175-176)

Data Coaches work with school staff to develop expertise in the use of data and build capacity of staff for sustainability over time by helping teams and teachers to use data effectively and help understand the process of using data to inform instruction. “With increased accountability, American schools and the people who work in them are being asked to do something new – to engage in systematic, continuous improvement in the quality of the educational experiences of students and to subject themselves to the discipline of measuring their success by the metric of students’ academic performance. Most people who currently work in public schools weren’t hired to do this work, nor have they been adequately prepared to do it either by their professional education or their prior experience in schools.” (Richard F. Elmore, 2004)

“Data coaches help teachers use data most effectively and to facilitate their understanding of data. Teachers benefit from opportunities to work together to analyze data and to make decisions about how to use data. In this role, coaches help teams of teachers and/or individual teachers to examine data, understand their students’ strengths and weaknesses, and identify instructional strategies, structures, programs, or curriculum to address identified needs.” (Killion and Harrison, 2006).

**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)

Red Cedar Solutions Group has hired 8 data coaches (see resumes Appendix D) to the Data Coaching Team to support a projected increase in data service needs of SIG and HP schools.

- **Chris Brown** - has over a decade of experience in public education both in traditional and charter school settings as a mathematics and social studies teacher. He has nearly two years' experience as a data coach working with Michigan's Title I High Priority Schools serving 22 schools from Charlevoix County to Wayne County.
- **William Coale, Ph.D.** – retired superintendent, Western School District located in Jackson County (2005-2009). Dr. Coale is a former technology director for Mt. Morris Consolidated Schools and is currently an Adjunct professor of Education, Spring Arbor (Free Methodist) University. Dr. Coale is a licensed Renewal Coach trained by Dr. Douglas Reeves and Dr. Elle Allison and is a frequent presenter at MEMSPA, MASA, and MASSP.
- **Lee Craft, Ph. D.** – retired superintendent, W.J. Maxey Boy's Training School. Dr. Craft has been serving as a process mentor for WRESA's High Priority School Initiative since 2008. Dr. Craft has attended Data-Driven Decision Making Training and has worked closely with Red Cedar Solutions Group data coaches.
- **Arlene Dwight-Gibson, Ed.D.** – Dr. Dwight-Gibson is an experienced principal (River Rouge Middle College High School Academy) and has worked for Detroit Public Schools in a number of capacities including Director of Career and Technical Education, Assistant to the Executive Director, and Curriculum Leader. Dr. Dwight-Gibson is currently an adjunct professor at Wayne State University and Wayne County Community College.
- **Chris Rugh** - has 20 years of experience in public education. His experiences include ELA teacher, director of alternative education, assistant principal, athletic director, middle school principal, high school principal, data coach, and education consultant.
- **Mark Rankin** – has served as a teacher, middle school principal, dean of education and human services, instructional specialist, and education specialist.
- **Kenis Wallevand** – has nearly 20 years of traditional and charter school experience as an elementary teacher, reading specialist, intervention supervisor, literacy coach, and MEAP coordinator with extensive professional learning community and school improvement experience.
- **John Petitto** – Recently retired, Mr. Petitto has over 20 years of experience as a school administrator with Avondale Schools, MI. His experience includes the position of President of the Michigan Pupil Accounting and Attendance Association, Director of Student Services and Labor Relations, and Special Projects Coordinator. Mr. Petitto brings a wealth of knowledge of the many systems that operate in a school and in a school district.

## **SECTION C: ASSURANCES**

The applicant entity:

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

## SECTION D: ATTACHMENTS

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

# Licensure

Date of this notice: 04-15-2009

Employer Identification Number:  
26-2403428

Form: SS-4

Number of this notice: CP 575 A

RED CEDAR SOLUTIONS GROUP  
ANDREW PAUL HENRY SOLE MBR  
174 NEWMAN RD  
OKEMOS, MI 48864

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

**WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER**

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 26-2403428. This EIN will identify your business account, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, please use the label we provided. If this isn't possible, it is very important that you use your EIN and complete name and address exactly as shown above on all federal tax forms, payments, and related correspondence. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If this information isn't correct as shown above, please correct it using the tear off stub from this notice and return it to us so we can correct your account.

Based on the information from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	10/31/2009
Form 940	01/31/2009

If you have questions about the form(s) or the due date(s) shown, you can call or write to us at the phone number or address at the top of this notice. If you need help in determining what your tax year is, see Publication 538, Accounting Periods and Methods, available at your local IRS office or you can download this publication from our website at [www.irs.gov](http://www.irs.gov).

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination on your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue.)

If you're required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, call 1-800-829-3676 and request Publication 966, Electronic Choices to Pay All Your Federal Taxes or visit the IRS website and click on the link for "Electronic IRS" located on the home page. If you need to make a deposit before you receive your Welcome Package, please visit an IRS taxpayer assistance center to obtain a Federal Tax Deposit Coupon, Form 8109-B. To locate the taxpayer assistance center nearest you, visit the IRS website at <http://www.irs.gov/localcontacts/index.html>. Note: You will not be able to obtain Form 8109-B by calling 1-800-829-TAXFORMS (1-800-829-3676).

The IRS is committed to helping all taxpayers to comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS website at [www.irs.gov](http://www.irs.gov) for a list of companies that offer IRS e-file for business products and services. The list provides the addresses and telephone numbers, including links to their websites. You can also download IRS forms, publications, revenue procedures, and other information from this website.

**IMPORTANT REMINDERS:**

- \* Keep a copy of this notice in your permanent records.
- \* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
- \* Refer to this EIN on your tax related correspondence and documents.

If you have questions, you can call or write to us at the phone number or address at the top of this notice. If you write, please tear off the stub at the end of this notice and send it along with your letter. Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A  
9999999999

Your Telephone Number	Best Time to Call	DATE OF THIS NOTICE: 04-15-2008
( ) -		EMPLOYER IDENTIFICATION NUMBER: 26-2403428
		FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE  
CINCINNATI OH 45999-0023  
[Barcode]

RED CEDAR SOLUTIONS GROUP  
ANDREW PAUL HENRY SOLE MBR  
174 NEWMAN RD  
OKEMOS, MI 48864

# Proof of Liability Insurance



# Appendix A:

## Letters of Support

October 7, 2010

To Whom It May Concern:

Please accept this as unqualified support for Red Cedar Solutions Group in securing the work related to data coaching for the Statewide System of Support for the 2010-2011 grant cycle.

The work done this past year in the Title 1 Accountability Grant Schools in the WRESA region has been exemplary. Working in partnership with the Process Mentors, the data coaches have taken the schools in our region from an awareness level to a level where data is instrumental in core instruction, selection and implementation of evidence-based interventions, and the role played by the content coaches assigned to support the schools.

For the sake of the schools, teachers, and students we serve, I hope that this work is allowed to continue.

Darlene Schoolmaster  
MAISA Regional Support Coordinator, WRESA

Mae C. Jemison Academy  
David Harris, Jr., Principal  
16400 Tireman  
Detroit, MI 48228

October 11, 2010

To Whom It May Concern,

This letter serves as my personal recommendation for Chris Brown. I have had the opportunity to experience the important contributions that Mr. Brown has provided in his service as a data coach for Red Cedar Solutions Group. I found him to be consistently pleasant in coaching others, tackling his assignments with dedication, and communicating effectively the benefits of the program while building strong relationships between data coaches, regional support coordinators, process mentors, teachers and administrators.

I am confident that Mr. Brown will continue to provide outstanding service that will have a positive impact on any organization that is in need of an effective, supportive and analytical person of integrity.

Mr. Brown comes highly recommended to provide optimal service.

If you need any additional information you may contact me at (313) 584-5525.

Sincerely,  
David Harris, Jr.  
David Harris, Jr., Principal

SHIRLEY A. LUSBY  
LUSBY CONSULTING LLC  
18114 WARRINGTON DRIVE  
DETROIT, MI 48221  
313.862.1233  
(CELL) 313.715.5449  
salusby1@aol.com

It is with great pleasure that I submit this letter of recommendation in support of the services that have been provided by Red Cedar Solutions Group. I have worked with this organization in my capacity as Process Mentor with the Wayne RESA High Priority Schools Initiative during the 2009-2010 school year.

Specifically, schools that I support have received the services of Data Coach, Chris Brown. Chris has provided professional development in the use of the Data4SS program to workshop participants from Jamieson Elementary School, Mae C. Jemison K-8 Academy, and the Coleman A. Young Elementary School. Teachers were taught how to use the Data Inquiry Tools to retrieve information relative to school improvement data.

For the current school year, schools have requested that his services be continued. He has already provided additional support by providing information on Trend Analyses for reading and mathematics. These documents will be extremely important as schools begin implementation of the 2010-2011 School Improvement Plans.

All of my contacts with the Red Cedar Solutions Group have been positive. Each staff member has been cooperative and has worked collaboratively with school teams and with special Wayne RESA committees to formulate plans for using Data-Driven Dialogues to inform instruction.

It is my sincere hope that this partnership can be continued into the present school year and beyond.

Sincerely,

Shirley A. Lusby, Process Mentor  
Wayne RESA High Priority Schools Initiative

2236 Oakman Boulevard  
Detroit, Michigan 48238  
Phone (313) 671-9170  
bevelynmitchell@comcast.net

October 8, 2010

To Whom It May Concern,

I am writing this letter to recognize the important contributions Red Cedar Solutions Group have made to support Michigan's High Priority Schools Initiative as a part of the Statewide System of Support. I endorse Red Cedar in their future efforts to serve schools. I have participated in or received services from Red Cedar Solutions Group that include:

Data Coaching services and support provided by Chris Brown for two Detroit Public Schools  
Data-Driven Decision Making training from Red Cedar Solutions Group coaches  
Enhanced data analytics that expanded the capabilities of the data inquiry tool, Data 4  
Student Success and created an MME standard analysis tool, a data trend analysis report,  
and a system for monitoring the installation and implementation of evidence-based  
interventions

Strong collaboration between MAISA Data Coaches, regional support coordinators, and  
process mentors to support local school improvement teams and leaders

Training for WRESA's process mentors, coaches and school improvement teams in the use  
of data warehousing and data inquiry tools to gather and analyze data and

Training for WRESA's process mentors, coaches and school improvement teams in the use  
of data-driven dialogue.

In recognizing Red Cedar Solutions Group for their outstanding efforts, it is my recommendation  
that

Red Cedar Solutions Group data coaches play a lead role in the training of data coaches and  
continue to support regional support coordinators, process mentors, coaches, and school teams in  
their school improvement and data analysis efforts.

Thank you for your consideration.

Sincerely,

Bevelyn Mitchell  
Wayne RESA Process Mentor

October 9, 2010

Chris,

As our Data Coach for the Covenant House Academies (Formerly known as the Covenant House Life Skill Centers) over the past year or so, we have really been able to develop School Improvement

Plans that are aligned to the specific academic needs of the students we serve. Your leadership and

and assistance with developing formative assessments for the academies was really a true reflection of

your commitment and dedication to servicing the needs of the High Priority Schools. As the Curriculum

Director for the Covenant House Academies, I am recommending that we continue with you, Chris Rugh,

as the Data Coach for the Covenant House Academies under the High Priority Schools Initiative.

Looking forward to working with you for the 2010-2011 school year.

Antoinette Cunningham  
Curriculum Director  
Covenant House Academies  
248.688.6949

To Whom It May Concern,

I am writing this letter to recognize the important contributions Red Cedar Solutions Group have made to support Michigan's high priority schools receiving services from the statewide system of support and support of their future efforts to serve the schools.

A major contribution from Red Cedar Solutions have been training in data-driven decision making. Our school has benefited from this training and now all our decisions within the School Improvement Team are based on analyzing data.

The Data Coaches have also taught our school how to properly gather data and analyze data in a more efficient and accurate way so our school objectives can be properly implemented and measured for success.

Red Cedar Solutions Group has made a major impact within our School Improvement Team and district. Therefore, it is my recommendation that Red Cedar Solutions Group continue to support regional support contributors in the area of high priority schools I thank you for your time and consideration.

Sincerely,

Raymond J. Alvarado  
Principal

5668 Baker Street Detroit, MI 48209  
District Office: 313.297.8720 FAX: 313.297.8730  
Covenanthousemi.org/academies

October 15, 2010

To Whom It May Concern,

I worked with Chris Rugh during the 2009-2010 school year, while I was teaching at Detroit Academy of Arts and Sciences. At that time, our school received assistance from Wayne County Resa and Red Cedar Solutions Group to make necessary improvements in our state testing scores. Chris Rugh worked with me on an individual basis and our school improvement team as a whole. He taught me and our team to use the Data 4 Success program to disaggregate MEAP data and to determine weaknesses in our instructional program. We were also able to identify individual students that were at risk of under performing. Chris was extremely positive and supportive. I learned a great deal about data analysis and improving curriculum and instruction in a short period of time. His help was invaluable to our school, for it helped us understand how to identify our weaknesses and improve our students' achievement levels.

If you have any questions, please feel free to contact me at 808.212.3515 or renee.dochenez@gmail.com.

Sincerely,

Renee Dochenetz

October 4, 2010

Chris

The role you played in working with the Detroit Schools has been invaluable. Our collaborative efforts have significantly increased their implementation of a coherent school improvement plan. They

have come to realize the use of data to drive instructional decisions. The staff from the 4 high schools

has recognized you as a collaborator in the process and trusts your recommendations. I have felt that

your involvement has been a significant catalyst in the movement of the schools

Sincerely,

Tom Dolan  
Process Mentor  
Wayne RESA  
tdolan111197@comcast.net  
734-635-1721

Hi Chris,

I'd just like for you to know how valuable the work is that you, your fellow data coaches and Red Cedar Solutions Group has been for school personnel and coaches. It isn't an understatement for me to say that the data coaches have made the work of the content coaches more targeted, effective and overall more successful. The data coaches are an essential team member as buildings work to make their school improvement plans meaningful and relevant. Thank you for the opportunity to work with you.

Kelly

Kelly Green  
Consultant, Wayne RESA  
High Priority Schools/Instructional Services  
greenk@resa.net  
(734) 334-1407  
(248) 505-0140 – cell

October 14, 2010

Dear Chris

Thank you for your assistance in researching the data for both of my schools and preparing A Data Analyze Document that thoroughly explains your findings.

Your presentation of this document to building leadership teams has been extremely valuable. In fact, the providing of this document along with your power point delivery, has provided School Teams with a blueprint for improving instruction and student learning. You are an excellent Data Coach. You are very knowledgeable, and you work well with all Levels of building staff.

Thank you for your continued support. I look forward to working with you on future Projects concerning Data Analysis and providing Professional Development to school staffs On this topic.

Jennifer Shelton  
Process Mentor  
Wayne RESA

# Appendix B:

# Methodology

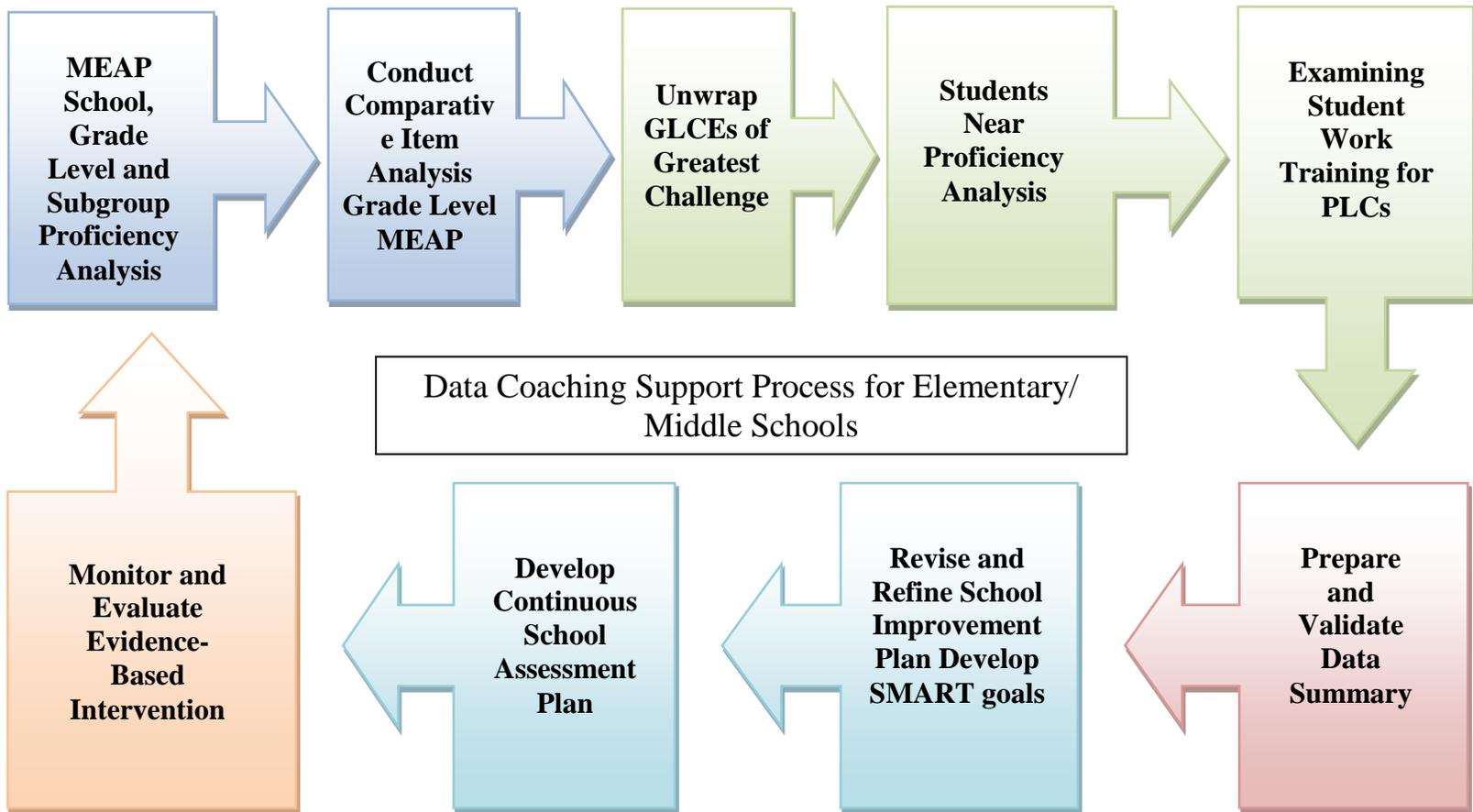
## Data Coaching Support Elementary/Middle School

### Objectives:

- To support school leadership and instructional staff in building a data summary/ study analyze reports.
- To support school leadership and instructional staff in choosing an evidence-based intervention (EBI) informed by data analysis.
- To support school leadership and instructional staff in correlating school improvement goals with the DDDM process.
- To provide data coaching support for the monitoring and evaluation of the EBI for effectiveness.
- To build the capacity of the school leadership team to continue the data work with their staff.

Date Completed	Action Steps	Person(s) Responsible	Evidence/Deliverable
	Conduct the MEAP School, Grade Level and Subgroup Proficiency Analysis	School Leadership Team (SLT), Data Coaches	School, Grade Level and Subgroups current year and trend analysis report
	Conduct Comparative Item Analysis grade level MEAP data in Data4SS.	School Leadership Team (SLT), Data Coaches	Grade-level Comparative Item Analysis Report GLCES of greatest challenge
	Unwrapping the G.L.C.E.s training (Math and/or Reading) – content area strand or focal point	Instructional Staff, Data Coaches	Completed “Unwrapping G.L.C.E.s Skills and Knowledge Template”
	Students Near Proficiency Analysis Training	Instructional Staff, Data Coaches	Students Near Proficiency template identifying students at-risk of non-proficiency
	Conduct Examining Student Work training for Professional Learning Community teams	Instructional Staff, Data Coaches	Completed Examining Student work templates identifying instructional and curricular causes for gap
	Prepare and validate Data Summary and Study Analyze Reports	SLT, Process Mentors, Data Coaches	Completed Data Summary and Study Analyze Report

	Revise and refine School Improvement Goals and develop S.M.A.R.T. goals	SLT, Process Mentors, Data Coaches	Revised school improvement plan, S.M.A.R.T. goals
	Evaluate Evidence-Based Intervention – Compare previous two years’ local assessments (baseline data) with current year	SLT, Process Mentors Instructional Coaches, Data Coaches	Completed Trend Analysis for local assessments
	Develop continuous school improvement plan using state and local assessments	SLT, Process Mentors Instructional Coaches, Data Coaches	Completed assessment plan



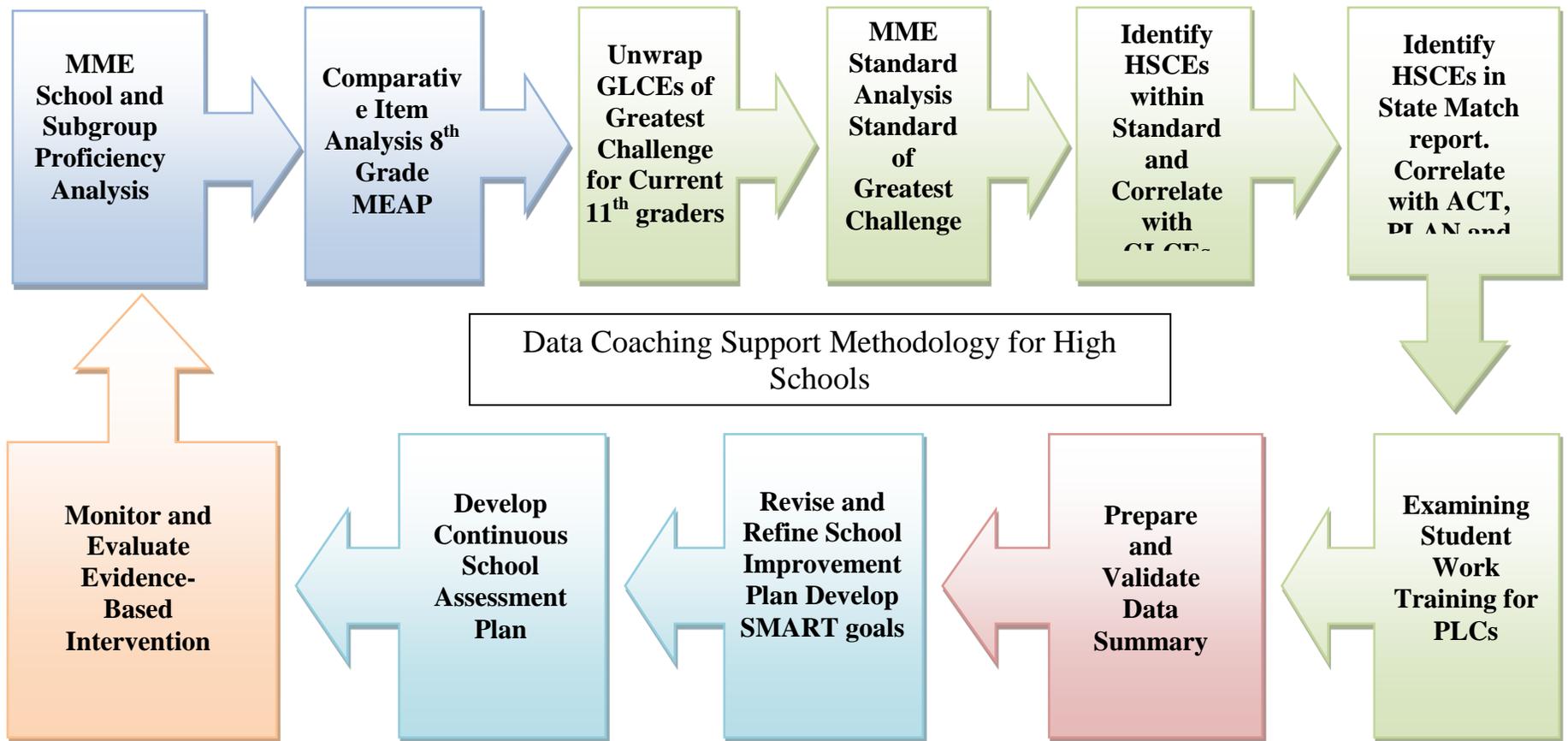
## Data Coaching Support: High School

### Objectives:

- To support school leadership and instructional staff in building a data summary/package of evidence.
- To support school leadership and instructional staff in choosing an evidence-based intervention (EBI) informed by data analysis.
- To support school leadership and instructional staff in correlating school improvement goals with the DDDM process.
- To provide data coaching support for monitoring and evaluating the EBI for effectiveness.
- To build the capacity of the school leadership team to continue the data work with their staff.

Date Completed	Action Steps	Person(s) Responsible	Evidence/Deliverable
	Conduct the MME School and Subgroup Proficiency Analysis	School Leadership Team (SLT), Data Coaches	School and Subgroups current year and trend analysis report
	Conduct Comparative Item Analysis on 8 <sup>th</sup> grade MEAP for Current (graduating class who will take the MME next) 11 <sup>th</sup> graders data in Data4SS.	School Leadership Team (SLT), Data Coaches	8 <sup>th</sup> Grade Comparative Item Analysis Report GLCES of greatest challenge
	Unwrapping the G.L.C.E.s training (Math and/or Reading) – 1 content area “weighted” strand	Instructional Staff, Data Coaches	Completed “Unwrapping G.L.C.E.s Skills and Knowledge Template”
	Standard Analysis training – MME – Content area standard – 2 years of data (i.e., 2008-2009, 2007-2008)	Instructional Staff, Data Coaches	Completed “Side-by-side comparison Standard of greatest need” template
	Identify H.S.C.E.s within standard of greatest need and correlate with G.L.C.E.s of greatest need <i>(to be completed during DDDM training)</i>	Instructional Staff, Data Coaches	Completed template listing the H.S.C.E.s of greatest need side-by-side comparison with G.L.C.E.s
	Access State Match Supplement document, locate the H.S.C.E.s of greatest need for Explore, PLAN and ACT Assessments – Correlate with College Readiness Standards and Identify skills and knowledge assessed	Instructional Staff, Data Coaches	Completed Unwrapping the H.S.C.E.s/CRS Skills and Knowledge Template
	Conduct Examining Student Work training for Professional Learning Community teams	Instructional Staff, Data Coaches	Completed Examining Student work templates identifying instructional and curricular causes for gap

	Prepare and validate Data Summary and Study Analyze Report	Process Mentors, Data Coaches	Completed Data Summary and Study Analyze Report
	Revise and refine School Improvement Goals and develop S.M.A.R.T. goals	SLT, Process Mentors, Data Coaches	Revised school improvement plan, S.M.A.R.T. goals
	Develop continuous school assessment plan using state and local assessments	SLT, Instructional Coaches, Data Coaches	Completed assessment plan
	Evaluate Evidence-Based Intervention – Compare previous year’s Explore, PLAN and ACT and/or SCAS, Scantron PST, etc. with current year	SLT, Instructional Coaches, Data Coaches	Completed Trend Analysis Report of local assessments



# Appendix C:

## Resources

## **(Resources)**

- Chappuis, J. (2009). *Seven Strategies of Assessment for Learning*. Boston, MA: Pearson Education, Inc.
- City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge, MA: Harvard Education Press.
- DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree Press.
- Galm, R. &. (2004). Coaching Moves Beyond the Gym. *Journal of Staff Development* , 25 (2), 1-4.
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- Joyce, B., & Showers, B. (1996). The Evolution of Peer Coaching. *Educational Leadership* , 53 (6), 12-16.
- Killion, J., & Bellamy, G. T. (2000). On the Job: Data Analysts Focus School Improvement Efforts. *Journal of Staff Development* , 21 (1).
- Killion, J., & Harrison, C. (2006). *Taking the Lead: New Roles for Teachers and School-based Coaches*. Oxford, OH: National Staff Development Council.
- Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thousand Oaks, CA: Corwin Press.
- Kohler, F., & Crilley, K. (1997). Effects of peer coaching on teacher and student outcomes. *Journal of Educational Research* , 90 (4), 240-251.
- Love, N., Stiles, K., Mundry, S., & DiRanna, K. (2008). *The Data Coaches Guide to Improving Learning for All Students*. Thousand Oaks, CA: Corwin Press.
- Nave, B., Miech, E., & Mosteller, F. (2000). A Lapse in Standards: Linking Standards-Based Reform with Student Achievement. *Phi Delta Kappan* , 82 (2), 128-132.
- Neufeld, B., & Roper, D. (2003). *Coaching: A Strategy for developing instructional capacity - Promises and practicalities*. Washington, DC: Aspen Institute Program on Education.
- Newman, King, & Rigdon. (1997). Accountability and School Performance. *Harvard Education Review* , 67, 41-74.
- Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and Residual Effects of Teachers on Future Student Achievement*. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.
- Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*. Acton, MA: Research for Better Teaching, Inc.

- Schmoker, M. (2006). *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Schmoker, M. (1996). *Results: The Key to Continuous School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Stiggins, R. (2005). Assessment FOR Learning: Building a Culture of Confident Learners. In R. DuFour, R. Eaker, & R. DuFour (Eds.), *On Common Ground: The Power of Professional Learning Communities* (pp. 65-83). Bloomington, IN: National Educational Service.
- Taylor, B., Pearson, D., Clark, K., & Walpole, S. (2000). *Beating the Odds in Teaching All Students to Read: Lessons from Effective Schools and Accomplished Teachers*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement (CIERA).
- Tomlinson, C. (2001). *How to Differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Wellman, B., & Lipton, L. (2004). *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Sherman, CT: MiraVia, LLC.
- Wiggins, G., & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

# Appendix D:

## Vita's / Resume's

# CHRISTOPHER J. BROWN

208 N. Bowen St. • Jackson, MI 49202 • [cjb2145@gmail.com](mailto:cjb2145@gmail.com)  
Cellular (517) 206-8329

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## Self Assessment

Energetic, resourceful, organized professional with a sincere interest in students' cognitive and social growth. Interested in all areas of education, actively involved in data driven decision-making, curriculum development, character education, and leadership. Teaching and leadership style combines a strong passion for education and learning with a fun and safe environment to create a positive learning experience. Intrinsically motivated with excellent communication and interpersonal skills, which allows effective collaboration with all levels of staff members and fosters quality relationships with students, staff, and community members. Key strengths include:

- Differentiating Instruction
- Integrating Technology into the Classroom
- Assessment for Learning
- Multiple Intelligence Awareness
- Data 4 Student Success Trainer
- Student Evaluation
- Communication and Teamwork
- Curriculum Mapping using GLCEs

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## Education & Certification

State of Michigan **Administrators License**, Pending

**Masters in Education** (2009), Major: Educational Administration -Walden University

**Bachelor of Arts** (2002), Major: Elementary Education – Saginaw Valley State University

**Associate of Arts** (1999), Major: Elementary Education – Delta College

State of Michigan Provisional Certificate (2003), **Elementary K-5 All Subjects (K-8 Self CC)**

State of Michigan Provisional Certificate (2003), **Mathematics (EX) 6-8**

State of Michigan Provisional Certificate (2003), **Social Studies (RX) 6-8**

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## Consulting Experience

*Red Cedar Solutions Group-Okemos, MI*

*8/2009-Present*

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

## Teaching Experience

<i>Michigan Virtual University – East Lansing, MI</i>	<i>4/2009 – 8/2009</i>
<i>Hamadeh Education Services - Dearborn Heights, MI</i>	<i>2/2009 - 7/2009</i>
<i>Charlotte Middle School - Charlotte, MI</i>	<i>7/2006 - 9/2008</i>
<i>Concord Middle School - Concord, MI</i>	<i>9/2003 - 7/2006</i>
<i>Mary Patterson Elementary - St Charles, MI</i>	<i>4/2002 - 5/20</i>

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## Responsibilities

### As a Consultant

- Data coach for High Priority Schools initiative
- Facilitator for High Priority Schools Launch
- **Data 4 Student Success** Trainer
- Deliver professional development opportunities to school level teams
- Perform Data Coach duties and responsibilities for Title I Accountability Grant working with Michigan Department of Education High Priority Phase 1 and 2 Schools.
- Design, develop and implement professional development modules in data analysis training for Title I school improvement teams, Process Mentors, and Instructional Coaches.
- Perform detailed trend analysis of student achievement data to inform School Improvement Objectives in Title I High Priority Phase 1 and Phase 2 schools.
- Prepare Study/Analyze reports for submission to Regional Support Coordinators and MAISA officials.
- Develop data analysis tools in Microsoft EXCEL for use in Title I data coaching work
- Prepare and present presentations for Michigan Association of Intermediate School Administrators.

### As a Teacher

- Experiences in 3<sup>rd</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade as well as High school Algebra and Geometry
- Utilized running records and DRA Assessments
- Used technology in the classroom to enhance student learning
- Integrated Classroom Performance System into curriculum
- Completed an approved curriculum assessment map for of 6th grade Math as member of the Curriculum Mapping Team
- Used pre-assessment data to plan curriculum and post-assessment data to ascertain effectiveness of curriculum
- Presented at 2006 MEAP workshop: Strategies for teaching special populations
- Conferred with parents regarding student progress and communicate via email and newsletters
- Helped increase percentage of students proficient for the MEAP over 20 percent in 2 years
- Developed website to help communicate effectively with parents and provide homework assistance
- Coordinated and taught a reading class based on mathematical concepts
- Developed and implemented 6th grade Math curriculum aligned with Grade Level Content Expectations
- Utilized **Data Director** for curriculum development

### **As a Middle School Head Football Coach**

- Worked with middle school coaching staff to provide direction towards program goals and planning of practices
- Collaborated with varsity coaching staff to develop middle school program goals
- Assisted varsity coaches with planning and implementing of practices

### **As an Assistant Junior Varsity Baseball Coach**

- Assisted head coach with planning and implementing practices
- Coached outfielders in proper technique and skills
- Assisted head coach with evaluation of player progress towards personal and team goals

### **As a School Teaching Team Member**

- Member of NCA Mission Statement Committee
- Member of 6<sup>th</sup> Grade Math Committee
- Member of Student Handbook Committee

### **As a Presenter**

- Michigan Department of Education's Office of Assessment and Accountability

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## **Professional Development & Community Activities**

### Recent Courses and Workshops

- Instructional Coaching Series
- The Connected Mathematics Users' conference
- SAMPI lesson observation method
- ISW observation and lesson planning
- Standards based grading

### Community Activities

- Middle School Football Coach (2 years)
- Assistant Junior Varsity Baseball Coach (1 year)
- Timer for middle school track meets (2 years)

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## **Professional Memberships**

MEA	2003-2009
NEA	2003-2009
6-10 Math/Science Project	2004-2006

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## **Presentations**

Michigan Department of Education's Office of Assessment and Accountability  
February 2007  
High Priority Schools Launch  
September 2009-March 2010

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## Professional References

Michael Lance  
Director of Assessment and Evaluation  
Hamadeh Educational Services, Inc  
313-565-0507 Ext 19  
[michael.lance@gmail.com](mailto:michael.lance@gmail.com)  
Home  
15607 Northville Forest Dr Apt R209  
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Beth Brophy  
Consultant  
Calhoun ISD  
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Marshall, MI 49068  
(W) 269-789-2456  
(C) 269-274-3864

# William L. Coale, Ph.D.

11740 San Pablo Avenue, #306  
El Cerrito, CA 94530  
(510) 778.9117  
wmcoale@nextel.blackberry.net

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## **EDUCATION**

2000-2005      **Ph.D. in Educational Leadership**, Oakland University;  
2002-2003      **Doctoral Assistant**, Oakland University, Department of Curriculum, Instruction,  
and Leadership; research assistant to Dr. William Keane  
1995-1996      **Education Specialist (Curriculum/Leadership)**, Wayne State University  
1987-1989      **Master of Music**, Oakland University  
1973-1979      **Bachelor of Music Education**, University of Michigan

## **CERTIFICATION**

Licensed Renewal Coach™, Michigan Secondary Administrative Certificate;  
Michigan Elementary Administrative Certificate; Michigan Continuing Certificate,  
Music Education K-12, All Subjects Grades 7-8; surpass all NCA criteria for central  
office administrator and superintendent certification.

## **STATEMENT OF BELIEFS**

More than ever, today's leaders need to be ethical, honest, intelligent, dedicated,  
energetic, courageous, compassionate, inspiring, visionary, technologically literate,  
and creative in order to effectively meet the myriad issues they face. I have worked  
diligently throughout my career to become a well rounded professional educator,  
and I very much enjoyed the challenges of the superintendency in this exciting new  
century.

## **EMPLOYMENT**

2009-present      **Coale Education Group, Inc. Senior Consultant, Licensed Renewal Coach™**  
2007-present      **Adjunct Professor of Education, Spring Arbor (Free Methodist) University**  
2005-2009      **Superintendent of Schools, Western School District**  
2004-2005      **Executive Director for Administrative Services, Center Line Public Schools**  
1997-2004      **Principal (3yr.), Director of Technology (4 yr.), Mt. Morris Cons. Schools**  
1983-1997      **Teacher, Holly Area Schools (High School/Middle School)**

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
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1996-1997      *Administrative Intern (asst. principal), Holly Area Schools (Middle School)*

1996, 1997      *Summer School Director, Holly Area Schools (Middle School)*

### **PRESENTATIONS AND PUBLICATIONS**

- Mentoring and Coaching for New Superintendents, MASA conference presentation, 09/2010
- Numerous Op/Ed education publications in major Michigan newspapers, 2010
- Featured guest on Jack Ebling's Lansing (MI) radio show on a number of occasions
- Op/Ed "Compulsory Education to Age 18 legislation sends mixed messages" 12/26/2009 Southgate (MI) News Herald
- Op/Ed "Coordinated School Districts before Consolidated School Districts" 11/26/2009 Oakland (MI) Press
- Op/Ed "Speaking Up for the Silent Majority in the MEA", Oakland (MI) Press 8/13/2009
- Op/Ed "Teacher health care needs an overhaul", Crain's Detroit Business 8/3/2009
- Article, "Student Community Service Programs", Center for Educational Networking (2008)
- Contributor/Researcher: "The Educational Service Agency" (book) by Keane/Stephens (2005)
- Invited presenter, MASA Conference (October, 2007)
- Focus group participant/contributor: "Exploring E-Learning Reforms for Michigan—The New Education (R)evolution"; report by former MI State Superintendent Tom Watkins
- Featured guest (two appearances) on the "Bart Hawley Show" TV interview program
- Presenter, Spring Arbor University (2006-2008) "Application and Interview Tips"
- Presenter, Marshall Music Company (2006-2008) "Making Your First Year Successful"
- "The School Administrator" MASA, published submission (October, 2007)
- "The School Administrator" MASA, published submission (December, 2007)
- Invited Presenter, MEMSPA State Conference (1997-2000, 2005)
- Presenter, Oakland University Research Symposium (2005)
- Doctoral Dissertation: The Role Of The Elementary School Principal In Technology Adoption: Implications From The Michigan Teacher Technology Initiative (TTI) Program
- Invited Presenter, National Council of Professors of Educational Administration (NCPEA) national conference (Sedona, AZ, August, 2003)
- Invited Presenter, Michigan Elementary and Middle School Principals Association (MEMSPA) Summer Leadership Institute (August, 2003)
- Invited Presenter, MEMSPA State Conference (October, 2003)
- Collaborator, Technology in Education Alliance for Michigan (TEAM) white paper "Michigan's Educational Technology Future: Leadership Actions (March, 2002), presented to State Superintendent of Public Instruction Dr. Tom Watkins and the Michigan Legislature
- Collaborator, MEMSPA publication, "An Invitation to Leadership" (2000)
- Collaborator, Technology in Education Alliance for Michigan (TEAM) white paper, "Educational Technology Professional Development" (2003)
- Presenter, MEMSPA State Conventions (1998-2001)
- Presenter, MEMSPA New and Aspiring Principals Conference (1998, 1999, 2001)
- Lecturer, Saginaw Valley State University (2001) "Effective Communication Strategies"
- Presenter, Camp Kett Principals' Retreat (Summer, 2000)
- Technology Presenter/Trainer, MEMSPA Region 12 (March, 2000)
- Technology Trainer, Linden Community Schools (1999-2000)

- Technology Training Sessions, MEMSPA Region 10 (1999-2000)
- Presenter, NAESP National Convention (San Francisco, 1999, New Orleans, 2000)
- Collaborator, “TIPS: Thinking Skills in the Music Classroom”, published by the Music Educators National Conference, 1991
- Presenter, MEMSPA Region 10, Principal Technology Skills, 1999
- Presenter/panelist, Midwest Conference on School Music

### **HONORS /AWARDS/DISTINCTIONS**

- MEMSPA President’s Award for Exemplary Service, (2003)
- MEMSPA Regional Honors Recipient (2000)
- Distinguished Service Award, Michigan Association of School Boards
- Holly Junior Chamber of Commerce Distinguished Service Award
- UM Regents-Alumni Scholar
- Bravender Math and Science Award Recipient
- National Merit Letter of Commendation recipient
- Elected to a local Michigan board of education at age 18 (1972)
- Elected to a second board of education term (1976)
- Youngest school board president in the state of Michigan (1976)
- Holly Board of Education (1972-78); President/Secretary/Trustee
- North Central Association visiting evaluation team member
- Former president, Genesee County Radio Club, Inc.
- Former president, Flint Theater Organ Club
- Officer, Holly Education Association (Secretary/PAC Chair/Grievance Chair)
- Public Information Officer, American Radio Relay League

### **PROFESSIONAL ORGANIZATIONS/ACTIVITIES**

- Worked with esteemed educational researcher Dr. Douglas Reeves and his colleague Dr. Elle Allison to obtain licensure as a Renewal Coach™
- Executive Board Member/Superintendent Representative, Michigan School Public Relations Association (MSPRA)
- Founding member, PIECES (Persistent Interventions and Enrichment Creating Educational Success), a Hurst Foundation grant-funded Professional Learning Community partnership of the Western School District, Spring Arbor University, and the Reading/Writing Connection
- Participant, START (Superintendents Talking and Reflecting Together), 2006
- Participant, START Plus, 2007-2008
- Professional Learning Communities at Work Institute, 2007
- Michigan Negotiators Association (MNA)
- Officer, Macomb Human Resource Professionals Association (MHRP) (2005-2006)
- American Association of School Personnel Administrators (AASPA)
- Board of Directors, MAISL Joint Risk Management Trust (2004-2006)
- MASB/MASA/MEMSPA/MASSP Aspiring Superintendents’ Conference (2004)
- Michigan Leadership Institute SUPES Academy (2002)
- National Association of Elementary School Principals (NAESP)
- Michigan Association of Elementary and Middle School Principals (MEMSPA)
- Phi Delta Kappa

- NAESP national delegate (1999, 2000)
- MEMSPA State delegate (1999,2000)
- Michigan Association of School Administrators (MASA)
- American Educational Research Association (AERA)
- Association for the Advancement of Computing in Education (AACE)
- Michigan Association for Computers Users in Learning (MACUL)
- President, MEMSPA Region 10 (2001-2002)
- Michigan Association of School Administrators (MASA)
- MEMSPA representative to the Technology in Education Alliance for Michigan (TEAM) action group and Michigan Department of Education “Partnerships for Success” task force
- President-Elect, MEMSPA Region 10 (2000-2001)
- Creator and moderator of the MEMSPA statewide ListServ
- Genesee Intermediate School District (GISD) Distance Learning, Instructional Technology Curriculum, and Technology Support committee member
- Michigan Elementary and Middle School Principals Association Region 10 Webmaster
- MEMSPA representative to ETAG (Educational Technology Action Group), which reported directly to the State Superintendent of Instruction on technology issues
- Glasser Basic Intensive Week Training (1998)
- MEMSPA Professional Development Commission (PDC) member (1998-2002)
- Association for Supervision and Curriculum Development (ASCD)
- National Education Association (NEA) (1979-1997)
- Michigan School Band and Orchestra Association (MSBOA)
- Music Educators’ National Conference (MENC)
- Michigan Association of School Boards (MASB) (1972-78)
- National School Board Association (NSBA) (1972-78)
- MEA Bargaining/Public Relations Conferences/Advanced Labor Relations Practicum
- American Federation of Musicians

### **INTERESTS/ACTIVITIES**

- Board of Directors, NorCal Theatre Organ Society (2010)
- Concert organist
- Member, Jackson CEO Roundtable
- Board of Directors, Jackson Symphony Orchestra (2007)
- Vice-Chairman, Board of Directors, American Red Cross, South Central Michigan Chapter
- Co-Chairman, Capital Campaign, S. Central Michigan Chapter, American Red Cross
- Member, Rotary International, Jackson Noon Chapter
- Midwest Flood Relief Amateur Radio Net Participant (disaster communications) for the Genesee-Lapeer Chapter of the American Red Cross (1998)
- Volunteer, Genesee-Lapeer Chapter of the American Red Cross.
- Extra-class amateur radio operator and member, American Radio Relay League (ARRL)
- American Radio Relay League-accredited Volunteer Examiner.
- Hobbies include home remodeling, music, reading (biographies/non-fiction), golf, amateur (ham) radio, domestic and international travel (13 foreign countries to date), languages.
- Featured announcer/narrator for the Flint Symphonic Wind Ensemble, Genesee Wind Symphony, and Oakland University Wind Ensemble

## **PROFESSIONAL REFERENCES**

Mr. Craig Raehtz, Dir. of Curriculum  
Western School District  
1400 S. Dearing Road  
Parma, MI 49269  
(W) 517-841-8100  
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Dr. David Richards, Superintendent  
Fraser Public Schools  
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Mr. Stephen Wang (“wong”)  
Asst. Superintendent (retired)  
Mt. Morris Cons. Schools  
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(H) 810-687-4872  
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Dr. William Keane, Interim Dean  
College of Education/Human Serv.  
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Dr. John Graves  
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Mr. Randall Cook  
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Springport Public Schools  
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randy.cook@springportschools.net

Michigan Department of Education  
2010-11 Section 1003(g) School Improvement Grants  
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## EDUCATION

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- 1981                    **University of Michigan**, Ann Arbor, MI  
**Doctor of Philosophy** in Education Administration  
**Dissertation Title:** "Perceptions of Teachers regarding Their present, Potential, and Ideal Professional Development"  
**Chairs:** Curtis VanVoorhies and Hy Kornblugh
- 1971                    **University of Michigan**, Ann Arbor, MI  
**Master of Arts** in Special Education  
**Area of Emphasis:** The development and implementation of special education programming for students and teachers.
- 1969                    **University of Michigan**, Ann Arbor, MI  
**Advanced Degree Work** in education with a focus on obtaining a teaching certificate in psychology, biology, and chemistry.
- 1967                    **University of Michigan**, Ann Arbor, MI  
**Bachelor of Science**  
**Concentration** in pre-med and psychology

## CAREER INTERESTS

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Leadership Development, Organizational Development, School law, Collective Negotiations, Curriculum Development, Focus Groups, Diversity, Education Service Delivery and Opportunity, School Improvement, Accountability Models, and Personal and Professional Development.

## PROFESSIONAL SKILLS AND ACHIEVEMENTS

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- Developed an Environmental Biology Component on the urban biosphere for Crestwood High school
- Composed and articulated a diagnostic regimen for the Diagnostic Intake Program at Maxey Training School
- Expanded and further developed a paper driven diagnostic protocol to identify reading difficulties in adjudicated adolescent youth
- Adapted the reading diagnostic protocol to computer a computer generated testing protocol entitled *Reading Diagnostic and Placement Program*. Marketed product in the academic arena
- Initiated North Central Association accreditation process for Maxey, which allowed students to pursue an articulated program of credits for a diploma rather than GED preparation
- Initiated and monitored curriculum development to assure uniform courses throughout all Bureau of Juvenile Justice facilities
- Brought supplementary tools, Skillsbank, NovaNET, and Fast Forward to all facilities to support the need for individualized instruction to a functionally diverse population of adolescents
- A charter member of the BJJ/Michigan Rehabilitation Services (MRS) design team that designed a system of aftercare programs for youth exiting the facilities. Established a BJJ/MRS blended school social worker position to facilitate the community transition process
- Served on the team of educators that developed the education component of the Juvenile Justice Online System (JJOLT), including direct work with the programmer in developing the class scheduler
- Participated as a member of a state site in the NCREL Engauge project for evaluating the involvement of technology in the institutional deliver of services to students
- Ongoing chairperson of the Maxey School Improvement Team and a member of the BJJ School Improvement Team
- Member of the Learning Disabilities Policy group for the State of Michigan

- Member of the Wayne County Directors of Technology at Wayne RESA

### HONORS, APPOINTMENTS, AND AWARDS

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2004	Statewide presenter for the Bureau of Juvenile Justice and Michigan Rehabilitation Services Joint Operating Agreement.
	Responsible for the integration of NovaNET into the Bureau of Juvenile Justice Curriculum, St Louis, MO
1991	Presenter at annual Title I conference in Kansas City, MO
1973	National Science Foundation grant awardee
1973	Nominated to participate in Environmental biology course work/development sponsored by the National Science Foundation, <b>University of Michigan</b> , Dearborn

### PROFESSIONAL EXPERIENCE

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2008-present	<b>Mentor, High Priority School Initiative</b> , Wayne County Regional Education Service Agency, Wayne, MI
2002 – 9/2008	<b>Superintendent/Director of Education</b> , W. J. Maxey Boys’ Training School Whitmore Lake, MI
1999 – 2002	<b>Principal</b> , Green Oak and Huron Centers, W. J. Maxey Boys’ Training School Whitmore Lake, MI
1995 – 1999	<b>Computer Literacy Director</b> , Green Oak Center, W. J. Maxey Boys’ Training School Whitmore Lake, MI
1978 – 1995	<b>Title 1 Reading Lab Director</b> , Huron Center, W. J. Maxey Boys’ Training School Whitmore Lake, MI
1975 – 1978	<b>Intake Diagnostician</b> , Intake center, W. J. Maxey Boys’ Training School Whitmore Lake, MI
1970 – 1975	<b>Teacher and Athletic Coach</b> , Crestwood School District

### PUBLICATIONS

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- “*The Effect of Striate Cortex Removal on Color Discrimination in Rats.*” Psychological Record, 1966.
- “*Perceptions of Teachers Regarding Their Present, Potential, and Ideal Professional Development.*”, Dissertation, December 1981

### PROFESSIONAL MEMBERSHIPS/VOLUNTEER ORGANIZATIONS

---

- Michigan Apprenticeship Steering Committee, Inc.  
 Learning Disabilities Policy Group  
 Past Member, Livingston County Habitat for Humanity Board of Directors  
 Past Chairperson of Board of Directors, “Mutiny Girls Basketball Organization” of Pinckney, Michigan

## POSTERS AND PRESENTATIONS

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Craft, L, Ruzika, M, Peterson, S (June, 1991). *Creating a Title I Reading Lab for Adjudicated Youth*. Presentation at the Annual Title I Conference, Kansas City, MO

Craft, L, Miller, J, Blair, O., *Implementing the Joint Operating Agreement Between BJJ and MRS*. (January—May, 2003). Workshops presented in Whitmore Lake, Grand Rapids, Houghton Lake, Michigan to Community Service Workers, MRS Counselors, and County Directors.

Craft, L. *The Use of NovaNET with Adjudicated Youth in Michigan*. (May, 2005), St. Louis, MO

Craft, L, Fancher, M., Derezinski, T., Bell, C., McNulty, D., Martin, L., McWilliams, M., Lospennato, R., *School To Prison Pipeline*, State Bar of Michigan Annual Conference, September 2008, Dearborn, MI

## PROFESSIONAL ACTIVITIES AND DEVELOPMENT

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Fall 1998                      Grant-Writing Seminar, Adrian ISD. Learned about the process of applying for and writing grants; wrote a mock grant.

Spring 2002                      Courses in Netware and Groupwise Administration, New Horizons, Livonia and Southfield, MI

## SKILLS

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Microsoft Word, MS Excel, Access, Powerpoint, Windows, Internet, Netware and Groupwise Administration. Have constructed two homes for personal use, serving as general contractor.

## References

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Derek Hitchcock, Campus Director, WJ Maxey Training School,  
PO Box 349, 9036 E. M-36  
Whitmore Lake, MI 48189  
(734) 449-3004

Barbara MacKenzie, Director Lutheran Child and Family Services of Michigan  
15160 8 Mile Rd.  
Oak Park, MI 48237  
(248) 968-0100 x327

Professor Joe Coyner, EMU-Flint  
1401 East Court Street, Mott Memorial Building  
Flint, MI 48503  
(810) 762-0303

## PROFESSIONAL/PERSONAL REFERENCE

Glenn Bivins, State Director, Charles E. Chamberlain Federal Building, USDOL/BAT - Room 207  
315 West Allegan St  
Lansing, MI  
Phone: 517/377-1746  
Fax: 517/377-1515  
Email: [bivensglenn1@yahoo.com](mailto:bivensglenn1@yahoo.com)

## **Arlene Dwight-Gibson**

26794 Senator Blvd. • Southfield, MI 48034 • (248) 350-9470 • lenegibson@yahoo.com

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### **Professional Objective**

To assume a responsible and challenging administrative position which will enable me to demonstrate professionalism, initiative, adaptability and the willingness to assume substantially increased responsibilities to commensurate my extensive experience.

### **Professional Profile**

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- Convey enjoyment and enthusiasm for administration/teaching and serve as a positive role model in the school environment.
- Ability to work with diverse constituencies and maintain a positive attitude.
- Team player with district's stakeholders (Staff, administrators, parents, and business -community).
- Skilled problem-solver with proven leadership qualities.
- Demonstrated capability multi-tasking and meeting deadlines with professionalism, diplomacy, and tact.
- Adept at researching, organizing, reporting, and presenting information.
- Participate in staff development activities, continuing education courses, and professional organizations to keep abreast of current teaching and administrative methods.

### **Educational Credentials**

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Doctorate of Education, Curriculum and Instruction/Career Technical Education, 2009  
*Wayne State University, Detroit, Michigan*

Administrative Educational Specialist, 1998  
*Wayne State University, Detroit, Michigan*

MA, Secondary Education, 1989  
*Wayne State University, Detroit, Michigan*

BS, Marketing Education, 1986  
*Old Dominion University, Norfolk, Virginia*

### **Certifications**

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- Administration Certificate
- Secondary Continuing Teaching Certificate
- Vocational Education Certification

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

## **Professional Experience**

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2009-Present **Principal**, River Rouge Middle College High School Academy  
1986-2009 **Director**, Office of Career Technical Education (DPS), Detroit, MI  
**Director**, Office of Career Technical Education (2005-2009)  
**Assistant Principal**, Northwestern High School (2005-2005)  
**Assistant to the Executive Director**, DPS Central Office (2004)  
**Assistant Director**, Randolph Career Technical Center (2003-2004)  
**Curriculum Leader**, Randolph Career Technical Center (2000-2003)  
**Program Manager**, Randolph Career Technical Center (1986-2000)

## **Professional Experience Cont...**

2009-Present **Adjunct Instructor**, Wayne County Community College, Detroit, MI  
2005-Present **Adjunct Instructor**, Wayne State University, Detroit, MI  
1997-2003 **Adjunct Instructor**, Marygrove College, Detroit, MI  
1997-1999 **Adjunct Instructor**, Davenport University, Detroit, MI  
1986 (*Summer*) **Cosmetic Counter Manager**, Marshall Fields, Southfield, MI  
1983-1986 **Sales Consultant/Store Authorizer**, Miller and Rhoads, Portsmouth, VA  
1977-1983 **Store Manager**, Merry-Go-Round Enterprises, Portsmouth, VA

## **Experience Overview**

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### ***Academic Standards/Practices and Student Centered Learning***

- Assure that the district's CTE delivery system is based upon goals and objectives in accordance with state guidelines
- Encourage provision of job placement services for CTE students
- Provide leadership and technical assistance to staff regarding use of materials, services, and programs that achieve gender equity and promote nontraditional enrollments.
- Insure that CTE curriculum is representative of labor market needs
- Responsible for achieving educational goals with the primary focus on student achievement
- Supervise instruction and curriculum development
- Reviewed and monitored academic achievement data
- Assisted in facilitating re-entry placement of non-traditional students in a variety of intervention, alternative, and/or twilight programs
- Monitored student recruitment, attendance and retention
- Facilitated the integration of academics into career technical education curriculum and programs
- Managed a \$30,000 "Open-to-Buy" budget to select vendors, supervise and direct the operation of a student based boutique and customer service enterprise
- Monitored student certification process and articulation agreements with colleges/universities
- Advisor for Distributive Clubs of America (DECA) to enable students to network and compete in regional, state and national competitions in preparation for marketing careers
- Prepared lesson plans incorporating critical thinking, problem-solving, decision making, and independent learning
- Ability to assess and address individual needs, abilities and learning styles
- Initiated various, innovative educational strategies including cooperative learning, cultural diversity, learning contracts, guest speakers and performance based evaluation to increase student comprehension and achievement

### ***Administrative/Management Expertise***

- Provide leadership and direction for CTE program evaluation and improvement
- Provide leadership for conducting CIP Program Self reviews of the district's delivery system for CTE
- Assisted Principal with financial management of school budget
- Supervised curriculum leaders and main office staff
- Assisted in implementing Title I and 31A compliance requirements
- Assisted and supported school administrators in adherence to district, state and federal policies, mandates, operational and compliance expectations, and Student Code of Conduct rules and regulations
- Assisted with the collection, monitoring and verification of student data including enrollment, attendance, FTE's and immunization reports
- Resolved parent/student/staff concerns and disputes
- Assisted with monitoring Phase IV restructuring activities
- Assisted Executive Director in ensuring safe, secure, conducive learning environments for all schools
- Evaluated effectiveness of departmental programs

### ***Planning/Development Experience***

- Plan and lead marketing activities within the region and districts to create increased understanding and awareness in the service area of CTE programs, needs and successes
- Participate in Office of Career Technical Preparation sponsored meetings and conferences
- Develop and facilitated professional development activities for educational and administrative staff
- Provide on-going guidance and leadership for updating and upgrading career technical education curriculum to ensure proper workforce preparation for students
- Assist in developing promotional and recruitment activities including parent seminars, District-wide tech prep initiatives and open houses

### ***Post-Secondary Experience***

- Instruct undergraduate/graduate students on teaching methods for the career technical education classroom
- Instructed undergraduate classes in Retail Buying and Costume Design
- Mentored graduate classes in the evaluation and development of teaching strategies
- Taught undergraduate courses in Marketing, Business Ethics, Business Management and Social Diversity
- Instructed Marketing and Business Ethics courses to high school students enrolled in DPS/Davenport Articulated Tech Prep Dual Enrollment program

### ***Collaboration and Coordination***

- Participate in efforts to bring about closer business/industry/labor/education/government cooperation and work with community economic development activities
- Develop and initiate activities necessary to bring about closer cooperation with CTE and general/academic education
- Responsible for developing business partnerships, school advisory boards, community and parent support and involvement
- Supervised instruction, curriculum development and Smaller Learning Community Project
- Coordinated Business Department and school-wide activities
- Worked with administrators, teaching staff, parents, counselors and employers to resolve student academic and behavior problems

## **PROFESSIONAL ACCOMPLISHMENTS**

---

- New Tech High Director of Schools (2010)
- Harvard University Urban Leadership Institute Participant( 2010)
- Certified Thinking Maps Trainer (2010)
- Doctoral Degree, March (2009)
- DPS Principal Academy Completer, May (2006)
- Co-Author of “School Store Operations”, a marketing education textbook published by Thomson/South-Western Publishing Company and International DECA (2004)
- Detroit Public Schools, Biz World Project Director (2003)
- Nominee, Governor's Excellence in Practice Award (2003)
- Wayne RESA Excellence In Education Award (2003)
- 1st Place – Gold Level International Winner, School-Based Enterprise Operation (2002, 2003)
- Coached 1st Place Winners - International DECA competitions (2001-2003)
- Recipient, Certificate of Outstanding Achievement Award, Detroit Public Schools (2002)
- Certified Entrepreneurship Instructor Edge University Graduate (2000)
- National Entrepreneurship Consortium Award for Outstanding Leadership In The Field of Business Creativity and Entrepreneurship (2000)
- Area C Award - Exemplary Service to Students and Community (1994/1998)
- Department of Career and Technical Education Exemplary Program Award, Fashion Merchandising (1992)
- Michigan Business Education Association’s Emerging Professional Business Educator Award (1989)
- Department of Career and Technical Education Exemplary Program Award, Food Marketing (1988)

## **ADDITIONAL SERVICE/RECOGNITION**

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- Recognized by International DECA and DPS’ Office of Career and Technical for developing Food and Fashion Marketing curriculums
- Site-Based Management Council Member
- Chairperson, School-of-Choice Committee
- Detroit Public Schools Consultant, facilitated workshop entitled “Understanding Rubrics”, Board of Teaching
- Team Member, Malcolm Baldrige Resource Team
- Site Coordinator, Strategic Planning
- Member, Various Strategic Planning Committees for restructuring and aligning the District’s K-12 Curriculum
- Union Representative, Detroit Federation of Teachers

## **PROFESSIONAL AFFILIATIONS**

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- Phi Delta Kappa (Honorary Educational Fraternity)
- Michigan Business Education Association (MBEA)
- Michigan Marketing Educators (MME)
- Distributive Education Clubs of America (DECA)
- Association for Supervision and Curriculum Development (ASCD)
- Association For Career Technical Education (ACTE)

## MARK J. RANKIN

14795 Seymour Road \* Grass Lake, Michigan 49240

Home: (517) 522-5362 Cell: (517) 937-7890

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### EDUCATION

- Doctoral Candidate (ABD), K-12 Education Administration, Michigan State University
- Master of Arts, Adult and Continuing Education, Michigan State University, 1996
- Bachelor of Arts, Education, Cornerstone College, 1992

### PROFESSIONAL PROFILE

- Highly organized, dedicated and committed to professionalism
- Excellent written, oral and interpersonal communication skills with experience in staff training, evaluations, and maintaining records.
- Trains, directs, and supervises staff and volunteers while coordinating efforts
- Plans and develops programs/activities and works well under pressure with attention to detail

### PROFESSIONAL EXPERIENCE

- Education Specialist 2010-Present  
Red Cedar Solutions Group \* Okemos, Michigan
- Instructional Specialist 2009-2010  
Michigan Association Intermediate School Administrators (MAISA) \* Lansing, Michigan  
Serving as an Instructional Specialist with the Title I Accountability Grant in support of the Statewide System of Support and the High Priority Schools in Phases 0-2. Co-Chaired the Data Driven Decision Making (DDDM) workgroup and the Support Partnership workgroup. Participated in Collaboration and Core Team Meetings. Participated on the Infrastructure workgroup. Assisted and developed the MAISA Instructional Coaches Academy and facilitated the Math Content Training. Attended the National Staff Development Council Coaches Institute. Attended the Master Coaching Institute in New York with Lucy West. Planned, coordinated, and facilitated WRESA workshops and DPS School Improvement Peer-Review Process. Collaborated in the development of Data Coaching, Assessment, and School Improvement Process with WRESA for Instructional Coaches, Process Mentors, and Leadership Coaches. Collaborated and assisted in the development of the Title I Accountability Grant dashboard and Case Management Tool (CMT).
- Student Teaching College Supervisor and College Instructor 2005-2009  
Baker College \* Jackson, Michigan  
Worked with students and local districts to identify and secure student teaching placements. Developed and completed forms related to placements. Planned observations, evaluations, and seminar classes.  
Courses Taught using traditional, hybrid, and independent formats included:  
EDU 200: Introduction to Professional Education Experiences  
EDU 441: Classroom Management  
EDU 445: Educational Foundations  
EDU 451: Theory and Techniques of Elementary Instruction  
EDU 481: Directed Teaching I  
EDU 482: Directed Teaching II  
EDU 491: Seminar Directed Teaching I  
EDU 492: Seminar Directed Teaching II  
MTH 111: Introductory Algebra  
MTH 211: Learning and Teaching Number Concepts  
MTH 212: Learning and Teaching Geometric and Statistical Concepts  
MTH 491: Senior Seminar Elementary Math
- Dean of Education and Human Service 2005-2006  
Baker College \* Jackson, Michigan  
Supervised Department Chairs and 50 adjunct professors. Maintained budget for three separate departments. Instructed classes and advised students. Ordered materials and copies of textbooks for classes. Scheduled and staffed classes with the master schedule. Provided training for adjunct professors.

## MARK J. RANKIN

14795 Seymour Road \* Grass Lake, Michigan 49240

Home: (517) 522-5362 Cell: (517) 937-7890

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- Middle School Principal 1998-2004  
Napoleon Community Schools \* Napoleon, Michigan  
Planned and coordinated teaming concept and flexible schedule. Assisted and evaluated teachers and curriculum development. Developed and monitored annual budget and activity funds. Developed state and annual reports. Developed a four year rotation of technology equipment and peripherals. Approved new purchases and repairs. Supervised the technology staff. Developed and monitored annual budget. Helped coordinate the district professional development requirements for staff. Attended county and state curriculum meetings and workshops. Helped design and implement district and unit assessments. Ordered and completed the paperwork and requirements for the district MEAP.
- Principal's Assistant 1997-1998  
Hudsonville Middle School \* Hudsonville, Michigan  
Coordinated planned absences, building maintenance, security, discipline, and safety. Planned, supervised, and evaluated the extended opportunities programs, special projects, field trips, and assemblies. Assumed building responsibilities in principal's absence.
- Lead Middle School Teacher 1996-1997  
Central Middle Alternative School \* Holland, Michigan  
Developed referral, application, and screening process for students. Developed curriculum, schedule, management discipline, and procedures. Taught 7<sup>th</sup> & 8<sup>th</sup> graders.
- Wrestling/Baseball Coach 1996-1997  
Holland High School \* Holland, Michigan  
Junior Varsity Wrestling Coach and Assistant Varsity Baseball Coach
- Project Manager for Journey Program 1994-1996  
Michigan State University Extension \* Ottawa County
- Substitute Teacher 1992-1994  
Holland Public School District \* Holland, Michigan
- Elementary Program Director 1992-1994  
Boys and Girls Club \* Holland, Michigan
- Youth Director 1989-1991  
Otsego Church of God \* Otsego, Michigan
- Chaplain Assistant 1984-1987  
United States Army \* Fort Ord, California

## AWARDS AND RECOGNITION

### Academic:

National Honors Society: 1984

Perfect Attendance Award: 1981-1984

Distinguished Honor Graduate: 1985

Comet Club Award: 1992

Citizenship Award: 1982-1984

Honor Roll: 1980-1984

Deans List: 1990, 1992, 1996, 1998-2001

### Military:

Three Certificates of Recognition: 1985-1987

Four Letters of Commendation: 1985-1987

Three Army Achievement Medals: 1985-1987

Army Meritorious Medal: 1987

Three Letters of Appreciation: 1985-1987

Five Certificates of Achievement: 1985-1987

Good Conduct Medal: 1987

# Christopher L. Rugh

2670 Zimmer ♦ Williamston, Michigan 48895 ♦ Telephone: (517) 655-5063

## EDUCATION

### *Coursework beyond MASTER OF ARTS degree*

Michigan State University

EAD 804 – Human Resources in Education (3 credits)

TE 818 – Curriculum in its Social Context (3 credits)

EAD 825B – Secondary (6-12) School Administration (3 credits)

National Louis University

Curriculum and Instruction 585A – Secondary Education/Instructional Practice  
(2 credits)

Curriculum and Instruction 585T – Literacy/Instruction/Integrated Curriculum (2 credits)

Central Michigan University

EDU 508 – Educator Externship (3 credits)

EAD 592AZ – Data Leadership (2 credits)

EDU 508 – Using Microsoft Excel to Enhance Student Learning (3 credits)

**MASTER OF ARTS** degree, Michigan State University

Completed July, 2000

Major: K-12 EDUCATIONAL ADMINISTRATION; GPA 3.89/4.0

**BACHELOR OF ARTS** degree, Michigan State University

September 1991 to May 1993

Major: ENGLISH EDUCATION; Major GPA 3.4/4.0, Overall GPA 3.2/4.0

Certificate: Michigan Secondary Provisional (7-12)

**BACHELOR OF ARTS** degree, Michigan State University

September 1987 to June 1991

Major: COMMUNICATIONS; Major GPA 3.47/4.0, Overall GPA 3.15/4.0

## **WORK RELATED EXPERIENCE**

### **Red Cedar Solutions Group**

2310 Science Parkway, Okemos, MI 48864

August 2009 to Present

Supervisor: Andrew Henry, President. Telephone: (517) 455-7368

- Serve as subject matter expert on several projects including Data 4 Student Success, AER, and Data Coaching Methodology used to train schools participating in MDE's Statewide System of Support
- Serve 13 schools in Oakland and Wayne Counties as a data coach
- Created and presented professional development designed to help schools navigate through the continuous school improvement cycle
- Created and implemented a system for schools to install and implement Evidence-Based Interventions (EBIs) using framework from Michigan's Implementation Science Network
- Created professional development designed to help schools gather and study their student achievement including student achievement building, grade and subgroup trend analysis, high school standard analysis, students near proficiency, GLCE of greatest challenge over time

### **MIDDLE SCHOOL PRINCIPAL**

Western Middle School, 1400 Dearing Rd. Parma, MI

May 2008-August 2009

Supervisor: Dr. William Coale, Superintendent. Telephone: (517) 795-9881

- Increased student achievement in 7th grade mathematics after focused data analysis and comprehensive approach to creating goals and monitoring progress
- Led "RTI" or "Response to Intervention" efforts in the school resulting in increased attendance, decreased discipline problems, and increased student achievement.

### **MIDDLE SCHOOL PRINCIPAL (grades 5-8)**

Charlotte Middle School, 1068 Carlisle Hwy. Charlotte, MI 48813

July 2005 to May 2008

Supervisor: Dr. Nancy Hipskind, Superintendent. Telephone: (517) 541-5102

- Provided leadership that led to increased student achievement
- Coordinated efforts to use common assessment data to drive instruction
- Presented successful use of common assessment data at 2006 Office of Assessment and Accountability Conference in Lansing, Michigan
- Initiated curriculum alignment efforts with School Improvement Team
- Aligned CTE learning experiences to core curriculum GLCEs, standards, and benchmarks
- Member of District School Improvement Steering Committee charged with providing direction for first district meetings in eight years
- Successfully rewrote master schedule to reflect \$304,000 in budget reductions
- Coached teachers who helped successfully align curriculum

### ***HIGH SCHOOL PRINCIPAL***

Williamston High School, 3939 Vanneter, Williamston, MI 48895

June 2001 to June 2005

Supervisor: Mr. Joel Raddatz, Superintendent. Telephone: (517) 655-4361

- Directed athletic department and alternative education program
- Successfully partnered with middle school principal to preserve team teaching concept at the middle school
- Researched and implemented a successful Career and Technical Education (CTE) school and work-based program
- Successfully facilitated curriculum initiatives promoting authentic teaching and learning
- Researched, designed and implemented online scheduling system
- Implemented a Teacher Leader program through the Ingham ISD
- Researched and implemented online learning opportunities for students
- Facilitated the creation of an eighth-grade mentoring and advisory program
- Partnered with Michigan Department of Career Development to facilitate and study the effects of Career Contextual Learning
- Coordinated efforts to ready the high school for bond proposal in 2002-03
- Coordinated successful effort to ready the high school for a bond proposal in 2004-05
- Co-facilitated the district's Emergency Response Team
- Successfully supervised and expanded the high school athletic program
- Implemented Building School Improvement Team to coordinate EducationYES! and North Central requirements leading to increased student ACT scores

### **HIGH SCHOOL ASSISTANT PRINCIPAL**

Williamston High School, 3939 Vanneter, Williamston, MI 48895

August 1999 to June 2001

Supervisor: Mr. Randy Bowles, Principal. Telephone: (517) 668-3150

- Facilitator of WHS Career Pathways Team
- Served as Director of Alternative/Adult Education
- Served as Director of Virtual High School
- Served as administrator in charge of student body discipline and attendance
- Chaired the Safe and Drug Free District Committee
- Member of District and Building School Improvement Team
- Assisted in staff evaluations
- Served as school liaison to parent group for post-prom party

## LANGUAGE ARTS INSTRUCTOR/COACH

Chippewa Middle School, 4000 N. Okemos Road, Okemos, MI 48864

July 1995 to August 1999

Supervisor: Dr. Tom Tweedy, Principal (retired). Telephone: (517) 349-4460 ext. 2801

- Facilitator of eighth-grade Language Arts in team teaching/block scheduling setting
- Facilitator of eight-grade Social Studies in team teaching/block scheduling setting
- Facilitator of Sixth, seventh and eighth-grade electives (including drama, media communications, computers, and cultural courses)
- Assistant track and field coach
- Member of Building Planning Team
- Member of Technology Committee

## LANGUAGE ARTS/DRAMA INSTRUCTOR/COACH

Saginaw Heritage High School, 3465 N. Center Road, Saginaw, MI 48603

August 1993 to July 1995

Supervisor: Mr. Allan Larsen, Principal. Telephone: (517) 799-5790

- Facilitator of Advanced English 10
- Facilitator of Introduction to Acting and Children's Theatre
- Member of Reading and Writing Committee
- Head Coach varsity cross-country and varsity track and field teams
- Director of annual school play

## ORGANIZATIONS, HONORS, AND AWARDS

### **Current**

- Member of the Association for Supervision and Curriculum Development (ASCD)
- Member of Michigan Association of Secondary School Principals
- Member of Michigan State University Varsity "S" Club
- 

### **Michigan State University**

- Division I All-American Track and Field, 1992
- Member of 3200-meter relay team holding MSU school record and Big Ten record
- All-Big Ten 3200-meter relay team member (Big Ten Champions), 1992
- All-Academic Big Ten member of MSU Cross-Country and Track and Field Teams, 1988-1992
- Dean's List: Department of Arts and Letters, September to December 1991 and January 1993

## REFERENCES

Dr. Nancy Hipskind, Superintendent, Charlotte Public Schools, 378 State Street, Charlotte, MI 48812.  
Telephone: (517) 541-5102

Mr. Joel Raddatz, Superintendent (retired), Williamston Community Schools, 418 Highland Street,  
Williamston, MI 48895. Telephone: (517) 242-0288

Ms. Narda Murphy, Superintendent, Williamston Community Schools, 418 Highland Street, Williamston, MI  
48895. Telephone: (517) 655-4361

Mr. Matthew Cairy, Superintendent, Freeland Community Schools, 710 Powley Dr., Freeland, MI 48623  
Telephone: (231) 369-4191

# JOHN G. PETITTO

jogarp@aol.com  
3432 Roseglade, Rochester, MI 48306  
(248) 361 - 8917

## OBJECTIVE

Education Consultant

## EDUCATION

Bachelor's of Arts – Oakland University  
*Social Studies Major/Communications Minor*  
Teaching Certificate – Oakland University  
Master's Degree – Oakland University  
*Guidance and Counseling*

## EXPERIENCE

**Avondale High School, Auburn Hills, Michigan**  
*Alternative Education Teacher/Coordinator 1975-1979*  
*Social Studies Teacher – 1977-1979*  
*Assistant Principal – 1979-2008*

### **NexStep & Associates, LLC**

*Company Owner - 2008 to present*  
*Director of Student Services & Labor Relations for Avondale Schools – 2008-2010*  
*Special Projects Coordinator for Avondale Schools – 2010 to present*  
*Boot Camp Coordinator for Michigan Association of Secondary School Principals – 2010 to present*

## CAREER HIGHLIGHTS

President of the Michigan Pupil Accounting & Attendance Association – 2000-2001

Executive Board Member of the Michigan Pupil Accounting & Attendance Association – 2001 to present

Lifetime Achievement Award – Morning Optimist Club of Auburn Hills – 2010

Two Time Recipient of the Michigan Pupil Accounting & Attendance Association Outstanding Service Award

Served as Mentor for Oakland Intermediate School District Leadership Academy – 2001

Michigan Assistant Principal of the Year – 2002

Frequent Presenter for the Michigan Pupil Accounting & Attendance Association, Oakland Activities Association, and Michigan Association of Secondary School Principals

Chairperson for Oakland Activities Association Assistant Principal Leadership Group – 2007

Avondale Representative to the International Academy Steering Committee – 2007 to present

Athletic Coach – Avondale Junior High School Track and Baseball; Rochester Area Recreation Authority Baseball and Basketball; Auburn Hills Boy and Girls Club Baseball; Rochester YMCA Baseball and Soccer

# Maria E. (Kenis) Wallevand

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Davisburg, MI 48350

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C-(248) 390-0917

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## Career Objective:

Impact student achievement by coaching educators in effective utilization of data to lead School Improvement initiatives

## Relevant Experience

### Reading Specialist and Intervention Department Supervisor (*Current*)

- Literacy/ Data Coach for K-8 teachers
- Supervise Intervention Department staff and oversee program delivery
- Disaggregate and coordinate dissemination of assessment data
- Assist staff in implementation of reading instruction, assessments, and curriculum
- Manage student identification, assessment criteria, scheduling, and collaboration with special education for program delivery
- Coordinate MDE dissemination grant requirements in collaboration with MAPSA
- Coordinate and manage Data meetings with grade level teams
- Lead and support data driven discussions in teams
- Provide support for staff with MEAP, EdPerformance, Renaissance Place, DIBELS, MAT and DRA assessments
- Systemize assessment procedures
- Support teachers in literacy needs as they relate to the reading program at Holly Academy

### 5<sup>th</sup> grade Social Studies Teacher (2008-2009)

- Plan and execute Standards-based lessons and authentic learning experiences for 5<sup>th</sup> grade students utilizing best practices in support of the School Improvement Goals
- PLC leader for 4<sup>th</sup>/5<sup>th</sup> grade team
- School Management Team, School Improvement team
- Skyward scheduling/grade book formatting team

### K-6 Spanish Teacher (2003-2008)

- Plan and execute Standards-based lessons and authentic learning experiences for K-6<sup>th</sup> grade students utilizing best practices in support of the School Improvement Goals
- PLC leader for K-2<sup>nd</sup> grade team
- School Management Team, School Improvement team

### K-8 Substitute Teacher (2002-2003)

**Holly Academy**

Performed all the duties required of a substitute teacher for K-8<sup>th</sup> grade classrooms.

## **Additional Responsibilities**

### **School Management/School Improvement Team 2005- to present**

- Co-author School Improvement Plan
- Co-author Ed YES!
- Co-author annual report
- Present committee goals to Board of Directors
- Attend School Improvement workshops/conferences (OISD)
- Coordinate staff training and professional development in conjunction with School Improvement Plan
- Screen potential teaching candidates at University of Michigan Job Fair
- Mentor curriculum chairs in disaggregation of data

### **Professional Learning Community (PLC) Leader 2005- to present**

- Coordinate meetings and agendas for PLC meetings
- Establish and maintain Mission/Vision and Goals for team
- Coordinate with administrators for professional development for PLC groups
- Lead research studies regarding topics of importance to team
- Support data driven discussions regarding student achievement and best practices
- Establish a common language among team
- Inform team of educational best practices lead team training/PD's
- Establish collaborative framework for meetings
- Support teams and teachers in collaborative efforts
- Present professional development in Differentiated Instruction
- Present professional development in RtI (Response to Intervention)
- Present professional development in Common Assessments
- Present professional development in PLC's

### **MEAP Co-District/Building Coordinator 2006- to present**

*In conjunction with MEAP District coordinator...*

- Coordinate dispersal and disaggregation of MEAP data to stakeholders
- Train Core Committee Chairpersons to utilize MEAP data to improve instruction and set instructional goals
- Attend OEAA Conferences yearly to communicate changes and updates to staff
- Coordinate MEAP schedules 3<sup>rd</sup> -8<sup>th</sup> grades
- Coordinate dissemination of pertinent information/news from OEAA (Office of Educational Assessment and Accountability)
- Coordinate and supervise distribution and collection of materials
- Coordinate and supervise make-up schedules
- Supervise adherence to administrator guidelines

### **Creation of Master Schedule for K-8 students (2005-present)**

- Schedules created to include common planning K-5 at least once daily and common planning in MS where possible
- Inclusive of appropriate planning times for specials and homeroom teachers
- Schedule to permit teachers to cross from MS to Elementary as needs require

- Create ½ day and A/B schedules for school year to provide for equitable distribution of content presented throughout the school year

#### **Spanish Department Chairperson 2007- 2008**

- Create curricular materials for K-8<sup>th</sup> grade Spanish
- Coordinated materials for K-8<sup>th</sup> grade Spanish
- Co-Create Scope and Sequence for K-8 Spanish
- Mentor all new department teachers
- Coordinate team meetings and agendas
- Coordinate/recommend professional development for department staff
- Involved in hiring/interview process for department staff
- Purchased department materials and managed department budget

#### **Crisis Team 2007-to present**

- Trained in CPR & First Aid in compliance with building crisis plan
- Trained to coordinate assistance with first responders in case of accident
- Trained to maintain policy and procedures during crisis or building security breach

#### **Science Committee Chairperson 2005-2007**

- Coordinate monthly Science Committee meetings
- Coordinated completion of scope and sequence of Science curriculum
- Authored Science portion of School Improvement Plan
- Present at New Parent Orientation Nights to answer questions regarding Science Curriculum/Program
- Collaborated with area schools to establish and maintain outdoor classroom/greenhouse
- Established criteria for judging and judges of the Holly Academy Science Fair
- Provided for a venue in which Holly Academy students could compete at a regional fair
- Facilitated collaboration with the Flint Area Science Fair Organization to aid in the transition between our Holly Academy Fair and the Regional Science Fair at Kettering University

#### **Mentor Teacher 2005-to present**

- Support new teachers in a two year collaborative coaching system
- Structure and coordinate meetings and job embedded professional development around teachers needs
- Facilitate dialog between parents and staff
- Assist teachers in setting and attaining professional development goals
- Support new teachers in lesson planning and compliance with Grade Level Content Expectations
- Support new teachers in coordinating cross-curricular lessons, field trips and other activities as deemed necessary
- Assist new teachers with data analysis and goal setting
- Assist new teachers with professional development
- Support new teachers with compliance to School Improvement Plan

#### **Caring Committee Chairperson 2004-2005**

- Coordinate monthly Caring Committee meetings
- Established program guidelines for assisting “at risk” families and students
- Identified local resources for “at risk” families
- Established criteria for assistance of families in crisis

**Relevant Employment prior to Holly Academy**

**2000** **Tesseract School Eagan, MN**  
Substitute Teacher  
Performed all the duties required of a long and short term substitute teacher for PreK-8<sup>th</sup> grade classrooms.

**1997** **Notre Dame School Marysville, CA**  
Substitute Teacher  
Performed all the duties required of a long and short term substitute teacher for K-8<sup>th</sup> grade classrooms.

**1993-1996** **Sacred Heart School Del Rio, TX**  
6<sup>th</sup> -8<sup>th</sup> grade Classroom Teacher

- Plan and execute Standards-based lessons and authentic learning experiences for 6th-8<sup>th</sup> grade students. Content concentration in Science, Social Studies, ELA and ESL.
- Work with all age groups on a variety of extracurricular activities such as Pep Squad, Cheerleading, Geography, Science and Spelling Bees.
- Organized Staff presentations, school-wide academic ceremonies and community-wide events.

**Education:**

**Oakland University** **Rochester, MI**  
Education Specialist Program  
*Web-based Program to begin Winter 2010*  
Seeking Ed.S. & Administrative Certification

**Ferris State University** **Flint, MI**  
Master of Education *Curriculum and Instruction* May 2008  
**Thesis:** *Professional Learning Communities: Gauging Effectiveness and Value in the Eyes of Practitioners.* Defended and Accepted April 2008

**Sul Ross State University** **Del Rio, TX**  
*BA in Composite Social Sciences with Minor in English* Dec 1994

- Coursework towards secondary education certification
- Coursework in Public Administration/Management

**Greater Flint Educational Consortium’s Administrative Leadership Academy**

**Completion date:** **September 2007**

- Successfully completed over 100 intern hours
- Job-Shadowed various administrators
- Acting Administrator
- Supervised extra curricular activities
- Created k-5 Master Schedule
- Assisted the Director/Deputy Director in varied administrative tasks

- Attended monthly meetings at GISD during which topics relevant to administration were presented and discussed by current experts in the field

### **PLC Training**

<i>PLC Institute</i>	Atlanta, Georgia
<i>Common Assessments</i>	Ann Arbor, Michigan
<i>Whatever It Takes</i>	GISD Flint, Michigan
<i>RtI (Response to Intervention)</i>	Seattle, Washington

### **Certifications & Additional Training:**

#### **State of Michigan Teaching Certificate**

- Highly qualified ELA
- Highly qualified Social Studies
- Grades K-5 All Subjects
- Grades K-8 Self Contained

<b>MLPP</b>	<b>Ferris State University</b>
<b>CHAMPs</b>	<b>Oakland Schools</b>
<b>First/Second Ten Days of MEAP</b>	<b>Oakland Schools</b>
<b>Skyward Student Management System</b>	<b>Holly Academy</b>
<b>DIBELS &amp; DIBELS Next Assessments</b>	<b>Oakland Schools</b>
<b>RtI Leadership Training</b>	<b>Oakland Schools</b>
<b>Action Plan for Coaching</b>	<b>(CEL) Center for Educational Leadership</b>
<b>Data for Student Success (D4s)</b>	<b>RCSG/Wayne RESA</b>
<b>Orange Grove Performance Management Systems</b>	<b>RCSG/MAPSA</b>
<b>MiClass (Michigan Content Literacy Assessments, Standards and Strategies)</b>	<b>Current Oakland Schools</b>
<b>AIMSWEB Assessment Systems (Local Area Manager)</b>	<b>Current/ Web-based</b>

### **Professional Development Workshop/Seminar Presenter:**

- Library of Congress Primary Sources, Library of Congress Institute & Academy staff
- RtI (Response to Intervention) Ignite Conference
- RtI (Response to Intervention) Webinar hosted by MAPSA
- Professional Learning Communities Holly Academy staff, administration, Board of Directors
- Differentiated Instruction Holly Academy staff
- Common Assessments Holly Academy staff

- Games on a Budget (World Language Conference, Lansing)

#### **Professional Memberships:**

- **MTTC** Michigan Test for Teacher Certification *Content advisory committee*
- **Library of Congress Primary Sources Institute** participant and contributor
- **ASCD** Association for Supervision and Curriculum Development
- **Oakland School Literacy Leadership team**
- **MRA** Michigan Reading Association
- **IRA** International Reading Association
- **NWP** National Writing Project
- **NAPW** National Association of Professional Women

#### **Languages**

- Fluent Spanish (written & spoken)

#### **References**

- **Lisa Leimeister**-Supervisor, Deputy Director, Holly Academy (248) 634-5554 x 204
- **Jennifer Potteiger**- Colleague (810 )625-2345
- **Lori Sheppard**- Colleague (810)241-8163
- **Tracy Vana**-Colleague (248) 245-3211