Electronic Application Process

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

MDE-SSOS@michigan.gov

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

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

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

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

Contact Information

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

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

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

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

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

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

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

Applications will only be reviewed if:

1. All portions of the application are complete;

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

Applications will only be approved if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points
### Exemplar

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Points Possible</th>
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<tbody>
<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
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<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<tr>
<td>3. Job embedded professional development</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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<td><strong>Total Points Possible</strong></td>
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<td><strong>Minimum Points Required for Approval</strong></td>
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**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

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

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

The Application is divided into four sections.

Section A contains basic provider information.

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

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

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

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

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

<table>
<thead>
<tr>
<th>1. <strong>Federal EIN, Tax ID or Social Security Number</strong></th>
<th>2. <strong>Legal Name of Entity</strong></th>
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<tbody>
<tr>
<td></td>
<td>Scholastic Inc.</td>
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<tr>
<th>3. <strong>Name of Entity as you would like it to appear on the Approved List</strong></th>
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<tbody>
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<td>Scholastic Inc.</td>
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<th>5. <strong>Check the category that best describes your entity:</strong></th>
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<tr>
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<td>☑ Business</td>
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<td>☐ Non-profit</td>
<td>☐ Institution of Higher Education</td>
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<td>☐ School District</td>
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<td>☐ Other (specify): ____</td>
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<td>☐ Community-Based Organization</td>
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<td>☐ Educational Service Agency (e.g., RESA or ISD)</td>
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<th>6. <strong>Applicant Contact Information</strong></th>
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<tbody>
<tr>
<td><strong>Name of Contact</strong></td>
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<tr>
<td>Sydney Jordan</td>
</tr>
<tr>
<td><strong>Street Address</strong></td>
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<tr>
<td><strong>City</strong></td>
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<th>7. <strong>Local Contact Information</strong> (if different than information listed above)</th>
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<tbody>
<tr>
<td><strong>Name of Contact</strong></td>
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<tr>
<td>Lore Harrington</td>
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<tr>
<td><strong>Street Address</strong></td>
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<td><strong>City</strong></td>
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<th>8. <strong>Service Area</strong></th>
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<tr>
<td>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.</td>
</tr>
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</table>

☑ 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
**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.
Scholastic School Improvement Services (SSIS) brings together Scholastic Education and the International Center for Leadership in Education (ICLE) to offer a powerful combination of comprehensive literacy improvement and whole school reform. The result is school turnaround and transformation that is research-based, proven effective, and designed to last. For over 90 years, Scholastic's mission has been to make every student a better reader, learner, and citizen. For the last 10 years, Scholastic Education has partnered with over 1,500 districts of all sizes to enable scalable, sustainable literacy improvement for struggling low income, minority, special education, LEP, and low achieving students. ICLE, meanwhile, has almost 20 years of experience in helping improve schools and teaching practices.

Effective leadership is a key foundational element of SSIS and extensive support is provided to school leaders in a number of ways. Our process is designed to cultivate school leaders existing skills and abilities to create a framework that will remain in place long after the consultants have left the school. Based on the results of the analysis, we will design a customized full-year program of professional development, job-embedded coaching, and other action steps designed to meet all identified priorities required for a school to reach its full potential. In addition, school leaders will learn to utilize Continuous Improvement and Progress Monitoring. Finally, we will work with the district to create and implement a three-year plan for sustainability. SSIS will work with district leaders to: Develop leader effectiveness based on the Rigor & Relevance Framework™; develop specific criteria and processes for recruitment and selection of a new school principal and/or school leadership teams, as needed; determine strategies and interventions with measurable goals, objectives, and action steps; provide parents and community members with strategies to reverse the impact of poverty on student achievement.

Our approach is to impact the Five Key Levers™ proven to accelerate achievement.

1. Comprehensive Literacy Improvement: We will work collaboratively to develop comprehensive plans for district-wide literacy, implementing a three-tiered delivery model that includes READ 180, the most thoroughly documented and proven effective program for low-achieving students; Expert 21, a comprehensive English-Language Arts program that teaches the reading, writing, and thinking necessary for college, career, and life in the 21st Century, and System 44, a foundational reading program designed for the most challenged struggling readers in Grades 3-12.

2. Effective Teaching: We will develop a customized plan of professional development and job-embedded coaching to improve teacher effectiveness including the use of classroom observation protocols and observations.

3. Leadership Development: All leaders will be paired with a Turnaround Specialist, who has successfully turned around a failing school and provided ongoing support. Quadrant D™ leadership and job-embedded coaching gives leaders the skills they need for success, including those to develop a culture of data literacy, informing short-term and long-term change and sustaining that change over time.

4. Standards-Aligned Curriculum: Curriculum Alignment Reviews (CARs) assess the alignment of a school’s curriculum to the demands of the state test and of
business leaders (as defined by the National Essential Skills Study™) and recommend action steps.

5. Culture and Community/Parent Engagement: Proprietary We Surveys™ assess beliefs and attitudes of all stakeholders in a school community and result in an improvement plan that includes peer support and information sharing towards transforming school cultures.

Scholastic delivers our model via a process for change that is data-driven and proven effective:

Phase 1: Assess Needs & Build Consensus—Our School Improvement Managers (SIM) will partner with you to gather data and assess needs against the Five Key Levers™, deploying multiple proprietary tools for data collection.

Phase 2: Focused School Improvement Planning—We will design a customized program of professional development, job-embedded coaching, and tiered curriculum & intervention delivery designed to meet all identified priorities required for a school to reach its full potential.

Phase 3: Implementation—Your assigned SIM will partner with you to lead the implementation. The SIM will have access to a skilled cadre of over 300 coaches, practitioners and educational leaders upon which to draw. They will work with you to implement the tiered literacy curriculum.

Phase 4: Continuous Improvement and Program Evaluation—We will work with you to identify Key Performance Indicators (KPIs) for implementation success, and create dashboards, data, and reports to enable ongoing tracking and course correction over time.

A critical component of the SSIS is comprehensive implementation support to help ensure fidelity and results. Scholastic’s implementation support, managed by our team of SSIS professionals, is centered on five key principles of good implementation, which we refer to as the Managing Achievement Protocol (MAP).

1. A Commitment. A Strong Team. A Plan—Scholastic assists in the definition of literacy reform objectives, the creation of an implementation plan, and can also provide comprehensive project management support.

2. Effective Program Launch and Training to Lay a Foundation for Success—Scholastic will assist with technology audits, identifying students, and selecting and training teachers.

3. Ongoing, Collaborative Support to Improve Classroom Teaching Practices—Scholastic will deliver in-classroom support and instructional coaching.

4. Ongoing Implementation Progress Monitoring, Data Analysis, and Reporting—Scholastic will assist in gathering, analyzing, and packaging/presenting data.

5. Defined Capacity-Building Plan for Long-Term Literacy Improvement—Scholastic offers capacity building in the form of Scholastic University (Scholastic U) online professional development, Literacy Seminars, training for program coordinators, and Certified Support Specialist Training.

Scholastic recommends proven-effective programs and capacity-building support services to deliver differentiated reading intervention and acceleration materials through the effective use of technology to advance learning. Curricula are data-
driven, self-pacing, support the classroom use of flexible small groups, and are aligned to Michigan state standards. The Scholastic Achievement Manager (SAM) is a computer-based management and reporting system that gathers usage and performance data for supporting data-driven instruction, AYP accountability requirements, and district-wide data aggregation.

Recommended curricula and assessment are the following:
- READ 180, an intensive reading intervention program for students who are reading at least two years below grade level
- System 44, an intensive intervention and acceleration program for students who have not yet mastered the 44 sounds and 26 letters of the English language
- Expert 21, a comprehensive English-Language Arts program that teaches the reading, writing, and thinking skills for college, career, and life in the 21st Century
- Scholastic Reading Inventory (SRI), a research-based computer-adaptive assessment to assess students’ reading comprehension
- Scholastic Phonics Inventory (SPI), a software-based assessment of phonics, sight word recognition, and phonological awareness skills for older readers

READ 180 contains “intelligent software” that collects data based on individual responses and adjusts instruction to meet each student’s needs. The software provides students with individualized reading instruction plus continuous assessment of their progress. Reading passages are leveled using the Lexile Framework® for Reading and are matched to the individual student’s achievement level. READ 180 is recognized by What Works Clearinghouse as one of only two programs in the Adolescent Literacy category. What Works Clearinghouse is the government’s highest bar for evidence in Educational Research. READ 180 has been shown to have a positive effect in comprehension and overall literacy achievement.

The READ 180 Instructional Model provides an effective way to organize instruction and classroom activity. Systematic Whole-Group instruction in reading, writing, and vocabulary is followed by three Small-Group rotations: teacher-led Small-Group targeted instruction; Software provided individualized skills practice; independent reading to build fluency and comprehension. The class ends with 10 more minutes of whole-group instruction.

System 44 is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. A combination of software-based and teacher-led instruction provides the student with adaptive, individualized learning as well as teacher-mediated direct instruction. System 44 offers a multi-sensory instructional approach that provides students with daily opportunities to view, listen, speak/record, and write. Through a combination of teacher-led and software-based instruction, the System 44 student is guided along a systematic path from phonemic awareness to fluent reading, developing skills and strategies in the five areas of reading identified by the National Reading Panel—phonemic awareness, phonics, fluency, vocabulary, and comprehension.
System 44 combines the very best thinking on research-based phonics instruction for older students with the power of adaptive technology and age-appropriate, support fiction and nonfiction text. The strength of the program lies in its deep grounding in research on cognition and learning, and on learning to read. System 44 is the results of collaboration between Dr. Marilyn Adams, author of the seminal work Beginning to Read: Thinking and Learning About Print, and Dr. Ted Hasselbring, the scientist behind the development of the FASTT Model (Fluency and Automaticity through Systematic Teaching with Technology).

Expert 21 is a web-based English Language Arts program designed to help young adolescents gain proficiency in reading, writing, and 21st Century skills, while building content-area knowledge and exploring real-world problems. Inquiry based learning is supported by explicit instruction and Expert Space, the first Digital Curriculum, teaching informational literacy skills and utilizing interactive productivity tools.

Expert 21 is informed by an extensive body of research on best practices for providing rigorous English Language Arts instruction in middle school. Development of the program was informed by a team of expert researchers and practitioners, led by Dr. Jeffrey Wilhelm, a researcher and educator whose work focuses on inquiry, motivation, and engagement in reading instruction; and Dr. Bill Daggett, an expert on 21st Century skills instruction and creator of the Rigor, Relevance, Relationships, and Reflection Framework™. The result is an engaging an challenging program that helps young adolescents gain proficiency in reading, writing, and 21st Century skills, build content-area knowledge, and explore real-world problems through high-interest literary and information texts.

The Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI) provide placement, progress monitoring, and summative assessments. Automatically scored, a series of immediately available reports provide concrete reliable feedback to students and actionable data for differentiated instruction.

In about 10 minutes, the SPI measures letter recognition ability, high-frequency sight-word recognition, and nonword decoding skills using nonwords that follow the conventions of the English language but cannot be read from memory.

In about 20 minutes, the SRI employs a computer-adaptive algorithm continually adjusts the difficulty of passages based on student responses, allowing SRI to produce highly accurate measures of text comprehension. SRI passages are derived from authentic text, sampled from “real world” media such as best-selling literature, curriculum texts, and familiar periodicals. Producing a natively-generated Lexile ® score, the SRI can be administered at any time during the school year. Lexile ® ranges may be adjusted to conform to state assessment criteria, for each performance standard at each grade, and to change the actual number of performance standards. Results are reported as both criterion-referenced and norm-referenced terms, indicating students’ reading ability on the Lexile ® scale and how their test results compare to those of other students.
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)

The plan and materials described in Exemplar 1 employed by Scholastic School Improvement Services (SSIS) and the International Center for Leadership in Education (ICLE) are based on academic research and the results generated through their use add to the body of work demonstrating the effectiveness of best practices in school reform. References and data are available from hundreds of schools and districts. Here we highlight two districts and showcase the use of the 4 phase process and MAP Protocol of professional development coaching, leadership development and analytics support described in Exemplar 1 and READ 180 with struggling secondary students.

In 2008, Scholastic partnered with a Northeastern Florida School District. Due to their internal policies about student data use, they may not be named here. In the 2008–2009 school year, NEFL implemented READ 180 Enterprise Edition with sixth-, seventh-, and eighth-grade students who performed at Level 1 performance standard level on the reading portion of the Florida Comprehensive Assessment Test (FCAT) as well as Level 2 students with poor oral fluency. Spring 2008 and spring 2009 FCAT data were collected from 2,808 sixth-through-eighth grade students who participated in the READ 180 program. FCAT results for all participating sixth- to eighth-graders demonstrated that, on average, students in all three grade levels surpassed expected FCAT developmental scale score (DSS) growth benchmarks, and demonstrated significant growth on the FCAT Reading Test from 2008 to 2009 [Dependent t-tests: 6th: t = 25.80, p = .00; 7th: t = 30.04, p = .00; 8th: t = 35.54, p = .00]. Eighth-grade students showed the greatest improvement in DSS, gaining an average of 228 DSS points and surpassing the expected growth benchmark by 136 DSS points. Moreover, results show that the READ 180 students demonstrated much larger average DSS gains than did their peers at the district or state levels.

Similar results have been found in diverse populations and as measured on different state assessments. Notable are the Desert Sands Unified School District (CA) where the program was targeted to serve English Language Learners and the Phoenix Union High School District (AZ) longitudinal study that showed continuing success on high school assessments after middle school READ 18- instruction, particularly among the lowest performing students in the study.

From 1994 through 1998 the READ 180 was tested in Orange County Public Schools in Orlando, Florida with over 10,000 students and was repeatedly proven to raise reading scores. Since 1998, the program has been used in over 15,000 thousand classrooms across the nation in all 50 states and has consistently proved to be successful in improving literacy skills in older struggling readers.

READ 180 was developed in collaboration with Vanderbilt University and is based on ten years of research by Dr. Ted Hasselbring and other top researchers specializing in the study of reading intervention. A unique feature of the READ 180 instructional plan is Hasselbring’s FASTT (Fluency and Automaticity through Systematic Teaching with Technology) model, the adaptive software algorithm that facilitates the transfer of effortful practice in short-term memory to stable, automatic, learned elements in long-term memory, by introducing manageable sets of items, providing repeated exposures, spacing review, and shortening response time. FASTT is also employed in System 44, designed for the most challenged older struggling readers, the result of collaboration between Dr. Marilyn Adams, author of the seminal work Beginning to
ICLE's work in school reform is focused on building a density of leadership from the classroom level up through each school and to district leadership. Aligned leadership, supported with ongoing coaching and professional development, underpins the sustainability of improvement efforts. This is especially important in turnaround and transformation models because of the need to develop specific criteria and processes for recruitment and selection of new school principals and/or school leadership teams.

ICLE has facilitated site improvement plans for hundreds of suburban and urban schools around the United States, and has provided extensive professional development for building administrators, classroom teachers, and central office leadership on a wide range of topics. Some districts that have benefited from the work of ICLE include: Syracuse (NY), Philadelphia (PA), Los Angeles Unified (CA), Chicago (IL), Clark County/Las Vegas (NV), Broward County (FL), Hillsborough County (FL), Orange County (FL), Palm Beach County (FL), Dallas (TX), Houston (TX), Charlotte-Mecklenburg (NC), Wake County (NC), and Cabell County (WV).

In addition, ICLE has provided extensive school transformation reform support and professional development for building administrators, classroom teachers, and central office leadership on a range of topics. Three examples follow.

Pasadena Independent School District (Houston, TX) serves 51,000 students, 85.8% of whom are minority, 26% LEP, 70.3% economically disadvantaged and maintains five high schools and four alternative schools. In 2006, in an effort to reverse a trend of lower graduation rates and restructure high school programs to meet the needs of 21st century learners, Pasadena ISD began a three-year project, in partnership with ICLE, with a thorough needs assessment, strategic planning, and clarification of its issues, expectations, and desired scope of work. A comprehensive and integrated implementation plan then guided the process of school reform.

The district’s Leadership Team used assessment data plus attendance and dropout rates to drive systemic change in the high schools. Data revealed a critical need for intervention at the 9th grade level. This intervention eventually led to a comprehensive overhaul of pre-K−12 based on the guidance of ICLE and its highly effective coaching and processes for change. Pasadena ISD continues to show gains in academic achievement, a reduction in failure rates, improvement in student attendance, and a decrease in dropout rates as a direct result of the training, facilitation, and staff development that they have received from ICLE.

Brockton High School, the Brockton (MA) City School District’s only high school, is a very large, comprehensive grade 9−12 school located in a high-poverty urban center 30 miles south of Boston. The 2007-08 student body of 4,350 included 29.3% white, 54.5% black, 13% Hispanic, 2.7% Asian, and 0.5% American Indian students. Approximately 72% of the students qualify for free or reduced-price lunch, 44.8% speak English as a second language, 9% are English language learners, and 11% are disabled.

By utilizing ICLE consultants and the Learning Criteria to Support 21st Century Learners™,
Brockton High School defied its challenging demographics and became a model of student achievement. Led by ICLE and its own School Restructuring Committee, Brockton focused on a few key initiatives: increasing student achievement on the Massachusetts state test through a comprehensive school-wide literacy initiative; reversing the culture of low achievement by raising expectations for all students; identifying essential academic skills and knowledge and making instruction relevant to students' lives; and fostering positive relationships between and among students and teachers. By 2009, Brockton had dramatically increased the number of students passing the MCAS. The pass rate for ELA went from 55% to above 90% and for math from 22% to above 80%.

Dekaney High School in Spring (TX) Independent School District was identified by the state of Texas as Academically Unacceptable (AU1). The Dekaney Redesign Team established a 2009-10 improvement plan using ICLE’s Learning Criteria to Support 21st Century Learners™. It was the goal of ICLE to provide the resources and support to not only move Dekaney towards improvement that will change their status with the state of Texas, but also to transform the culture at Dekaney High School to one focused on student outcomes and high expectations for ALL students. As a result of hard work, clearly defined goals and a step-by-step action plan, Dekaney High School made a dramatic turnaround.

For more information about the academic research base and efficacy of recommended Scholastic programs and protocol and ICLE, including extensive meta-analyses of research, see
http://teacher.scholastic.com/products/authors/pdfs/ReadAbout_Prof_Paper.pdf
http://www.leadered.com/research.html
**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).

Needs assessment will inform the collaborative creation and ongoing development of customized job-embedded professional development to improve classroom teaching practices, implement progress monitoring tools and process, undertake and use data analysis, build capacity, and sustain literacy and school improvement.

PRINCIPALS and SCHOOL LEADERSHIP TEAMS will participate in job-embedded professional development plans essential to school improvement:
1. Provide executive coaching to ensure implementation of transformational interventions that include:
   - Flexible school conditions
   - Creation of a community-oriented school
   - Decisions regarding people, time, money, and programs
   - Securing resources and building community and business partners
   - Alignment of written and taught curriculum
   - Use of student data from state, formative, and summative assessments
   - Effective student intervention
   - Common planning time
   - Assist in recruitment, training, and retention of quality teachers
   - Assist in the implementation of a teacher evaluation system based on student performance
   - Identify and reward school leaders, teachers, and other staff who improve student achievement outcomes
2. Program focused job-embedded leadership training that prepares leaders to build support and monitor the fidelity of implementation of the tiered intervention programs including:
   - Understanding of the instructional models
   - Modeling of observation walkthroughs
   - Effective use of observation tools
   - Utilizing school and/or district level program data to support implementation and maximize student achievement gains

TEACHERS and SUPPORT STAFF will participate in job-embedded professional development plans essential to school improvement:
1. Intervention program specific implementation training, modeling and coaching for teachers and literacy specialists focused on how to implement the instructional models and employ best practices with the programs. This plan will be differentiated according to need and may include:
   - Access to online tools designed to support implementation with a focus on the latest research-based teaching techniques, guidelines for effective use of the software, and how to use assessment tools to guide instruction.
   - Job-embedded coaching focused on structure, management and using reports to track software usage for individuals, groups and classes.
• Job-embedded coaching focused on progress monitoring with reports show reading performance over time for individuals, groups and classes.
• Job-embedded coaching focused on diagnostic reports detail students’ strengths and weaknesses and help teachers differentiate instruction to meet individual needs.
• Job-embedded coaching focused on instructional planning and using data to drive and differentiate instruction for Whole and Small Groups
2. Job-embedded instructional coaching for all teachers (content-knowledge, effective use of data and quality instruction). Provide high quality, job-embedded professional development focused on content-specific knowledge expertise and improved instructional capacity based on student data:
• Develop teacher and leader effectiveness based on the Rigor/Relevance Framework ®.
• Implement the Collaborative Instructional Review process.
• Identify and train according to effective instructional practices and strategies.
• Integrate literacy strategies into all grade levels and content areas.
• Improve student engagement by:
• Creating a safe and secure learning environment.
• Addressing student poverty-driven deficits.
• Creating positive relationships for students.
• Develop comprehensive instructional programs based on student achievement data.
• Develop shared responsibility for student achievement.
• Implement effective use of common planning time.
• Develop plans to provide professional growth and recognition/rewards opportunities.

DELIVERABLES and Additional Professional Development:
• Individual, small-group, and whole-staff consulting, training, and coaching up to five days per month or as needed
• Prioritize topics based on School Improvement Plan
• Align training to executive coaching
• Job-embedded coaching- In Year 2, ICLE will provide four professional development workshops that are aligned to the School Improvement Plan.
• School coaching support- Coach will be on-site twice a month to provide focused and customized support to building-level administration and school leadership teams. The school coach will also coordinate professional development workshops for the staff.
• Review of accountability measures against goals.
• Customization of needed support focused on highest areas of need.
• Collaboration and successful practices
• Attendance at Leadership Academies – 2010-2012
• School membership in the Successful Practices Network for ongoing peer networking
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)

Scholastic and ICLE have decades of experience in supporting schools and districts throughout Michigan and around the United States in meeting and exceeding state and federal requirements. The following summarizes a sampling of that work:

Alignment with the School Improvement Framework, the Michigan Needs Assessment, NCA's School and District Improvement Plans-Customized Data Analysis, Needs Assessment and Strategic Planning processes focus alignment with state and federal requirements as well as with regional accrediting agencies such as NCA. Tools and consultants are crosswalked to existing regulations, guidelines and reporting structures to ensure that schools and districts are supported in all of their needs. The goal of this work is to ensure that all efforts within the system are aligned with resources, current initiative and, most importantly, increased student learning and achievement.

Title 1 Understanding-Our experience in helping schools, districts and State Education Agencies meet the requirements of Title 1 regulations includes supporting districts to maximize the impact of Title 1 investments to increase student learning and achievement. ICLE is currently under contract with a number of state agencies to ensure compliance with federal Title 1 requirements. In addition, Scholastic and ICLE are currently working with hundreds of schools and districts on Title 1 initiatives. Together as SSIS, our resources and value to districts exponentially increases.

Alignment with Michigan's State Assessments (MEAP & MME), Michigan Grade Level Content Expectations (GLCEs) and Michigan High School Content Expectations (HSCEs)- Improving student performance requires more than working harder; it requires working smarter. An important first step is for every teacher to understand the destination. What are the standards? What is on the test? Which standards are most essential? How do my lessons align to those standards? Our Curriculum Matrix assigns a priority rating to each state standard, GLCS and HSCE in English, math, and science based on the emphasis given to that standard on the MEAP and MME. Standards are also crosswalked to the Essential Skills study, which ranks the importance of curriculum content in the subjects relative to what graduates need for success in adult life. From this data, teachers can readily find the standards/benchmarks for the grade and subject they are teaching. They can then determine if a standard/benchmark is likely to be assessed on the state test and the relative weight given to it. They can also discover its importance in terms of what students need to know and be able to do after high school graduation. Curriculum Matrix data are available through a variety of resource kits:

- Achieving AYP Using Michigan's Curriculum Matrix Data
- Improving Performance for Special Education Students
- Academic Excellence Through Career and Technical Education
- Meeting High Academic Standards Through Arts Education
- No Child Left Behind State-specific Resource Kit for School Leaders
Correlations are available for System 44, READ 180, and Expert 21 and the Michigan English Language Proficiency Standards and, as a brand new English Language Arts program, Expert 21 is in full alignment with the Common Core Standards for Grades 6-9.

Alignment with Section 504 of the Individuals with Disabilities Education Act (IDEA)-The Special Education Institute at ICLE, led by Lawrence C. Gloeckler the former Deputy Commissioner for the New York State Education Department, brings national experts and best practices to districts and state departments of education. These successful practices, grounded in appropriate policies, can yield a dramatic improvement in the preparation of students not only for the state tests, but also for the world beyond school. Through the Special Education Institute, ICLE has cultivated a wealth of knowledge and experience working with Section 504 of the Individuals with Disabilities Education Act.

When developing literacy intervention programs, Scholastic turned to Dr. David Rose. In 1984, Dr. Rose, a professor at the Harvard Graduate School of Education, established the Center for Applied Special Technology (CAST) to expand opportunities for students with disabilities through the innovative development and application of computer technology. He has been the lead researcher on a number of U.S. Department of Education grants and now is the principal investigator for two national centers to develop and implement the National Instructional Materials Standard (NIMAS). He is the coauthor of Teaching Every Student in the Digital Age: Universal Design for Learning (ASCD, 2002). Dr. Rose has testified before the U.S. Senate’s Appropriations Subcommittee on Labor, Health and Human Services, and Education, and he advises state departments of education on policies related to the education of students with disabilities. In 1998, Scholastic enlisted Dr. Rose and his team to incorporate CAST design in READ 180 and the later in System 44, Expert 21, and other programs. Universal Access provisions in Scholastic programs and assessments include features such as the following:

- Multi-modal approach
- Pre-teaching to improve understanding
- Individualized software and reports
- An instructional model with dynamic yet repetitive structure and instructional routines that promote active participation of Special Education Students
- Computer-based assessments that are untimed and include voiced replayable instructions

READ 180 has been endorsed by CASE (the Council of Administrators of Special Education). To learn more about the READ 180 efficacy with Special Education Students, see the following:

http://teacher.scholastic.com/products/read180/research/specialed.htm
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)

The SSIS School Improvement model is specifically designed to help schools become self-sufficient. Year one of the initiative involves in-depth assessment, strategizing, prioritization of goals, executive coaching and job-embedded instructional coaching, and the successful initial implementation of literacy intervention programs to ensure priorities are met and implementation of the transformation intervention strategies take place. Each ensuring year calls for a reduction in these services, while still addressing issues and obstacles that will inevitably develop and ensuring that literacy intervention programs continue to be used with fidelity, including the development of school-based literacy intervention trainers. The goal is to ensure that full management is returned to the school.

The objective of the Executive Coaching Model is to build and sustain leadership density for district administrators, school principals and teacher leaders. In doing so, this initiative will ensure the following:

- Leaders at the classroom, building and district-office levels will be prepared to understand and apply principles of instructional leadership.
- Each school will have a focused and sustained system of support based on team building, professional development and support for each school's leadership transformation.
- Leadership at all levels will be focused on meeting the provisions of No Child Left Behind (NCLB).
- Leadership at all levels will be supported and will have the disposition, knowledge and skills they need to lead change and improve instruction.
- Student learning will be at the center of the work of classroom, school and district leadership.
- High expectations for all students.
- Content and instruction will support higher levels of student achievement, especially as measured by the performance criteria of NCLB.
- Teacher leaders and building leaders will understand and be able to apply principles of data-driven instruction.
- Greater community involvement and support of the common goal of increased learning and student achievement.

Leadership is an essential factor in the creation of excellent schools. One of the most important lessons that ICLE has learned is that effective and sustained school improvement begins with a shared vision of change that is based on rigor, relevance, and relationships for all students. Critically important to the change process is the existence of an individual or a school leadership team that possess the skills and abilities of the Quadrant D leader. Quadrant D leadership is a disposition for taking action. It requires collaborative responsibility for taking action to reach future-oriented goals while reflecting on meeting the intellectual, emotional, and physical needs of students.

YEAR 1

Job-embedded executive coaching for the principal and leadership team will be in place to investigate and develop the following transformational improvement and intervention strategies:

- Develop an effective teacher evaluation system based on student performance measures
- Develop an action plan to recruit, train, and retain quality teachers
• Develop a Summer Learning Institute for new teachers
• Identify a Community Resource Team
• Begin an extended school day
• Develop flexible school conditions
• Conduct a technology audit
• Participate in program focused professional development as described in Exemplar 3 on pages 19-20.

Program-focused professional development for teachers and support staff is also described in Exemplar 3 on pages 19-20.

YEAR 2
Job-embedded executive coaching for the principal and leadership team to implement the following transformational intervention strategies:
• Effective teacher evaluation system based on student performance measures
• Identify school-based literacy intervention program trainers
• Action plan to recruit, train, and retain quality teachers
• Summer Learning Institute for new teachers
• Community Resource Team
• Extended school day
• Flexible school conditions

Program focused professional development continues with training for new to program teachers and the selection and development of a cadre of school based literacy intervention program trainers.

YEAR 3
Job-embedded executive coaching for principal and leadership team to evaluate, revise, and implement the following transformational intervention strategies:
• Effective teacher evaluation system based on student performance measures
• Action plan to recruit, train, and retain quality teachers
• Summer Learning Institute for new teachers
• Community Resource Team
• Extended school day
• Flexible school conditions

Program-focused professional development continues with training for new or additional literacy intervention program trainers. Existing trainers assume responsibility for training teachers and support staff.
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)

Scholastic School Improvement Services (SSIS) recognizes that the true success of both this initiative and our proposed programs is dependent on the breadth, depth, and quality of implementation support. Scholastic Achievement Partners has the organizational capacity, human resources, financial resources, and commitment to successfully deliver and support Michigan schools and districts. We have successfully implemented literacy intervention embedded school reform programs across the United States. The following is a listing of staff available to implement this project. Vitae or resumes are attached in a separate document.

Scholastic School Improvement Services (SSIS)
- Duncan Young, Senior Vice President, Scholastic Achievement Partners
- Joe Welty, Regional Vice President—Central Region
- Sydney Jordan, North Central Regional Director
- Lore Harrington, Account Executive, Scholastic Education
- Carol Chanter, Ed.D. Vice-President, Implementation Services
- Jeanette Thomas, Executive Director of Implementation, Central Region
- Jamie Oancea, Implementation Manager
- Jennifer Butler, Implementation Consultant
- Jeannine Simon, Regional Consultant
- Eric Kallus, Technical Services Manager
- David Whaley, Technical Field Manager

International Center for Leadership in Education (ICLE)
- Willard R. Daggett, Founder and Chief Executive Officer
- Timothy E. Ott, Senior Vice President and Chief Academic Officer
- Sean Haley, Senior Consultant
- E. Wayne Harris, Ed. D., Consultant
- Lemuel Stephens, Consultant
- Irving C. Jones, Sr., Ed.D. Consultant
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.
Scholastic School Improvement Services (SSIS) recognizes that the true success of both this initiative and our proposed programs is dependent on the breadth, depth, and quality of implementation support. Scholastic Achievement Partners has the organizational capacity, human resources, financial resources, and commitment to successfully deliver and support Michigan schools and districts. We have successfully implemented literacy intervention embedded school reform programs across the United States. The following is a listing of staff, with brief summary of qualifications, who will be available to implement this project. Vitaes or resumes are included for the primary staff who will be involved in providing services to LEAs. Other resumes or vitaes are available upon request.

**Scholastic School Improvement Services (SSIS)**
- Duncan Young, Senior Vice President, Scholastic Achievement Partners
- Joe Welty, Regional Vice President—Central Region
- Sydney Jordan, North Central Regional Director
- Lore Harrington, Account Executive, Scholastic Education
- Carol Chanter, Ed.D. Vice-President, Implementation Services
- Jeanette Thomas, Executive Director of Implementation, Central Region
- Jamie Oancea, Implementation Manager
- Jennifer Butler, Implementation Consultant
- Jeannine Simon, Regional Consultant
- Eric Kallus, Technical Services Manager
- David Whaley, Technical Field Manager

**International Center for Leadership in Education (ICLE)**
- Willard R. Daggett, Founder and Chief Executive Officer
- Timothy E. Ott, Senior Vice President and Chief Academic Officer
- Sean Haley, Senior Consultant
- E. Wayne Harris, Ed. D., Consultant
- Lemuel Stephens, Consultant
- Irving C. Jones, Sr., Ed.D. Consultant
Scholastic School Improvement Services

Duncan Young, Senior Vice President, Scholastic Achievement Partners, leads the implementation and professional services areas of Scholastic Achievement Partners, overseeing a team that offers project management, training, coaching, advisory, and post-sales support for Scholastic’s technology solutions, helping to ensure that the programs are implemented effectively and achieve results for the struggling readers they serve. His involvement with this project will be primarily in development and oversight.

Joe Welty, Regional Vice President—Central Region, directs all business operations, field sales operations, and works directly with key district and school leaders to provide curriculum solutions, intervention treatment programs, and other supplemental materials. With 22 years in educational electronic instructional materials and hardware and publishing, Welty joined Scholastic in November 2004. Welty’s involvement with this project will be primarily in development and oversight.

Sydney Jordan, North Central Regional Director, works directly with the field sales team to ensure intervention treatment programs are implemented with fidelity. He works directly with key district and school leaders to implement intervention treatment programs and other supplemental materials. Jordan consults with school Superintendents and their administrative team on implementing intensive intervention solutions for below-proficient students in reading and mathematics. His involvement in this project will primarily be in development and oversight.

Lore Harrington, Account Executive, works closely with district and school administrators in the purchase of Scholastic educational technology programs. His involvement in this project will be to provide direct information and assistance to district leaders and act as a conduit for communication between all team members.

Carol Chanter, Ed.D. Vice-President, Implementation Services, manages a team of over 300 consultants that service Scholastic educational programs. She oversees all implementation services, customer implementation support, including training and professional development. Chanter also conducts site visits to audit implementation projects and makes recommendations to current plans/programs. Her involvement with this project will primarily be in the collaboration and direction of implementation training and professional development resources, schedules, and content to ensure a successful program implementation.

Jeanette Thomas, Executive Director of Implementation, Central Region, manages a team of 15 consultants that service Scholastic’s educational programs throughout the Central Region. She oversees all implementation services, customer implementation support, including training and professional development. Thomas also conducts site visits to audit implementation projects, makes recommendations to current plans/programs, and participates as a sales and service presenter at a national and regional level.
Jamie Oancea, Implementation Manager, manages a team of eight regional consultants that service Scholastic’s education products in the Central United States, including Michigan. She oversees all implementation services at the district, school and classroom level. Oancea works directly with schools and provides support and assistance in planning, implementation training, classroom coaching, professional development and data analysis.

Jennifer Butler, Implementation Consultant, provides planning, professional development and training, in-person support to teachers and administrators using READ 180 and other Scholastic technology and curriculum programs. She conducts professional development seminars to deepen the understanding of specific reading and math intervention topics and provides in-class coaching.

Jeannine Simon, Regional Consultant, provides planning, professional development and training, in-person support to teachers and administrators using READ 180 and other Scholastic technology and curriculum programs. She conducts professional development seminars to deepen the understanding of specific reading and math intervention topics and provides in-class coaching.

Eric Kallus, Technical Services Manager, manages the scheduling and delivery of all technical services for the Central Region provided by our team of Field Engineers who travel throughout the Central Region delivering technical services. He has more than 17 years of technical/education experience in the education industry which includes public school teaching and working for several other educational technology companies. Kallus’ involvement with this project will include technical consultation to ensure the correct deployment options are identified and directing technical implementation support, as well as serving as an on-going technical project management resource.

David Whaley, Technical Field Manager, provides Onsite Technical Support for the Read180 suite of applications. Whaley’s involvement with this project will be in collaborating on deployment options, on-site assistance with installation, aggregation, training and support issues.
International Center for Leadership in Education (ICLE)

Willard R. Daggett, Ed.D., Founder and Chief Executive Officer, International Center for Leadership in Education (ICLE), is recognized worldwide for his proven ability to move education systems towards more rigorous and relevant skills and knowledge for all students.

Timothy E. Ott, Senior Vice President and Chief Academic Officer, manages all education initiatives including state and regional contracts, the development of education resources and materials, the delivery all ICLE Conferences, Academies and Symposiums, and oversees the recruitment, training, and support for all ICLE Consultants. He manages the research division and ICLE’s Education Team, which provides technical assistance, guidance, and direction to districts, schools, and other organizations in all areas of curriculum, assessment, and instruction.

Sean Haley, Senior Consultant, delivers technical assistance and support to public school districts and schools across the nation and is well regarded as a national and regional conference presenter. He facilitates team planning sessions and leads comprehensive campus evaluations and strategic planning processes. Haley provides individualized district and campus in-service presentations on various topics (e.g., rigor, relevance, relationships, data, school change, leadership, & instruction).

E. Wayne Harris, Ed. D., Consultant, earned his Doctor of Education through the Urban Superintendent’s Program, Harvard Graduate School of Education. His experience includes the designing and co-directing of institutes for recently appointed principals and for aspiring school administrators. Harris provides keynote presentations, workshops, Executive Coaching, technical support and training.

Lemuel Stephens, Consultant, has extensive experience assessing, training and coaching teachers and is a Certified Observer in the Assessment of the Performance of Teaching (APT). He provides feedback and assistance to principals in writing school reform plans, staff-development, support for conducting classroom observations and instructional feedback to teachers.

Irving C. Jones, Sr., Ed.D., Consultant, serves as Executive Director of High Schools, Roanoke City (VA) Public Schools after holding a similar position in Richmond City (VA) Public Schools. He is known for significantly reducing the drop-out rate in Richmond City Schools and introducing a research-based instructional model in the Roanoke City Schools. He is widely recognized for educational leadership and has provided keynote addresses to numerous educational conferences.
Jennifer Anno Butler

Experience

2007-present  Michigan City Area Schools  Michigan City, IN

EH/El Teacher
- Teaching Pre-K through 5th grade students with Autism, severe behavioral, emotional or cognitive disabilities in a self-contained classroom in an Elementary School Special Education Read 180 teacher
- Write all IEP and related documents, keep current documentation and serve as a liaison with mental health organizations


Elementary Teacher
- Taught 4th and 5th multi age classroom
- Served as District trainer for technology and Power School, Webpage manager for Elementary staff, Designed Online Yearbook in collaboration with Jostens Yearbook company
- Mentor teacher for University of Alaska students, submitted evaluations via Blackboard Learning

1998-1999  Morris Schott Middle School  Mattawa, WA

Middle School Laptop Teacher
- Taught in a one-to-one setting in Humanities and Math
- Maintenance and updating of all Laptops in the program, management of students webpage, Moodle and taught DreamWeaver in webpage design class
- Directed Drama Clubs presentation of “Romeo and Juliet”


Elementary Teacher
- Taught 3rd and 4th multi age classroom
- Taught Special Education students - Inclusion
- Included Inupiaq Eskimo studies in curriculum

Education

1987-1991  University of Cincinnati  Cincinnati, OH
Bachelor of Science in Elementary Education
Kappa Delta Pi member

1998-1999  Central Washington University  Ellensburg, WA
Masters in Educational Administration
Graduate Assistant – Technology and Special Education
Taught Webpage Design course to undergraduate students using HTML

2010-Present  Purdue University Calumet  Hammond, IN
Currently enrolled as a graduate student in online Special Education courses awaiting admission into Ed.D program
PROFESSIONAL EXPERIENCE

Adjunct Professor University of Central Florida
2003-Present
◆ Taught and mentored Masters and Doctoral students in Educational Leadership and Reading courses:
  ♦ EDA 6931 Contemporary Issues in Educational Leadership
  ♦ EDA 6061 Organization and Administration of Schools
  ♦ RED 6746 Management of Reading Programs
  ♦ RED 6337 Reading in the Secondary School

Secondary Reading: District Administrator
2005-Present
◆ Coordinated all aspects of the High School Reading Research Partnership Project with Florida State
  University, Learning Systems Institute, Just Read Florida and the Florida Center for Reading Research.
  Activities included student randomization, teacher training, district and school administrative training, pre
  and post student assessment, program monitoring, teacher support, budget management, data analysis and technical writing
◆ Facilitated current reading initiatives in all district Middle and High Schools
◆ Facilitated writing and implementation of the K-12 FEFP Reading Plan
◆ Designed and delivered literacy in the content area trainings to secondary content teachers
◆ Designed and delivered secondary reading trainings to reading teachers

Elementary School Principal Seminole County Public Schools
1998-2005
◆ Directed all school functions and processes: facilities, staffing, budget, curriculum, training etc.
◆ Facilitated school improvement plan, procedures and technical details
◆ Implemented school-wide Read First grant initiative
◆ Implemented school-wide Twenty First Century Community Learning Center grant initiative
◆ Completed national leadership training in Johnson and Johnson Cooperative Learning
◆ Conducted teacher and parent workshops in brain-based learning and reading strategies
◆ Member of district team chosen for the Progress Energy-UCF Leadership Institute
◆ Facilitator at the Florida Elementary Education Conference
◆ Leadership presentation at Florida Elementary Education Conference
◆ Implemented teacher literature clubs for reviewing research-based practices in reading instruction

Elementary School Assistant Principal Seminole County Public Schools
1994-1998
◆ Led the technology team in writing grants and plans to enhance and expand current technology
◆ Writing team member for District Reading Plan including Reading Assessment Plan
◆ Created and presented staff development on numerous topics including reading instruction, learning
  strategies, brain based learning, cooperative discipline, cooperative learning and precision teaching.
◆ E.S.E./F.E.F.P. State matrix trainer and field test rater
◆ Completed NASA Technology Specialist Training
Seminole County Teacher Instructional Specialist (K-12)  
1991-1994
◆ County B.A.L.A.N.C.E. trainer (Blending All Learning Activities Nurtures Classroom Excellence:  Integrated Language, Writing Process, Precision Teaching, Thinking Skills and Direct Instruction)  
◆ County S.T.R.I.D.E. trainer (Seminole Teachers Responding to Individual Differences in Education)  
◆ Assessed instructional needs, provided resources and training in 16 Schools (K-12)  
◆ Mentally Handicapped Program steering committee member  
◆ Writing team member for county-wide Curriculum Based Assessment project  
◆ Writing team member for county-wide Intervention Assistance Team project

Consultant for Science Research Associates (SRA Publishers) Chicago, Illinois (K-12)  
1991-1994
◆ Designed and presented training to educators across the state of Florida and in South Carolina  
◆ Presenter at The International Learning Disabilities Conference in San Francisco, California  
◆ SRA/ Corrective Reading Trainer  
◆ Authentic Assessment Trainer Pinellas County, Florida

Teacher - Seminole County, Florida  
1988-1991
◆ Team Leader  
◆ Utilized SIM Learning Strategies Model  
◆ County Teacher Advisory Committee member  
◆ Disney Teacher Award recipient  
◆ Awarded grants for innovative teaching techniques  
◆ Seminole County Exceptional Education Award recipient

Teacher - Orange County, Florida  
1985-1987
◆ Taught High School English to Learning Disabled Students  
◆ Taught trainable mentally handicapped students

Teacher – Burgin, Kentucky  
1979-1982
◆ Taught Varying Exceptionalities Classroom in K-12 school  
◆ SRA Direct Instruction

PROFESSIONAL PREPARATION
1982  Master of Science. University of Kentucky. Major: Learning and Behavior Disorders G.P.A. 4.0  
PUBLICATIONS AND CITATIONS


Taylor, R.T., & Chanter, C.L (2008). Systematically Making Reading the Center of High School AASA Journal of Scholarship and Practice ISSN # 1931-6569 Volume 5, Number 3 Pages 37 through 45

Cited in:

Submitted for Publication:
Taylor, R.T., & Chanter, C.L. (Submitted for Publication). Reading as the Center Piece: Leadership for Literacy in Grades 9-12. NASSP Research Bulletin.


AWARDS/COMMUNITY SERVICE/ORGANIZATIONS

Board Member-Universal Studios Education Board-present
Assistant Principal of the Year-Seminole County 1998
Vice President Central Florida Chapter Phi Delta Kappa
Vice President Seminole County Association of School Administrators
Member-Florida Association of School Administrators
Member National Association of Elementary School Principals
Member-Florida Association of Direct Instruction
Member- International Reading Association
Member-Association of Supervision and Curriculum Development
Jr. Achievement Instructor
Disney Teacherrific Award recipient-1991
SUMMARY
Proven leader with ability to combine skills in educational/information technology, customer sales/support, and people development to contribute to the overall goals of a company.

WORK HISTORY:
Technical Services Manager-Central Region, Scholastic, Inc., Dec. 09-Present
• Manager of Central Region Technical Services: Serves as single point of contact for technical services delivery for the Central Region at Scholastic. Manages Field Engineer team that is responsible for installation, support/troubleshooting, and technical training of READ180 and various software applications on Apple, Windows, Novell, and SUSE Linux platforms.
• Supervision of Central Region Field Engineers: Leverage skills of Field Engineers to ensure efficient and effective delivery of all field technical services. Provide on-going feedback, foster team mentality, and manage resources to align with business goals. Conduct hiring interviews, and create orientation plans.
• Training and Development: Assess team needs and plan training accordingly. Coordinate training by internal/external trainers, provide one-on-one coaching to maximize strengths/target areas for improvement.
• Software/Services Sales Support: Deliver presentations at customer sales meetings. Communicate software-support and technical-services pricing/options.
• Management and Support of Key Customers: Establish and maintain strong presence with key customers. Attend implementation and technical meetings as needed. Support planning of software implementation and provide post-implementation follow-up to ensure customer satisfaction.
• Management and Support of Technical Escalation Cases: Serve as primary contact for handling escalated support cases. Collaborate with customers to arrange on-site technical support and provide follow-up to ensure full resolution.

Senior Sales Engineer, Tegrity, Inc., 2008-November 20, 2009
• Management of the Technology Phase of the Sales Process: Attended sales meetings and delivered technical presentations to potential customers. communicated technical details and answered technical questions throughout the sales process.
• Technical Reponses to Request for Proposals (RFP's): Provided written responses to RFP's. Communicated value propositions and product positioning combined with technical details.
• Technical Support and Training for Prospects: Configured trial web accounts utilizing VMware, conducted WebEx training sessions, and supported potential customers during product trial phases.
• Research and Development Liaison: Communicated customer suggestions to research and development team and communicated product enhancements to the sales team and potential customers.

Senior Field Technical Manager, Scholastic, Inc., 2006-2008

Field Engineer, Level 2, PLATO Learning, Inc., 1998-2006

Instructor, Productivity Point International, Austin, TX, 1997

English Teacher/Tennis Coach, San Marcos High School, San Marcos, TX, 1994-1996

EDUCATION:
• Bachelor of Arts, Texas Lutheran University, Seguin, Texas, 1992
  Major in English. Specialization: Secondary Education; Second Teaching Field: Psychology
• Eighteen Hours toward Masters in Education, Texas State University, San Marcos, Texas
  Major in Educational Administration (postponed when started for PLATO Learning, Inc.)
• Technical Certifications: MCSE NT 4.0, Windows 2000, MCP+I, and CNA Novell 4.11

• Specialized Training/Experience: Project Management, Dimensions of Professional Selling, Insights Discovery Profile, VMware, Citrix, Network Observer, Windows (All Server and Workstation Operating Systems), Apple Workstations and Servers, Novell Servers, SUSE Linux Servers, Microsoft SQL, Internet Information Server, MySQL
EMPLOYMENT
Scholastic, Inc. / Midwest Region
10/2006 - present
Position: Implementation Consultant, Michigan
Alvord Unified School District
Riverside, California
08/2004-06/2006
Position: English Teacher
Classroom Population: 9th and 10th grade students
Courses: Reading Intervention/Read 180, English I & II, CAHSEE Preparation

PROFESSIONAL PREPARATION
Eastern Michigan University, Ypsilanti, Michigan
Bachelor of Science, June 2004
Curriculum: Secondary Education
Major: Language, Literature and Writing for Teachers
Minor: Communications and Theatre Arts for Teachers

CERTIFICATION
Michigan State Secondary Provisional Certificate 7-12
English (7-12), Speech (7-12)
California Preliminary Single Subject Teaching Credential
English
Valid: 9/1/2004 - 10/1/2009

OTHER EDUCATIONAL RELATED EXPERIENCE
Bedford High School, Temperance, Michigan Winter 2004
Position: Student Teacher
Subject: English
Classroom Population: Tenth and Eleventh grade
Lincoln Consolidated School, Ypsilanti, Michigan Fall 2002
Position: Pre-Student Teacher
Subject: English
Classroom Population: Tenth grade
Waite High School, Toledo, Ohio Winter 2002
Position: Pre-Student Teacher
Subject: English, Special Education
Classroom Population: 9-12
Jeannine M. Simon  
2805 Clairmount Drive / Saginaw, MI 48603  
jsimon5984@hotmail.com / 989-714-6949  
Scholastic Education - Central Region

**Academic Degrees:**  
1970 B.S. in Education, Central Michigan University  
1973 M.A. in Mathematics, Central Michigan University  
1977 M.A.+30 hours in Administration, Central Michigan University  
1997 Reading Recovery Teacher Leader Training (13 hours toward a Doctorate in Reading) Western Michigan University

**Professional Experience:**  
1979-2009 Saginaw Public Schools  
1970-1976 Teacher, Morley School, Third Grade, Kindergarten  
1976-1980 Teacher, Baillie School, Compensatory Education (Mathematics)  
1980-1985 Teacher, Fuerbringer School, Second and Third Grades, Compensatory Education (Reading and Mathematics)  
1985-1987 Teacher, John Moore School, Compensatory Education (Reading and Mathematics)  
1987-1989 Teacher, Kempton, Sixth Grade  
1990-1992 Parent Coordinator, District-wide, Compensatory Education  
1992-1993 Teacher, Stone School, Kindergarten  
1993-1996 Reading Recovery Training and Teaching, John Moore  
1996-1997 Completed Training as a certified Reading Recovery Teacher Leader, Western Michigan University  
1997-2003 Reading Recovery Teacher Leader  
2002-2006 Adjunct Professor at Saginaw Valley State University  
(Methods in Children’s Literature, Reading in the Content Area) Adjunct Professor at Central Michigan University (Methods in Mathematics for Elementary School Teachers).

**Current Professional and Academic Memberships:**  
National Education Association / Michigan Education Association / Saginaw Education Association  
Saginaw Area Reading Association (former Treasurer) / Delta Kappa Gamma

**Presentations:** Michigan Reading Association Conference, 1992, “Read Aloud Program”  
Saginaw Public Schools "How to Take a Running Record of Oral Reading”, 1997-2001

**Additional Information:**  
Recipient of Grants  
1986 Math Their Way (Saginaw Public Mini-Grant)  
1988 Creating a Classroom of Readers (Saginaw Public Mini-Grant)  
2005 Book Clubs (Saginaw Community Foundation)  
2007 Basic Words for Beginners (Saginaw Community Foundation)  
1973-2006 Supervised Student Teachers (SVSU, CMU, MSU)

**Award Recipient:** Who’s Who Among America’s Teachers 2003-2004
SUMMARY OF QUALIFICATIONS

- Strong leadership skills (18 years experience as school district literacy curriculum coordinator; current 4 years experience as Director of Implementation for Central Region of US)
- Extensive staff development experience (20+ years as literacy professional development coordinator, consultant, teacher trainer, coach, adjunct professor)
- Comprehensive literacy program development, implementation, and evaluation experience
- Effective communication skills
- Significant knowledge and understanding of current research and best practices in literacy
- Competent organizational and management skills (supervising, developing and maintaining budgets, multi-tasking, planning and prioritizing, problem solving, decision making, self motivation)
- Considerable grant writing experience (successfully awarded more than $700,000)

PROFESSIONAL EXPERIENCE

Educational Service Consultant, Director of Implementation, Sr. Director of Implementation, Scholastic Education
July, 2005 – Present
- Hire and manage 60+ consultants, direct all implementation services for 21 states in Central Region
- Maintain Central Region implementation services budget
- Provide implementation training to Scholastic customers, including ongoing support
- Provide training for Scholastic consultants to ensure quality service delivery
- Participate in district/Scholastic partnership meetings for successful Read 180 implementation
- Present at key events
- Develop implementation tools and strategies to ensure successful implementation (implementation plans, data collection forms, implementation evaluation tools, reporting procedures, etc.)
- Present at local, regional and national meetings and conventions
- Serve as Project Manager on key accounts
- Evaluate program implementation and summarize student performance data

Communication Arts Facilitator, Kirkwood School District, Kirkwood, MO
1989-2005
- Administered the development, implementation, and evaluation of literacy curriculum and assessments
- Coordinated and facilitated all district literacy professional development efforts
- Supervised and coached district literacy specialists
- Collected, analyzed, and summarized district, state, and national assessments to determine program needs
- Authored, implemented, and evaluated various literacy grants and initiatives
- Developed and maintained various budgets (district literacy budgets, grant budgets)
- Designed, coordinated, and evaluated an extended-day reading program for struggling readers
- Created literacy-related documents to communicate with teachers, administrators, parents, and the community
- Researched current literature and best practices to inform curriculum, instruction, and assessment practices
- Designed and/or facilitated the implementation of literacy programs to significantly improve the performance of all students
Adjunct Professor, Missouri Baptist University, St. Louis, MO; University of Missouri, St. Louis; Webster University, St. Louis, MO 1997-2000
  • Courses: Reading in the Content Areas, Language Arts methods courses, Reading methods courses

Learning First Alliance Reading Advisory Committee, National Learning First Alliance Spring, 1998
  • Served on an Advisory Committee to inform the Missouri Commissioner of Education on the state’s interpretation of Federal legislation

Literacy Consultant, Network for Educational Development, St. Louis, MO 1990-1998
  • Designed and provided tailored literacy professional development for local school districts

Literacy Curriculum Writer, K-12, Missouri Department of Elementary and Secondary Ed 1994-1995
  • Assisted with the writing of the Missouri Communication Arts Curriculum Framework, including grade-level objectives, instructional activities, and assessments, K-12


Consultant and Teacher Trainer, Regional Consortium for Education and Technology 1990-1992
  • Developed and offered professional development designed to integrate technology with literacy

Teacher (Grades 1 and 5; Reading Specialist 1-6), Ladue School District, St. Louis, MO 1990-1992

Reading Specialist (Grades 1-8), Toledo Public Schools, Toledo, OH 1997-1983

Intern Teacher Supervisor, Toledo Public Schools, Toledo, OH 1981-1983
  • Supervised, coached, and mentored new and veteran teachers in effective instruction and assessment practices, organizational skills, lesson planning, and classroom management skills

Classroom Teacher (Grades 4-6), St. Clement School, Sheboygan, WI 1974-1976

Education
Southwest Baptist University, Bolivar, Missouri, 1998-2000
  • Educational Administration Certification

University of Toledo, Toledo, OH 1979-1982
  • Master of Science, Elementary Education
  • Reading Teacher Certification, 1-12
  • Reading Supervisor Certification
  • Graduated Cum Laude

Lakeland College, Sheboygan, Wisconsin, 1973-1974
  • Bachelor of Science, Elementary Education
Southern Illinois University, Edwardsville, IL 1968-1970
• Major: Elementary Education

Selected Professional Development Experiences
• Reading and Writing Workshop (Lucy Calkins, Katie Wood Ray, Randy Bomer, Isolee Nia, Gaby Layden, Ellin Oliver Keene)
• Assessment Training (McRel, Grant Wiggins, Northwest Evaluation Association, Bena Kallick)
• Multiple Intelligences (Howard Gardner)
• Curriculum Integration (Roger Taylor, Heidi Hayes Jacobs, Grant Wiggins)
• Thoughtful Education (Richard Strong)
• Leadership training
• Ongoing literacy and developmental learning professional growth opportunities (local, state, national)

PROFESSIONAL CONTRIBUTIONS AND AFFILIATIONS

Recent Memberships
• International Reading Association (IRA)
• National Council of Teachers of English (NCTE)
• Association for Supervision and Curriculum Development (ASCD)
• Association of Childhood Education International (ACEI)
• International Society for Technology in Education (ISTE)

Accomplishments
• Served as a member of Scholastic’s Read 180 Advisory Board
• Served on Scholastic National Implementation Team Coaching Advisory Group
• Presented at various national conferences (International Reading Association, Association for Supervision and Curriculum Development, Association for Individually Guided Education, National Reading Conference)
• Held office in literacy organizations (Treasurer and Secretary of St. Louis Suburban International Reading Association; Publications Board, Missouri State Council, International Reading Association)
• Published article in Social Studies and the Young Learner
• Served on NAEP (National Assessment of Educational Progress) task force for the development of literacy performance standards

August, 2009
David Whaley

Title
Central Region Field Engineer

Current Job Responsibilities
Some of my day to day responsibilities as a National Field Engineer include traveling to customer sites to install or trouble-shoot Scholastic software such as Read180, SRI, Reading Counts, SPI, System 44, and Read About. I am routinely involved with our development staff to provide feedback from the field to convey technical feedback from customers. Many customers also consult with me when making hardware upgrades to assure compatibility and maintain peak performance of Scholastic products.

I enjoy technical challenges on a day to day basis routinely adding to a very diverse skill set.

Work History
1998-2004 Dynisys Information Services Auburn, MI
Network Administrator

Education
2003 BS Computer Science, Saginaw Valley State Saginaw, MI