

SUBMISSION INSTRUCTIONS

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



Electronic Application Process

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

MDE-SSOS@michigan.gov

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

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

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

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

Contact Information

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

Mark Coscarella
Interim Supervisor
Office of Education Improvement & Innovation

OR

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

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

Email: MDE-SSOS@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

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

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

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

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

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

Applications will only be **reviewed** if:

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

Applications will only be **approved** if:

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

Exemplar	Total Points Possible
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
Total Points Possible	100
Minimum Points Required for Approval	70

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

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

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

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

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

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

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

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

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity									
		Synesi Associates, LLC									
3. Name of Entity as you would like it to appear on the Approved List											
Synesi Associates											
4. Entity Type:	5. Check the category that best describes your entity:										
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input checked="" type="checkbox"/> Business</td> <td style="width: 33%;"><input type="checkbox"/> Institution of Higher Education</td> </tr> <tr> <td><input type="checkbox"/> Community-Based Organization</td> <td><input type="checkbox"/> School District</td> </tr> <tr> <td><input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)</td> <td><input type="checkbox"/> Other (specify): _____</td> </tr> </table>					<input checked="" type="checkbox"/> Business	<input type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District	<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____
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<input type="checkbox"/> Community-Based Organization	<input type="checkbox"/> School District										
<input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD)	<input type="checkbox"/> Other (specify): _____										
6. Applicant Contact Information											
Name of Contact Gary R. Solomon		Phone 800 434 6970		Fax 866.929.0374							
Street Address 1215 Washington Avenue, Suite 100		City Wilmette		State IL	Zip 60091						
E-Mail garyso@synesiassociates.com		Website www.synesiassociates.com									
7. Local Contact Information (if different than information listed above)											
Name of Contact Thomas Vranas		Phone 800 434 6970		Fax 866.929.0374							
Street Address 1215 Washington Avenue, Suite 100		City Wilmette		State IL	Zip 60091						
E-Mail thomasv@synesiassociates.com		Website www.synesiassociates.com									
8. Service Area											
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.											
<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)

Synesi Associates offers comprehensive school improvement services to urban elementary, middle and secondary schools. These services, with a proven track record of dramatic and sustained success, are offered through a four part process of intensive assistance. Synesi has found great success with this approach in a variety of urban school systems. The four parts include:

1. Quality Review
2. Development of a Capacity Building Plan
3. Long Term Support Services
4. Short Term Targeted Assistance

Quality Reviews

Based on research completed through the Consortium on Chicago School Research based at the University of Chicago, Synesi associates complete a comprehensive two day review of the school. This review is done by a team of experienced educators with successful experiences in schools with similar demographics. The team will reflect the demographics of the school community. This review looks at five areas of needed support. They are:

1. Rigorous Instruction
2. Professional Capacity
3. School Leadership
4. Student Centered Learning Climate
5. Parent and Community Ties

Prior to the initial review, the team spends time studying the school. Our team comes into the schools with comprehensive knowledge of what is currently taking place. We review expectations relating to district level initiatives. We review any existing reports related to the school and review the current District and School Improvement Plans, any state mandated plans, the history of support processes that have been utilized in the past, the reading and math programs, local initiatives and community partnerships. Additionally we complete a data history of the school, identifying trends and areas of concern. We concentrate on results of state assessments but also look at any local assessments or any available benchmark data.

Once the team knows the school, we are prepared to complete the Review. The Review is primarily a classroom based review but it includes interviews with key stakeholders, after school programs, an intensive principal interview, and discussions with students and parents. Protocols for this review process have been developed fine tuned and utilized in over 250 school visits. Upon completion of the Review a report is generated. The report lists areas of strength in the five areas noted above, areas of concern and recommendations for improvement. A critical component of this report is its readability. The report is presented to the school in a turnaround time of one week. When applicable, the report will reflect the stated mandates of the School Improvement Grant guidelines.

Development of A Capacity Building Plan

Based on the Quality Review, the visiting team develops a Capacity Building Plan (CBP). This plan reflects the recommendations listed on the Quality Review Report. It is divided into the five areas noted in the Review and concentrates on actionable Michigan Department of Education

recommendations. Both the report and the CBP are characterized by their readability and their clarity. It is vital that this information be in a form that can be read and understood by all stakeholders in the school and in the larger community. There is an attempt to ensure that the entire plan is fewer than ten pages, aligned with existing plans, and developed in a manner where schools can use the plan to improve performance. The plan lists objectives, targets the person or persons responsible for completion of the objective, a target date for completion, and identifying language that explains what "finished" looks like. Monthly updates are given to the school on progress towards completion to each goal. The monthly update is based on a simple rubric and gives acknowledgement for completed objectives as well as identifying what needs to still happen to move towards successful completion of each recommendation.

Low performing schools are inundated with plans for improvement. Often a school will have numerous plans that have been developed by a variety of sources, a title 1 plan, a school improvement plan, a state improvement plan, and plans from various visitors. The key to this plan is that it is developed with the knowledge of other plans so it interacts and corresponds to the other plans. It does not just become another plan for an overwhelmed school.

Finally, the plan, by design, is a Capacity Building Plan. As such, all recommendations take into account the assumption that Synesi will only be at the school for a 1-3 year period at best. The plan focuses on recommendations that the school can take to complete the task while building the internal capacity so that improvement can occur when Synesi is no longer available.

Long Term Support Services

Once the Review is completed and the CBP is done, Synesi offers the long terms school based support to ensure success. Using the plan as the base, Synesi develops a school based support team that works directly with school faculty and staff to complete the plan and correspondingly improve student performance.

The team has a core of three individuals. Although school needs vary from school to school, research continues to show three areas of need in underperforming schools. These three areas are leadership, reading across the curriculum and data as a tool for successful instruction. Our core team brings this on-going support. The team is composed of urban educators with successful experience in schools with similar demographics. The team reflects the diversity of the school community.

The leadership team member concentrates on one of two areas depending upon the status of the principal. If it is a new principal, the team leader acts as a mentor, working side by side with the principal on completion of the CBP, guidance on daily issues as they arise, and reviewing monthly topics with the principal depending upon the needs based on the CBP. These needs could include items like scheduling, school climate, time management, planning, teacher observations, working with parents and the community, becoming an instructional leader or developing a team approach to school leadership.

For an experienced principal, the leadership person acts as a critical friend, an extra set of hands, an advisor. Again, the outcome of the CBP will determine the specific role of the leadership team member.

The leadership team member is usually the team leader and takes primary responsibility for assessing performance on the Capacity Building Plan. Through monthly, progress on each recommendation is reviewed and items hindering success are identified and remediated. At the end of the year, a summative report is given

to the district and the school on level of completion of the CBP. Opportunity for school level input is given on monthly progress updates. The CBP is a living document for the school and the team.

The second team member is a trained reading coach who specializes in reading across the curriculum. Often, in low performing schools, there is limited evidence of reading instruction. This team member, based on the CBP, will work in classrooms with teachers, modeling and coaching good instruction. Although Synesi will gladly lead staff development on professional development days, our primary purpose is to work with teachers in classrooms and in grade level, departmental and vertical team meetings. Our approach is primarily and most importantly a job embedded approach which guides individual teachers in all subject areas to incorporate practical reading strategies into their daily instruction. A school where all students are reading and writing is often a successful school.

The third team member is a data specialist. Often Synesi finds in reviewing low performing schools, and corresponding research reinforces that data is available to schools in great amounts, but the key missing component is most likely in the area of assisting the classroom teacher in understanding the data and transferring the data into lesson plans that bring success to students. Our data team member works to do exactly that. The data person works with the reading and leadership team members in a coordinated effort to show teachers and administrators how to use data to improve instruction. He/she will use existing school and district based system. This team member, as with the reading specialist, will work primarily with teachers on a one on one or small group environment. Through classroom modeling, coaching, observations and through departmental and vertical team meetings, the data person will perform his/her tasks. As noted earlier, our team is available and ready to lead in full and half day staff development but our primary focus is individualized and small group assistance.

The school based team brings the training to teachers in order for them to become the models for the school. This ensures sustainability. We give the principal and the teachers the tools they need to take the leadership necessary for continued improvement

The school and the district determine the number of available days for each team member based on budgets and external factors. However, our team is available 24 hours a day, 7 days a week for calls or emails with teachers and administrators. Our on-site days, start prior to the beginning of the school day and goes on far into the afternoon and evening including involvement in appropriate after school and evening activities.

Additionally, the Capacity Building Plan will likely bring other concerns to the school. As such, Synesi has a broad team of specialists who can assist with long term help as identified by the CBP. We have associates who can assist as needed. Included in this support pool are individuals who can offer help with subject area coaching, school climate issues, drop out prevention, technology related assistance, classroom management issues, ELL or Special Education issues, attendance concerns student centered learning needs, scheduling and organizational assistance, concerns relating to security and safety, and other needs as targeted in the CBP.

Short Term Targeted Assistance

Synesi, as part of the Capacity Building Plan or as a separate support process, has a team of associates with expertise in areas the schools may need on a short term basis. Some concerns do not require long term help, but, rather, require an

intensive, short term response for immediate improvement. We come in, identify solutions, make changes and leave. This short term support can be in a variety of areas. Following are some of the most common areas for short term help. They include: development of the School Improvement Plan, scheduling concerns, organizational problems, safety and security issues, classroom management issues, recruitment concerns, targeted instructional issues, assistance with increasing parent involvement, developing school/community partnerships and development of school policies and procedures.

Approach

One of the critical components of a Synesi partnership is that we do not have a packaged program, a reading series, a math series, textbooks or any process to purchase. Schools often look for success with new programs. Often, in low performing schools, this leads to a "Christmas Tree Effect". If one program does not work, purchase another program.

Synesi believes quite the opposite is true. Our approach is to limit what the school does, to ensure that there is focus to the improvement effort, and to compliment and improve the processes and programs that are already in existence. Our team members have a wide variety of experience in the various program and processes that are already in schools. Our teams' goal is to improve what the school is doing rather than add more tasks. We work closely with the district, prior to the Quality Review, to identify district initiatives and we work with the school to improve those existing initiatives. Through this process we are able to immediately work towards improving the performance of the school. We do not need a year to initiate another new implementation. We hit the ground running, working to improve and complement those initiatives now being done. A common complaint among teachers is that yet another initiative is coming. Our teachers enjoy the help to better do what they have been attempting to do, not to start all over again with something different.

Again, this approach enables us to begin to show immediate and sustained improvement in the school. We can show gains during the first year of our work.

**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)

Synesi Associates is and has always been heavily research based in our approach. This has always been the case. Our Chief Academic Officer was an active member on the Consortium on Chicago School Research (CCSR) based at the University of Chicago from 1997 to 2004. As such Synesi has used the large and exhaustive body of research that has come from this well respected organization.. CCSR research is a leader in urban school research at both the elementary and secondary school level. For reference their web site is below

<http://ccsr.uchicago.edu/content/index.php> .

CCSR research has been the basis of our training for our Synesi leadership and our associates. Although most research looks at Chicago Schools, the research findings are applicable for all urban school settings. The body of research over the past fifteen years has been extensive and all encompassing and is based on a philosophy not common to research. This research was reviewed and studied and used as a primary tool for continued improvement of Chicago Schools, often seen across the country as a successful urban system. Synesi staff have also been intricately involved in the implementation of this research as upper level management leaders during this critical time of success.

Our specific work in identifying what schools need for improvement and success is based on research entitled “The Essential Supports for School Improvement, September 2006, Sebring, Allensworth, Bryk, Easton, Luppescu”. The direct link to this research is below:

http://ccsr.uchicago.edu/content/publications.php?pub_id=86

The former director of the Consortium on Chicago School Research, Dr. John Easton, has been tapped by Secretary Arne Duncan. Dr. Easton is currently the Director of the Institute of Education Sciences (IES), the research arm of the Department of Education

The body of the research findings are embedded in our protocols and processes relating to the school visits, the Quality Reviews and the Capacity Building Plans we use with our work in schools.

Most of our reading coaches have participated in training based on the leadership of Dr. Tim. Shanahan. Synesi officers have worked with Dr. Shanahan over the past years and continue to have a professional relationship with him. The direct link to his biography is below:

http://www.eric.ed.gov/ERICWebPortal/resources/html/bios/bio_ShanahanT.html

The work of the Consortium and the work of Dr. Shanahan represent the heart of our research based approach at Synesi.

Data

Using this research data, below is data that we have accumulated from our direct work in schools.

School District of Philadelphia

Using our current research based approach, working with four high schools, the following results were achieved after two years of direct support.

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

- Parkway West HS – PSSA Reading went from 38.3% proficient to 46.5% proficient.
- Lamberton HS – PSSA Reading went from 11.7% proficient to 20.7% proficient
- Vaux HS and Sayre HS both made AYP in the year following our partnership
-

East Baton Rouge Parish Schools

Using the same approach outlined in this review Synesi saw the following results in 15 schools after our school based team worked for one school year.

See attachment 2.1

Similar results were achieved though our work with the State of Louisiana and with the Public High Schools of the Recovery School District of New Orleans. References are available for all our work. In addition to the references, we can provide schools with anecdotal information, survey results from school based staff, testimonials from teachers and principals, and quotes from district level leadership in all our work places.

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).

The Synesi approach is one of planned obsolescence. As such our team members are trained to work in a manner that will make it possible for us to leave. We believe in bringing schools immediate short term improvement and training school based staff on long term approaches that will ensure sustainability. Experience has shown us that once schools see improvement, the culture and expectations of a school will immediately change for the better.

Leadership

Our leadership consultants are trained to be invisible to the faculty and the staff. They work to develop a close personal relationship with the principal, the leadership team, and regional and district leadership. These relationships enable the leadership consultant to train and transfer responsibility to district personnel. We work with the district to best have our principals utilize district resources and programs while adding the additional support needed for immediate improvement. Through a monthly focus, the leadership consultant will be able to cover and review the main tenants of good leadership over the first year of assistance. The principal receives targeted assistance as needed but also gets overall guidance on being a successful principal. We do not do work for the principal. Our focus is to train the principal to do it him or herself. This approach is effective in building self confidence in the principal while providing support for areas of weakness and concern.

An important focus of our work is to provide collaborative leadership opportunities through the development of a school leadership team. We assist in the identification of candidates with potential administrative interest, providing access to a career ladder for school based personnel.

Our principals report our approach is effective and that it gives them the confidence to move forward. Even after our contract ends, we find our consultants keep in contact with their principals to provide ongoing support and feedback. We are happy to do this even after our contractual obligations end.

Our leadership team member is a successful principal with similar schools. The work is based on practical application. By giving targeted assistance, developing a Capacity Building Plan which targets leadership needs and giving overall guidance on leadership, our team member ensures that the assistance is based on the work done at the school and embedded into the life of the school.

Teachers

The heart of our work is to improve teaching and learning. As noted earlier, Synesi is always happy to provide full day and half day professional development opportunities for schools. We are also ready to work collaboratively with districts and regional offices to coordinate professional development with district and regional needs and initiatives. We also, when needed, will work with district leadership to offer professional development that enhances or reinforces those initiatives. Again, we do not bring in a program, we bring support. This enables a smooth and successful transition for our departure and for sustainability of our work.

But the core of our work is in job embedded professional development. Our goal is to

make teachers better, to give them the skills necessary to be successful teachers who incorporate reading and writing into their daily lessons and who provide a rigorous standards based instructional program. This is done by using a formula of modeling and coaching. Our staff introduces topics by teaching lessons. We invite the staff into the classroom and we show them how to present and deliver. Once done, our follow up is with coaching teachers through classroom observations and coaching activities. We do not tell them how to do it, first we show them how to do it and then we coach them on how to perfect it. Once done, they do not need us anymore. We then reinforce the process through the informal discussions and through small group opportunities. We utilize informal discussion, available preparation periods, after and before school and team meetings in our approach. All our work is a part of the school day and embedded into the daily routine and structure of the schools. It becomes the way to do things and it fosters sustainability.

Teacher anecdotally report back to us that they have become better teachers due to our assistance. This work also creates an environment for continued job embedded teacher led professional development options

Support Staff

Support staff is often left out of the process. Synesi will work with the staff to include them in all discussions, processes and help. As such they feel that they are a part of the solution and that they are aware of what needs to be done. Our work with this part of the team is, again, job embedded. We work with them to increase their knowledge while also assisting them with concerns that they themselves are able to identify. We can to a formalized professional development, but prefer to work with them where they are to do better as it relates to school improvement. Helping them understand the goals and the focus of the plan makes them partners in the solution.

**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)

Synesi has vast and extensive experience with state and federal mandates and requirements. Our experience is both practical and institutional.

Our experience in these areas starts with our consultant staff. Our consultant staff who would be working with these schools includes the following experience that relate to both federal and state regulations. These are people who are not only experienced with the regulations but have practical experience with living with, reviewing and identifying these regulations. Specifically, in our consultant pool we have:

1. One former liaison between the state and the urban center on NCLB
2. Four member of a state accountability task force that wrote the state NCLB guideline
3. One state chairman of a state accountability task force that wrote NCLB guidelines
4. Three member of the NCLB Appeals Committee
5. Two special education directors, one urban, one suburban
6. One accountability chief
7. Two urban and one suburban chief academic officers
8. One former state assessment director
9. Three former school district superintendents
10. One district supervisor of school improvement planning
11. Two NCA state coordinators
12. One Title 1 Director
13. Two lead developers for an urban curriculum framework
14. One urban assessment director who developed a benchmark assessment program
15. The lead developer of a state interactive report card
16. Two urban school chiefs who managed bilingual and ELL offices

As such, we are able to draw from this vast experience when the need arises. We have a broad range of expertise on federal and state regulations and have worked with districts on both School Improvement Grant and Race to the Top proposals

As noted earlier, the first step in any work with the district is to get to know the district through its data and its initiatives. Synesi staff will know the Michigan Content Expectations, the State assesement, the curriculum frameworks and the and the state needs assessment, In previous work we have provided training and guidance to our personnel to get to know the school. We understand that language is vitally important and we need to know the language, the initiatives and the priorities before we enter the district.

Our work always ties in our research to the state standards and curriculum frameworks. We have direct experience in working with districts who have managed curriculums and we have staff who have played key roles in the development of these managed curriculums.

Our personnel includes individuals who have not only participated in the development

of state assessment systems but have taken the lead in developing these systems. More specifically, our Capacity Building Plan reflects not only the findings of our Quality Review but it is also a product of the review of many other documents. Synesi reviews the school and district improvement plans, the Title 1 plan, when applicable, and the most recent North Central Plan at the high school level. We complete these tasks prior to coming to the school for our initial visit. These plans provide the foundation we use in preparation for our Quality Review visit. Our reading specialists will work within the curriculum framework and our data person, although also using local data will use the state assessment data as his/ her primary resource tool, especially at the beginning of the year prior to the availability of benchmark assessment data.

Finally, as a part of our process, we will not only use team members who reflect the diversity of the school, but we will recruit additional team members from the local communities. These team members will be hired not only on their skills but also on their familiarity with local and state regulations. We firmly believe in ensuring that our team includes expertise that is local and well respected in the community.

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)

Synesi is committed to sustainability of our work. This has been noted continually in our responses to the completed questions. There are two ways that Synesi ensures sustainability. One is through the development of our Capacity Building Plan (CBP). The second is through the Synesi approach to the daily school improvement work. We fully realize that our time in a district is limited. We also understand that there must not only be sustainability but immediate improvement. Schools and districts are under tremendous pressure to improve quickly and with sustainability. We work successfully within those environments.

Capacity Building Plan

After the initial Quality Review, our team convenes and asks two very important questions as part of their development process. The first question is what does the school need to become high performing? The second question is how can we provide the supports necessary to improve the school once we are no longer there?

We write the CBP as a plan for the school to sustain these changes. For each recommendation in the plan we identify internal people who will guide the improvement. We work to make the CBP a living document that becomes a tool for improvement that is utilized and read by all team members. We write the plan in a manner that makes it easy to read and easy to understand. The Plan is one that the entire school community can read and grasp and a plan that they can all participate in towards the goal of increased academic success.

Long Term Support

Our long term support is focused on building the capacity necessary to allow us to leave. Our school based curriculum and data consultants utilize a job embedded process of staff development to help teachers to find the tools necessary for success. We do not tell people what to do, we model what they do through teaching lessons in their classrooms while the teacher observe and then we coach them in classroom observations giving them guidance, assistance and suggestions as needed. Then we identify best practices that we observe in the district. Through this process we develop teacher leaders who we are able to work with to internalize the changes needed for improved student performance. Our support slowly becomes irrelevant as the school takes the leadership needed to improve.

At the same time we work within the context of team meetings, vertical team meetings, departmental and grade level meetings we work to create a culture of success and high performance. As noted earlier, our approach is highly personalized. We work to develop relationships with school based staff. Once that rapport is established, we are able to begin to change the culture of a schools. Through our short term improvement focus we are also able to show the school that improvement can take place. Once teachers see improvement, it becomes easier to believe that school improvement can take place. This is one of the less objective processes that Synesi works to complete. Through a collegial environment, through collaboration, through identification of school based leaders, and through hands on modeling and coaching, the team is able to bring about the very difficult change in attitudes.

At the same time, Synesi is committed to working with the district and the region. This enables us to ensure that support processes remain in place as we transition out. Also, as the district and the regionals are partners with us, we provide support that is aligned to the district wide initiatives. We do not have a

“program” that needs to be supported forever in the future. We work with the district to ensure good implementation of their initiatives. So the idea of sustainability is reinforced by the people in the district and or the region. The same approach is taken with leadership assistance at the school level. We give targeted assistance to each principal as determined by the Quality Review. But additionally we give assistance with a monthly focus. So within the context of one year we have spent time with our principals discussion the major concerns of school administrators. We give them an overview of best practices in one year of guidance and assistance. Our leadership team members can guide the principal because they have had successful experience in similar schools. They know the problems and they work to develop the relationship with the principal that will encourage honest and open discussion and a heavy dose of self evaluations.

We also work with district and regional level leadership, utilizing any leadership or principal assistance processes that are available within the district. When we leave, if there is an ongoing need, we provide the help to ensure that the district processes will continue a level of support for the principal.

Generally our work encourages an improved school environment. It encourages a collaborative collegial workplace where all are valued and internal leaders are identified, groomed and given leadership roles. Once this is done, performance will improve, teacher turnover will decline and sustainable will become a reachable goal. Ideally, at that point, Synesi will no longer be needed. As noted earlier, our goal is planned obsolescence.

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)
See Attachment

Following are the samples of the personnel likely to be involved in Synesi work. Resumes are attached

Name	Recent Position	Expertise
Gary Solomon	Synesi CEO.	High School, Leadership
Thomas Vranas	Synesi President	Administration
Philip Hansen	Synesi CAO, Accountability Chief	Assessment, Special Education, School Interventions.
Cozette Buckney	Chief Academic Officer	Leadership, Curriculum, Data
Armando Almendarez	Chief Early Childhood	Early Childhood, ELL, Language and Culture, Leadership
Maureen Connolly	Principal	Leadership, Reading
Johnetta James	Area Superintendent	Leadership, Data use
Nedra Durham	Reading Specialist	Reading, Elementary Schools
Manuel Medina	Chief of Bilingual Ed.	ELL, Parent Community Partnerships
Lawrence Swanson	Middle School Deputy	Middle Schools, Leadership
Kelly Barton	HS Principal	HS Leadership, Extra Curricular, Sports
Rebecca McCabe	State Assessment Director	Leadership, Assessment,
James Rosborg	Superintendent	Leadership, Operations, Management
Karen Carlson	Superintendent	Leadership, Curriculum
Nancy Ruiz	Montessori, Reading	Reading, Montessori
Pamela Carlson	Direct Instruction	DI, Reading, Data Use, School Interventions
William Tomasco	Charter Asst. Supt.	Charters, Leadership

Additional Staff Qualifications Needed

A percentage of our team members will be local people or people with direct experience with Michigan Public Schools. Following is the criteria that we would use for recruitment and hiring

1. Experience with urban schools in Michigan
2. Minimum of a master's Degree
3. Direct leadership experience in urban Michigan school systems for leadership team member
4. Trained reading coach in urban Michigan school systems for reading/curriculum member
5. Experience in data review for the data team member
6. Review of references
7. Superior evaluations for a minimum of five years for the last five years of employment
8. Diversity that reflects the school system being served
9. Knowledge of Michigan standards in the areas of: State Assessment, Content Expectations, Merit Curriculum, Curriculum Frameworks, State Needs Assessment
10. A firm belief in collegial and collaborative leadership
11. A record of success

THOMAS JOHN VRANAS

773.837.2198 | thomasv@synesiassociates.com

EDUCATION

Northwestern University

B.A. Economics (Finance and Game Theory concentrations), B.A. Slavic Literature

Minor in Learning and Organizational Change

Economics Department High Honors

EXPERIENCE

Synesi Associates

President

December 2008 – Present

- Responsible for all operational issues and administration of educational consulting firm
- Managed consultants, human resources, finance, marketing and personnel teams, along with board of directors and strategic partnerships

The Princeton Review

Assistant Vice President, Inside Sales and Online Programs

December 2006 – December 2008

- Responsible for \$35M revenue. Managed turnaround of Inside Sales team from -12% revenue growth to +15% growth. Reduced costs 35%.
- Managed re-development of online platform. Doubled institutional revenue while growing retail sales 22%. Increased operational efficiencies and overhauled internal structure and systems.
- Managed 19 full-time and 7 part-time employees.

The Princeton Review

Executive Director, Supplemental Educational Services

February 2004 – December 2006

- Developed and managed programming, marketing, sales, operations and government/community relations.
- Increased enrollment from 750 students to 7300 students in eight months. Tripled profit margins while growing program revenue to \$7.3M.
- Managed 8 full-time and 600+ part-time employees.

The Xigent Group, LLC

Vice President

July 2002 – April 2004

- Managed consulting practice focused on technology commercialization and incubation.
- Responsible for business feasibility and strategy, as well as investment consulting.

TableXI, Inc.

Vice President, Advisory Board Member

January 2003 – Present

- Responsible for all non-technical business processes and departments. Managed business development activities and sold initial contracts.
- Continue to serve as an advisor.

UpZing, Inc.

Co-Founder, Chief Operating Officer

July 2000 – July 2002

- Developed and managed Angel and Venture Capital funding relationships.
- Designed, developed and implemented business plans and strategies. Managed business development, sales and marketing operations.

AFFILIATIONS

- National Science Foundation; 2003-05 SBIR/STTR Funding Advisory Board; 2003-05 Partnerships For Innovation Funding Advisory Board.
- U.S. Department of Commerce; 2003-05 Economic Development Administration Legislative Advisory Board.
- Habitat for Humanity; Volunteer Crew Chief (Illinois, Florida, Georgia, Texas).
- Union League Club of Chicago; Political Affairs Committee.
- Sierra Club; National Advisory Council Member, Illinois Board Steering Committee.

PUBLICATIONS

- Contributor, Deliberation and Voting Rules, Northwestern University Press, 2002.

William Anthony Tomasco

113 Union Mill Terrace
Mt. Laurel, New Jersey 08054
Cell # 856-266-1984
Home – 856-235-8646

Academic Preparation:

Principal's Certification – University of Pennsylvania, 1978
M.A. in Teaching of English, Villanova University 1976
B.A. in English, Villanova University 1966

Professional Experience:

Pennsylvania Coalition of Charter Schools

Interim Executive Director
July, 2008 – Present

Recovery School District of New Orleans, Louisiana

Team Leader – Redesign Steering Committee for New Technology
High School under a grant from Walton Family Foundation
February, 2008 - Present

School District of Philadelphia

Director of Charter Schools

2005 – June, 2007

Assistant Director – 2004-2005

- . Fifty-six Charter Schools
- . Budget - \$232,000,000
- . Application Process
- . Renewal Process
- . Coordinate with Charter Schools
- . Handle all complaints for Charter Schools

Franklin Towne Charter High School

Philadelphia, Pennsylvania
May 2001 to June, 2004
C.A.O./Principal

Horace Howard Furness High School

Philadelphia, Pennsylvania
1999-2001
Principal

The Southern New Jersey College Preparatory School

Mays Landing, New Jersey

Grades 7 through 12

1997 to 1999

Head of School

The Tesseract School – Northfield

Northfield, New Jersey

Grades Pre-K to 6

1998 to 1999

Headmaster

- Created and maintained a learning environment which allowed students and teachers to develop to their best potential and increase their involvement in their own learning
- Built an educational system which ensured every student received a superior education
- Increase student achievement using a variety of measures
- Ensure parent satisfaction
- Provide positive leadership and a steady direction for the school
- Active participant with students and teachers in each school day
- Work cooperatively with parent groups
- Built strong, supportive relationships with students, parents and staff
- Balance the relationship of business and education in the operation of the school
- Manage school budgets profitability
- Hire and manage school staff and faculty
- Set and balance school budgets
- Track school spending and keep it within set budget/enrollment numbers
- Work with the marketing function to increase student enrollment and retention
- Produce accurate and timely reports
- Positioned the school as part of, and as a resource to, the surrounding community
- Maintain a safe and orderly school environment
- Ensure the TesseractT® philosophy of education was implemented
- Address student, parent and staff problems and concerns
- Work with each staff member to identify a professional growth plan
- Complete all necessary reporting and administrative tasks in a timely manner
- Ensure that the school environment is clean and safe
- Set up a system which includes a variety of methods for collecting parent feedback
- Contribute to school newsletter
- Partner with the Marketing Director to present information as necessary to the full school community
- Assist with school tours for prospective families, share holders or new-hire candidates
- Conduct all required activities to staff the school
- Established and oversee a program of extra-curricular activities
- Perform classroom observations and teacher evaluations
- Provide all school staff with professional development opportunities on site and with outside organizations
- Provide teachers with curriculum, materials, resources to support the educational philosophy of the school
- Provide updated curriculum information to staff
- Conduct both staff and student disciplinary actions as needed
- Organized and participated in PEP process
- Attend meetings and activities of parent groups
- Attend corporate staff meetings

- Attend professional conferences to stay updated on latest educational trends

Teaching Experience:

Community College of Philadelphia

Philadelphia, Pennsylvania
Adjunct Professor of English
1979 to 2006

Burlington County College

Pemberton, New Jersey
Adjunct Professor of English
1975 to 1989

Widener University

Chester, Pennsylvania
Adjunct Professor of English
1987 to 1989

Horace Howard Furness High School

Philadelphia, Pennsylvania
Assistant Principal
1996 to 1999

Horace Howard Furness High School

Philadelphia, Pennsylvania
Department Head for All Subject Areas
1987 to 1996

Benjamin Franklin High School

Philadelphia, Pennsylvania
Motivation Coordinator and English Department Head
1976 to 1987

Thomas Edison High School

Philadelphia, Pennsylvania
English Teacher
1967 to 1976

Appointments:

School District of Philadelphia
Charter School Advisory Committee 2003

Board Member of Pennsylvania
Coalition of Charter Schools 2003

Temple University Education Council – 1999 to 2001

Chairperson Furness High School
Middle States Evaluation Committee – 1994 to 1997

ACT Testing Coordinator – 1994 to 1997

Chairperson, Furness High School
PSAT Testing Program – 1993 to 1997

Chairperson, Furness High School
SLC Coordinators – 1992 to 1997

Chairperson, Furness High School
Scholarship Committee – 1992 to 1997

Chairperson, Furness High School
Textbook Acquisition Committee – 1992 to 1997

Governance Council Leader, Furness High School – 1991 to 1997

Team Leader, Student Assistance Program – 1990 to 1997

Member, Greater Northeast Chamber of Commerce – 2003

Member, Superintendent's Comprehensive Team
Leader's Planning Committee – 1988 to 1997

Member, Executive Committee, District Two Philadelphia
Alliance for the Teaching of Humanities – 1988 to 1997

Chairperson, Furness High School
"New Standards 5.1" – 1995

Member, Furness High School Cluster Team – 1995

Member, School District of Philadelphia
English Curriculum Revision Committee – 1988

Education Chairman, Our Lady of Good Council Grade School
Moorestown, NJ. An elected position – 1978 to 1980

Vice-President, English Club of Philadelphia – 1978 to 1980
Compaq Computer Corporation's Educational
Advisory Council – 1998 Present

Elected Secretary to Compaq Educational Advisory
Council – October 1998

Mainland Chamber of Commerce Education
Committee – 1997 to 1999

Elected Fellow of the Institute for Development of Educational
Activities (I|D|E|A) Summer, 1998 to Present

Member of the New Jersey Association for Gifted Children – 1998

Member of the Principals' Center for the Garden State – 1998

Member of Phi Delta Kappa – Richard Stockton University Chapter

Member of the Southern New Jersey Chamber of Commerce

Grants Received:

Idea Renovation Grant – 2002

Enhancing Education Through Technology Grant – 2002

Alternative Education for Disruptive Youth Grant - 2003

References:

Available Upon Request

RESUME:

LAWRENCE TROIS SWANSON

January 2009

18608 Neal Circle, Country Club Hills, Illinois 60478-4489
[Phone] 708/957-2960 * [Cell] 708/297-5193
[E-mail] swanlaw60@yahoo.com

OBJECTIVE:

Provide Professional, Educational and Administrative Consultant Services

EDUCATION:

CONCORDIA UNIVERSITY - River Forest, Illinois

1994

Master of Arts in School Administration

ROOSEVELT UNIVERSITY - Chicago, Illinois

1977

Master of Business Administration (MBA); Business, Management, Marketing & Communications

CHICAGO STATE UNIVERSITY - Chicago, Illinois

1969

Bachelor of Science in Education; Major - Education; Minors - Science & Language Arts

PROFESSIONAL DEVELOPMENT - (CSC & R.U.)

Over 100 Post Graduate Hours across fundamental learning areas beyond second Master's Degree

CREDENTIALS:

ILLINOIS TYPE 75 CERTIFICATES

Endorsements: General Administrative * General Supervisory

ILLINOIS TYPE 03 CERTIFICATE

Endorsements: Biological Science * General Science * Language Arts
Social Science * Business * Marketing * Management

OTHER ILLINOIS STATE CERTIFICATE EXAMS (Passed) Superintendent * High School Bus. / Mktg.

Superintendent (7/94) * High School Business / Marketing / Management (1/98)

ILLINOIS ADMINISTRATORS ACADEMY - (IESC 6), Stipulated (70 Hours) & Other Cognates

ILLINOIS SCHOOL ACCREDITATION PROCESS, IL School Improvement Plan (ISIP) Facilitator '95

CHICAGO ACADEMY for SCHOOL LEADERSHIP (CASL) Executive Leadership Training '97 - '98

CHICAGO EDUCATION ALIANCE / PRINCIPAL REVIEW BOARD, Principal Eligibility

EXPERIENCE:

SCHOOL ADMINISTRATION: EDUCATIONAL CONSULTANT

2008 - Present

MIDDLE SCHOOL LEADERSHIP CONSULTANT: Synesi Associates-Chicago, IL / Baton Rouge, LA

2005

DEPUTY DIRECTOR & CURRICULUM SPECIALIST: L.E.A.R.N. Charter School / Chicago, IL

SCHOOL REVIEWER: The Princeton Review / Transition High School Project / Philadelphia, PA

CHICAGO PUBLIC SCHOOLS: CHICAGO BOARD OF EDUCATION ADMINISTRATOR

2002 - 2004

OFFICE OF INSTRUCTION AND SCHOOL MANAGEMENT

Management Support Director: Area Instruction Office 16

OFFICE of THE CHIEF EXECUTIVE & DEPARTMENT OFFICERS

Executive Assistant to: Officer of The Academic Preparatory Centers, Middle & Year-round Schools

Review Board Member: Teacher Re-certification Program

1995 - 2000

OFFICE OF ACCOUNTABILITY, Intervention Team Member & Project Manager

**Appointed Transition Principal; Appointed Acting Assist. Principal; Liaison to IL State Bd. of Ed.
OFFICE OF PROFESSIONAL DEVELOPMENT, Coordinator for Depart. of Training & Support
ILLINOIS EDUCATIONAL SERVICE CENTER 6, Coordinator for School Improvement Planning**

1995 **CHICAGO PUBLIC SCHOOLS SERVICE CENTER 7: DISTRICT OFFICE RESOURCE**

Facilitator: Staff Develop.; Career Awareness; TESA (Teacher Expectation for Student Achievement)

CHICAGO PUBLIC SCHOOLS: RESOURCE & CLASSROOM TEACHER

1979 - 1995 **Michael M. Byrne School** - Intermediate & Upper grade Teacher & Facilitator for School Improvement Plan; Curricular Staff Development; Reading Improvement Program; Extended Day & Year Program; Proposal Writer for Gifted & Small Grants Program; Local School Council '89 & '90; Language Arts Chairman; CPS Bureau of Language Arts/Curriculum Writer for Multi-Cultural/ Whole Language Education

1970 - 1979 **Anthony Overton School** - Intermediate Grades Teacher; Reading & Math Resource Prescription Learning Lab Teacher; Music Resource Teacher; Outdoor Camping Educator; Chicago Teachers Union Delegate

1969 - 1970 **John Farren School** - Teacher, Grade 4

1969 **Francis Parkman School** - Teacher, Grade 6

PROFESSIONAL ORGANIZATIONS

2004 - Present **Retired Teachers Association, *Lifetime Membership***

2001 - Present **National Alliance of Black School Educators (NABSE), *Lifetime Membership***

2001 - Present **Chicago Principals and Administrators Association (CPPA)**

2001 - Present **American Federation of School Administrators (AFSA)**

2001 - 2002 **Chicago/Durbin, South Africa Sister Cities Organization**

2000 - 2002 **Association of Illinois Middle Schools (AIMS)**

1998 - 2002 **Phi Delta Kappa Educational Association, Chicago Chapter**
Vice President of Programs, Executive Officer's Committee
Research Representative, Executive Officer's Committee

1995 - 2001 **Illinois Administrators Academy**

1995, '97, '99 **Concordia University, Graduate School Advisory Council**

1997 - 1998 **Chicago Academy for Executive School Leadership**

1995 - 1996 **Illinois Staff Development Council * National Staff Development Council**

1969 - 1995 **Chicago Teachers Union * American Federation of Teachers**

PROFESSIONAL HONORS

1996 Phi Delta Kappa's **Educator of the Year Award**

1988 - 1994 Service Center/District Seven's
Perfect Attendance Award for Exemplary Personal Attendance at Byrne School

1993 & 1994 Concordia University, **Graduate Scholarship Award** for Academic Achievement and Promise

1987 Byrne School, **Outstanding Teacher Award**

Thank You for Your Interest & Support!

Gary Solomon · CEO · garyso@proactsearch.com · 800.944.6129

Mr. Solomon is the current Executive Vice President of PROACT Search and President of Synesi Associates, a group of successful, urban school reformers that joined together to define a framework for district and school level support services that are built to further the efforts of thoughtful school district and building level leaders. Under his leadership, Synesi has done work in the Recovery School District of New Orleans, the Louisiana State Board of Education, The East Baton Rouge Public School System, Kansas City, Missouri School District, and finally, Los Angeles Unified School District.

Before breaking out on his own, Gary Solomon served as Vice President of Sales and Marketing for The Princeton Review, and was responsible for rebuilding the sales organization into a senior consultative team focused on creating custom solutions in the areas of assessment, professional development and academic intervention. During his 6 years with The Princeton Review, where annual revenue goals were exceeded by an average 150%, Solomon was fortunate to do significant business in many of the top 50 urban districts in the country, and work with some of the best and brightest reformers in the K12 space. Among the Districts: Chicago, Philadelphia, Baltimore City, Prince Georges County, Baltimore County, Charleston, Anne Arundel County, New York, Los Angeles, and Denver.

A graduate of the University of Illinois, Solomon holds a Masters in Education Arts from Northeastern University, and resides with his wife, Pam, and three kids in north suburbs of Chicago. For the past several years, Mr. and Mrs. Solomon have been involved in a variety of different charitable activities and co-founded the DaVinci Foundation, an educational non for profit based upon renaissance ideals that was established to provide equitable high school opportunities for inner city students

Nancy J. Ruiz

**6100 Princeton Lane
Palos Heights, IL 60463
Phone - 708.388.5678
Mobile – 773.445.5678**

**e-mail
nrui@synesiassociates.com
nrui@comcast.net**

Objective To obtain a consultant position with Proact Search

Experience

Literacy Consultant
2008 - Present **Synesi Associates** Chicago, IL

- Perform duties of Team Leader
- Write monthly and quarterly reports
- Organize schedules
- Communicate with principals and team members
- Provide support for academically unacceptable schools
- Create and present professional development to faculty and staff
- Observe and mentor teachers

Educational Consultant
2007-2008 **Suder Montessori Magnet School** Chicago Public Schools

- Provide support for new administration
- Provide support for newly trained Montessori staff
- Supervise Magnet School Lottery

Montessori Director
2005–2007 **Suder Montessori Magnet School** Chicago Public Schools

- Facilitate opening of new Montessori magnet school
- Supervise Montessori magnet school
- Order furniture and materials specific to Montessori curriculum
- Coordinate professional development for Montessori staff
- Provide support for newly trained Montessori staff
- Conduct selection process and parent / student orientation
- Design classroom organization

Montessori Coordinator
1992–2005 **Clissold School** Chicago Public Schools

- Coordinate Montessori magnet program
- Coordinate professional development for Montessori staff
- Facilitate curriculum alignment with Illinois standards
- Conduct selection process and parent / student orientation
- Design classroom organization on yearly basis
- Organize and support ongoing parent education program
- Serve as a member of the administrative management team

Technology Coordinator

1995-2005 **Clissold School** Chicago Public Schools

- Design and implement technology plans
- Conduct staff in-services to update technology skills
- Update and maintain computer hardware and software
- Resolve technology issues at school level utilizing CPS and outside resources

Montessori Directress

1984–1992 **Clissold School** Chicago Public Schools

- Implemented Montessori multi-grade level classroom
- Trained multiple teacher assistants in Montessori classrooms

Teacher

1973–1982 **Barnett School** Chicago Public Schools
Mark Sheridan Academy

- Served as first grade teacher

Education

2002-2003 Saint Xavier University Chicago, IL

- Administrative Certification

1990-1992 Governors State University University Park, IL

- Master of Arts in Computer Education

1983-1984 MMTTC Chicago, IL

- Montessori Elementary Teacher Certification

1967-1972 University of Illinois Chicago, IL

- Bachelor of Arts in Elementary Education

Dr. James T. Rosborg

1315 Merganser Blvd • Belleville, Illinois 62226 • 618-233-0862 Married, 3 children
email: jtrosborg@mckendree.edu

EDUCATION:

SIU-Edwardsville, Ed.D., Instructional Process, 1994.
SIU-Edwardsville, ED.S., Educational Administration, 1987.
SIU-Edwardsville, Administrative Endorsement, 1982.
SIU-Edwardsville, M.S., Counselor Education, 1977.
SIU-Carbondale, B.S., Education, 1972.
Hoopeston High School, Hoopeston, Illinois, 1968.

PROFESSIONAL EXPERIENCE:

- Director of Graduate Education, McKendree University, 2005 - present.
- Superintendent, District #118, Belleville, Illinois 62220. 1994-2005.
- Adjunct Professor, St. Louis University and Lindenwood University, 2001-2005.
- Assistant Superintendent for Curriculum and Instruction, District #118, Belleville, Illinois. 62220. 1993-1994.
- Director of Curriculum and Instruction, District #118, Belleville, Illinois 62220. 1988-1993.
- Principal, Jefferson Elementary School, District #118, Belleville, Illinois 62221. 1985-1988.
- Teacher (History, Mathematics, Physical Education), Belle Valley School District #119, Belleville, Illinois 62221. 1972-1985.
- Guidance Counselor, Belle Valley School District #119. 1978-1985.
- Member, Board of Directors, IASA (Illinois Association of School Administrators). 1999-2005
- Member, Illinois State Board of Education State Test Task Force, 1999-present.
- Member, Board of Directors, Illinois State Board of Education, Leadership In Accountability and Quality Assurance (LAQA). 1998-2002.
- President, Board of Directors, Elementary District Organization, State of Illinois, 1999-2004.
- President, Secretary, and Treasurer, Belleville Area Superintendent's Association.

PROFESSIONAL ACHIEVEMENTS:

- Illinois State Superintendent of the Year – 2004.
- Boy Scouts of America Russell Hill Award for promoting Special Needs Scouting – 2003.
- Illinois State Board of Education “Break the Mold” Award, 2001.
- Illinois State Board of Education “Those Who Excel” Award - 1993.
- PTA “Book of Recognition” Award, 1998.
- McKendree College Kappa Gamma Epsilon “Excellence in Education” Award - 1990.
- Life Membership - Illinois PTA, 1990.
- Academy Associate Award, Illinois Administrator's Academy, 1989.
- “Outstanding Young Educator” - Belleville Jaycees, 1988.
- “Boss of the Year” American Business Women's Association, 1986.
- Selected as a Master Teacher - Governor's Master Teacher Program, 1984.
- Presenter - Teacher Workshops -- NCLB, positive mental attitude, effective teaching, AIDS in the school setting, effective classroom assessment, testing, school improvement, and school law.

Dr. James T. Rosborg

continued

PROFESSIONAL PAPERS and TEXTBOOK:

“When a Child Enters School With AIDS - A Case Study”, Illinois Principal, September, 1988.

“The Attitudes of Metro-east Educators, Parents, and Military/Business/Industry Personnel Toward School Choice”, 1994.

What Every Superintendent and Principal Needs to Know, Textbook co-authored with Dr. Max McGee and Mr. Jim Burgett, April 2003.

“No Child Left Behind Defense Misses Bigger Picture Issues”, Illinois School Board Journal, September 2004.

The Perfect School, Textbook co-authored with Dr. Max McGee and Mr. Jim Burgett, 2007.

CIVIC ACTIVITIES:

- Past member, Board of Directors, Young Men’s Christian Association (YMCA).
- Past member, Board of Directors, Belleville Area Special Education District (BASSC).
- Past Board of Directors, Belleville Chamber of Commerce, Education Chairperson.
- Past President, Treasurer, Board of Directors, Belleville Area Christian Counseling Center.
- Illinois Division Board of Directors, United Way
- Member, St. Paul United Church of Christ, Belleville, Illinois.
- Member, Board of Directors, Downtown Optimist Club of Belleville.
- Member, St. Clair County Historical Society.
- Member, Board of Directors, Franklin Neighborhood Community Association.
- Member, Board of Directors, Metro Link train and bus system.

OUTSIDE INTERESTS:

All sports, family activities, traveling, yardwork.

TEACHING CERTIFICATES:

Type 09: Secondary 6-12.

Type 73: Pupil Personnel Services Guidance K-12.

Type 75: Administrative, K-12, General Administrative.

Type 75: Supervisory Endorsement-SUP.

OTHER WORK EXPERIENCE:

American Can Co., Hoopston, Illinois 60942, 1970-71.

Self-Employed, Interior/exterior painting, 1974-1986, summers and weekends.

Self-Employed, Landscape designer, 1974-1986, summers and weekends.

District Successes

- ◆ Selected as one of fourteen school districts for the Illinois State Board of Education's Leadership for Accountability and Quality Assurance (LAQA).
- ◆ Selected by "Learning By Design" Magazine to be one of the top new school buildings in the nation in 1998 – Westhaven Elementary School, and 2003 – Central Junior High School.
- ◆ Winner of the Saturn Collaboration Award in 1999 – one of six districts nationwide for collaboration between the Board of Education, Administration, and Teachers for the betterment of students.
- ◆ Winner of the Illinois State Board of Education "Those Who Excel" District Award in 1998.
- ◆ Winner of the State of Illinois 1999 David Binotti Risk Management Award – an award given to a district each year with the lowest liability insurance claim.
- ◆ Winner of Weier Labor-Management Award, 2001.
- ◆ Winner of National AFT-Saturn/UAW Partnership Award, 1999.
- ◆ Selected as "Golden Spike" schools by the Illinois State Board of Education, 2002.
- ◆ Selected as Blue Ribbon Schools by the United State Department of Education, 2003.
- ◆ Selected as "Spotlight Schools" by Northern Illinois University and the Illinois State Board of Education, 2003.

State and Local Committees

- ◆ Chairperson, St. Clair County Task Force on PTELL (Tax Caps). 2008-2009
- ◆ Member – Illinois State Board School Leader Task Force, 2008
- ◆ Member – Governor Blagojevich's Educational Task Force, 2004.
- ◆ Member – Illinois State Board of Education, State Test Task Force, 1999-2003.
- ◆ Member – Illinois State Board of Education, Child Nutrition Programs Advisory Council, 1999-2005.
- ◆ Chairman – Belleville Chamber of Commerce, Education Committee, 1998-2005.
- ◆ Chairman – Boy Scouts of America School Night for Scouting, 1996 – 2005.
- ◆ Member – Distinguished Citizen Awards Committee, Boy Scouts of America, 1995-97, and 2003.
- ◆ Member – City of Belleville, Education Focus and City Planning Group, 1994.

Major Presentations

- ◆ Presenter, "Data Management", Illinois Principal's Association, 2006-2008
- ◆ Keynote Speaker, Illinois Association of School Administrators, April 2004.
- ◆ Keynote Speaker, Illinois Association of Administrators of Special Education, May 2004.
- ◆ Presenter: Thomas Howard Symposium, Illinois Principal's Association, 2003-2008.
- ◆ Keynote Speaker, Illinois Principal Association student recognition breakfast, March 20, 2003.
- ◆ Master of Ceremonies: Illinois State Board of Education's Illinois Right to Read Summer Institute, August 4-6, 1998.
- ◆ Keynote Speaker, Mayor's Prayer Breakfast, Belleville, Illinois, February, 1998.
- ◆ Presenter: Illinois State Board of Education's 10th Annual Superintendent's Conference, "Quality Assurance: A View from the Trenches", and "Standards-based School Improvement", September 26, 1997.
- ◆ Keynote speaker: Illinois Reading Recovery Graduation at Southern Illinois University at Edwardsville, May 30, 1997.
- ◆ Keynote speaker: A Symposium on Aids Education in Nebraska at the University of Nebraska-Lincoln, June 22, 1989.

BIOGRAPHY OF JIM ROSBORG

Dr. Jim Rosborg, currently serves as Director of Graduate Education and instructor of graduate classes in Education at McKendree University, Lebanon, Illinois.



Under his leadership, the Graduate Education Program has grown from 120 students to nearly 600 students. In June of 2005, Rosborg retired after eleven years as superintendent of the 3,750 student Belleville Public School District #118, Belleville, Illinois. He has consistently focused his energy on building a climate of collaboration to benefit all students. Under Rosborg's leadership, Belleville #118 had some of the highest district scores in the state of Illinois. In addition, District #118 schools received Golden Spike Awards, State and National Blue Ribbon Schools Awards, and most recently, the Northern Illinois University's Spotlight Awards for the academic achievement. Rosborg praises his staff and the support of the Belleville District #118 Board of Education, parents, and community members for the success of the boys and girls in the District.

The collaboration between Rosborg and key stakeholders also led the District to receive the national AFT-Saturn/UAW Collaboration Award in 1999. Rosborg himself is a past recipient of the Illinois Master Teacher Award, the Illinois State Board of Education "Those Who Excel" Award, the Illinois State Board of Education "Break the Mold" Award, the Boy Scouts of America's Russell C. Hill Award for outstanding contribution to character education, and the 2004 Illinois Superintendent of the Year Award. He also collaborated in writing a textbook with Dr. Max McGee and Mr. Jim Burgett entitled, "What Every Superintendent and Principal Needs to Know". McGee, Burgett, and Rosborg followed up with their second textbook in 2007 entitled "The Perfect School". In addition, Rosborg has published articles on dealing with children with AIDS in the classroom and the need to adjust the 2002 No Child Left Behind Act for successful implementation.

Dr. Rosborg likes working with children. Every year at Halloween his wife, Nancy, made a different costume so he could go to the student body to review safety rules. He also took the opportunity to meet with children, read to them, and listens to what they had to say. Dr. Rosborg's service extends beyond District #118 boundaries. He has served as an adjunct college professor to both St. Louis University and Lindenwood University. He is the Illinois Association of School Administrators' representative on the State Test Task Force concerning the No Child Left Behind Act and served on the Illinois Association of School Administrators Board of Directors. No decision is made by Rosborg without asking the question, "What is best for kids?" Currently, Rosborg serves on the St. Louis Area Metrolink Board of Directors and is Chairperson of the St. Clair County PTELL Committee (Tax Cap). Rosborg remains active at the state level – currently serving on the Illinois School Leader Task Force.

Dr. Rosborg graduated from Hoopston High School in Hoopston, Illinois, in 1968. Rosborg received his undergraduate degree from Southern Illinois University at Carbondale, a master's degree from Southern Illinois University at Edwardsville, and completed his Doctorate work at Southern Illinois University at Edwardsville in 1994. Rosborg taught math, history, and served as a counselor and coach for 13 years at Belle Valley District #119, and served 20 years as an administrator in Belleville District #118. Rosborg has been married for 33 years to his wife, Nancy. Together they have three children Mike, married to Wendy, Kyle, married to Barbi, and Carol. He has two grandchildren, Bradley and Zachary.

Manuel Medina
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Objective: An opportunity to utilize my 30 years of progressive experience in all aspects of education: professional development, administration, international education, and training.

Profile: An individual with a reputation as a leader able to manage comprehensive, complex projects and programs in tough circumstances and under tight budget constraints.

Expertise in:

Professional Staff Development	International Education
Program Design/Implementation	Pilot Programs
Adult Education & Parent Training	Internal Consulting
Skills Evaluation/ Enhancement	Curriculum Development
Multicultural Programs	Platform Presentation
Working with different language communities	

I have concurrently developed an appreciation for bottom-line results and implemented effective strategies to resolve problems. I am a strategist, with the ability to work with diverse teams of individuals, committed to continued improvement and possessing the ability to help others achieve higher levels of competency and performance.

Experienced in planning, implementing, and evaluating citywide professional development programs; recognized for demonstrating skills in human relations, conflict resolution, and adult training methods. Maintain professional working relationships with local colleges, universities, and community and international groups that are involved with the Chicago Public Schools.

SELECTED ACCOMPLISHMENTS

CONSULTING SERVICES

01/2008 – Present

Chicago City Colleges, ESL Specialist; Frida Kahlo Community Center, Chicago, development of parent & adult programs, grant writing & management, designed activities to work with diverse populations; ATI, Chicago, directed the development of educational programs for adults, youth, & children; Secretary of Education, Mexico, establishing centers where Mexicans abroad can complete their educations (Plazas Comunitarias); Aldo Castillo International Arts Foundation

EARLY RETIREMENT from Chicago Public Schools

12/2007

CHICAGO PUBLIC SCHOOLS

1972- 2007

Chief Education Officer, Office of Language and Cultural Education (OLCE)

07/1998 – 01/2007

Led the Office which included the Language and Cultural Arts programs of the Chicago Public Schools (CPS). Core programs consist of Bilingual Education, World Language, and Cultural Arts programs in the 600 schools. Responsibilities included ensuring that schools with these programs were in compliance with federal, state and local mandates. Concurrently guaranteed that CPS Board policies that impacted these programs would be met. In addition, defined the operational and business strategies for OLCE; developed, set, and authorized policies; and managed the day-to-day operation of each of the six units that have a direct report to the OLCE Officer. Established largest Chinese World Language program within a school district in the United States. Created the first comprehensive bilingual parent resource center.

Additional leadership positions 1982-1998

Deputy Officer, OLCE

Assisted in overseeing the department, plus supervised parent training.

Manager, World Language, Department of Language and Cultural Education

Responsible for the supervision of the CPS World Language programs in the elementary and high schools. Responsibilities included assistance to schools developing foreign language programs and developed proposals for funding of programs, to name a few.

Coordinator, Department of Language, Cultural & Early Childhood Education

Mediated concerns at local schools at request of administrators, teachers, parents, local school councils, and community members. Developed and coordinated staff development programs, worked with principals, teachers, and local school

councils to assist with the development and implementation of transitional bilingual education, maintenance and dual language programs.

Region Office Two Administrator

Assisted in overseeing and supervising the 100 schools in the region.

Facilitator, Department of Professional Development and Staff Training

Responsibilities included coordinating, facilitating, and supporting systems wide training activities for all Chicago Public School Departments; liaison between Department of Professional Development and the Department of Language and Cultural Education, to name a few.

Acting Director, Department of Multilingual Education, Bureau of Multilingual Education Resource and Information Center (MERIC)

Managed the operations of four resource centers.

Coordinator, MERIC

Assisted Director of MERIC in planning, coordinating, and implementing the various in-service programs for administrators, teachers, and paraprofessionals involved in the education of LEP students.

Equal Educational Specialist, Office of Equal Educational Opportunity (EEO), Options for Knowledge

Participated in ongoing activities towards the recruitment and placement of students for Options for Knowledge Programs; Specialist in multicultural education, staff development, and human relations.

Local Schools 1972 – 1982

General program and bilingual education teacher.

RELATED PROFESSIONAL EXPERIENCE

Roosevelt University 1990-Present

Professor

Chicago City Colleges 1972-1993

Training Specialist, Evening Coordinator for Lakeview Learning Center

St. Augustine College 1984-1985

Professor

EDUCATION:

M.Ed., Loyola University of Chicago – 1977

BA, University of Illinois at Chicago – 1972

Professional Training:

National College of Education: Administration and Supervision

Mexican-American Legal Defense and Educational Fund (MALDEF): Leadership Development Programs

Martin Luther King, Jr. Center for Non-violent Social Change: Community Non-violent Training Programs

Chicago Public Schools/State Board of Education: workshops, training and seminars related to English Language Learners

School Reform Training

Illinois State Certifications

Administrative, Elementary, Secondary, & Bilingual/ESL education

Professional Organizations/Community Involvement:

Association of Supervision and Curriculum Development (ASCD)

Chicago Cultural Alliance, Board of Directors

Hispanic Heritage Organization, Board of Directors

Illinois Association of Multilingual Multicultural Education (IAMME)

League of United Latin American Citizens (MAE), Executive Committee

Phi Delta Kappa, Loyola Chapter, Past Historian

Honors & Awards of Distinction:

Palmes Academiques, 2006—Government of France

Gran Asian Award, 2005—American Asian Coalition

Dr. Jose Prieto Humanitarian Award, 2003—HHO

Kathy Osterman Award, 2000—City of Chicago

RainbowPUSH Coalition Cesar Chavez Award, 2005

Appreciation Award, 2005—Punjabi Cultural Society

Special Recognition, 2003—Polish American Congress

Appreciation Award, 2004—Korean-American Association

REBECCA A. MCCABE

Educational Preparation:

Certificate of Advanced Study, Education Organization and Leadership University of Illinois, Urbana-Champaign	2003
Master of Education, Elementary and Early Childhood Education, University of Illinois, Urbana-Champaign	1990
Bachelor of Science, Early Childhood and Elementary Education University of Illinois, Urbana-Champaign – High Honors	1981
Certificate of Child Development, College of DuPage, Glen Ellyn, IL.	1975

Certificates:

Superintendent
Administrative Type 75
Standard Elementary Teaching 03
Standard Early Childhood Teaching 04

Professional Experience:

2007 – present	Assistant Superintendent for Curriculum and Instruction DeKalb Community Unit School District 428 DeKalb, Illinois
2004 –2007	Division Administrator Illinois State Board Education Student Assessment Division Springfield, Illinois The Assessment Division of the Illinois State Board of Education is responsible for the development and administration of state tests that measure the performance of students and schools against the Illinois Learning Standards for the No Child Left Behind and state legislation. The state assessment scores are used to measure adequate yearly progress (AYP) for all public schools. All students' scores are part of the AYP measure, including students with disabilities and limited English proficiency. <i>Administrative Responsibilities:</i> Illinois State Board of Education Assessment Division overall budget: \$85.4 M Test Development, Construction, Administration, Scoring and Reporting of all state tests Student Assessment Policy Decisions, Procedures and Implementation Legislative review and proposals Hiring, supervision and evaluation of assessment staff Communications to local, state and federal entities Training and implementation of testing, workshops, conferences Facilitator of advisory committees Participant on state level advisory committees
1998 – 2004	Principal Leal Elementary School

Urbana School District #116
Urbana, Illinois

Leal Elementary School, with an enrollment of 400, is located in central Urbana, close to the University of Illinois. Leal participates in many University activities, events and research projects for elementary students and teachers.

Responsibilities included:

Instructional leader for a kindergarten through fifth grade elementary building
Management of school policies
Hiring and evaluating all certificated and non-certificated staff
Leading the building's staff development for school improvement work
Leading and supporting the professional growth work of tenured teachers
Leading the school improvement team in the design and implementation of school improvement goals
Leading the Bilingual program
Budgetary decisions
Facility decisions
Discipline decisions
Facilitating the work of gifted building advisory committee
Facilitating the work of the discipline and special needs team
Working with parents and child advocates
Working with Before- and After-school programs

2001 -2004 Adjunct Instructor
Volunteers in Schools undergraduate class
Educational Organization and Leadership
University of Illinois
Urbana-Champaign, Illinois

Responsibilities included:

Instruction to undergraduate students regarding volunteering in schools
Managed schedules and evaluation of volunteering students

1984 – 1998 Elementary Primary Teacher
Leal Elementary School
Urbana #116
Urbana, Illinois

Responsibilities included:

All teaching activities in all curricular areas for the teaching first and second grade in a looping configuration

1988 -1990 Elementary Primary Teacher
Champaign Unit 4 Schools
Champaign, Illinois

Responsibilities included:

All teaching activities for all curricular areas for first and second grade

Summers Teacher
Creative Discovery Summer Program
Champaign, Illinois

Responsibilities included:

Teaching and assisting in a private gifted summer program for elementary aged students

Leadership Positions

2006 - Facilitator for State Superintendent Task
present Force on Growth Models

Member, Coalition for High Schools

Member, DeKalb County United Way

- 2004 -2007 Facilitator for Advisory Committees:
- ☒ Illinois English Language Learner Assessment Advisory Committee
 - ☒ High School Assessment Advisory Committee
 - ☒ Assessment Committee on Students with Disabilities
 - ☒ State Testing Review Committee

Member, Advisory Committee on Illinois Learning Standards

2004 – 05 Founding Member
Coalition for School Funding Reform
Champaign County Chapter

2003 –04 Member, Illinois Principals Association
Assessment Appeals Committee
Illinois State Board of Illinois

2004 Facilitator
Central Illinois Bilingual Consortium
2002 – 04 Member, Illinois Principals Association
Task Force for Assessment and Accountability
Illinois State Board of Illinois

2002 –04 Legislative Chair
Illini Region
Illinois Principals Association

2002 –04 Facilitator
Spanish Bilingual Program Committee
Urbana School District #116
Urbana, Illinois

1998- 2004 Facilitator
Equity Steering Committee
Urbana School District #116
Urbana, Illinois

2002-04	Member School Administration Area committee Educational Organization Leadership University of Illinois, U-C
2002	Chair, Taskforce Illinois State Achievement Test Illinois Principals Association
2001-04	Member Urbana Medication Committee Urbana School District
1998-2004	Member Teacher Evaluation Committee Urbana School District
August 2001	Participant The Adaptive School, Dr. Robert Garmston, Urbana, Illinois
2001-2003	Participant Midwest Regional Classroom Assessment Showcase, Cedar Rapids, Iowa; Peoria, Illinois; Urbana, Illinois
Jan. 2001	Participant Leadership for Excellence in Assessment, Assessment Training Institute,
2002	Committee member Continuous Learning Calendar Urbana School District
March 2000	Participant Classroom Techniques that Work Dr. Robert Marzano ASCD conference San Antonio, Texas
Nov. 2000	Participant Leadership in Gifted Education Regional Office of Education Rantoul, Illinois
Nov. 2000	Participant Understanding Poverty: Resources and Rules Regional Office of Education Rantoul, Illinois
Aug. 2000	Participant Skills for Collaborative Work Dr. Robert Garmston,

- Urbana, Illinois
- 1999 Committee member
 Illinois School Board of Education
 Obstacles to Putting the Illinois Standards into Action
- 1997- 2003 Board member
 Novice Teacher Support Project
 Regional Office of Education
 Rantoul, Illinois
- 1996-1998 President
 Urbana Education Association
- 1991-1996 Grievance chair,
 Urbana Education Association
- 1989-1996 Negotiations team member,
 Urbana Education Association
- 1994 Committee member
 Mentored Resident Program,
 Urbana School District
 College of Education,
 University of Illinois
- 1991-1992 Co-Developer and presenter
 Year Long Project
 Preservice Teachers
 College of Education
 University of Illinois
- 1988 Advisory Board member,
 ERIC/ECE,
 University of Illinois

Trained in the following educational programs:

Trainer, Standards Aligned Classroom, Classroom Assessment
 Trainer, Induction for the 21st Century Educator
 CRISS
 Beginning School Math
 Math Their Way
 Positive Behavior Interventions and Support (PBIS)
 Therapeutic Crisis Interventions

Presentations:

- 2004-present Panelist at:
 Council of Chief State School Officers conferences
 High School Challenge Conference
 ACT Annual Meetings
 Conference on Deaf Learning, Jacksonville School for the Deaf

Illinois School Board Association Conferences
Illinois Parent Teacher Association State Conferences
University of Illinois, College of Education, preservice teachers
Chancellor's Conference, University of Illinois

- 2003 to present Presentations on No Child Left Behind and State Student Assessment at conferences, meetings, workshops and inservice to hundreds of educational organizations, parent and community groups
- Oct. 03/ Mar 04 Presenter, Evaluating Teachers, Illinois Principals Association, Conference; Assistant Principals Conference
- 2001 - 2005 Presenter, "Interviewing", College of Education, Elementary preservice teachers
- January 2002 Trainer, Induction for the 21st Century Educator, Regional Office of Education, Rantoul, Illinois
- November 2001 Co-presenter, "Teach, Assess and Grow -- Learning Team", American Association of School Librarians, Indianapolis, Indiana
- October 2001 Co-presenter, "Learning Teams," Illinois Principals' Association
- August 2001 Presenter, "Classroom Management -- Survival and Beyond", Eastern Illinois University, Charleston, Illinois
- February, 2001 Presenter, College of Education, Social Studies pre-service teachers
- April 2001 Speaker, Initiation Ceremony, Epsilon Delta Professional Education Organization, University of Illinois
- August 2001 Presenter, "Classroom Management -- Survival and Beyond", Eastern Illinois University, Charleston, Illinois
- Sept. -Apr. 2000 Committee member, Continuous Learning Calendar Committee, Urbana School District

Awards

Illinois Women Administrators, Dare to be Great Award, April, 2008
Illinois' National Distinguished Principal of the Year, 2004
Illinois Principal of the Year, 2004
Friend of Education, Illinois Education Association, Region 9, 2004
Rated Excellent, Instructor and Course Evaluation, University of Illinois, 2000-03
Dodds Memorial Fellowship, University of Illinois Education Administration Alumni Assn.

Professional Organization Membership

National Association of Elementary School Principals
Illinois Principals Association
Phi Delta Kappa
Illinois Association for Multilingual Education
Association for Supervision and Curriculum Development
National Council of Teachers of Mathematics
National Council of Teachers of English

National Staff Development Council
National Science Teachers Association

Johnetta James

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OBJECTIVE

To provide consultative services to administrators of school districts in the following areas: principles and practices of education, instructional leadership, educational administration, school improvement planning, principles, practices of administrative management and leadership, strategies to increase the improvement of students' academic achievement et.al.

PROFESSIONAL EXPERIENCE

High School Redesign Steering Committee Chairperson (January 2008 – Present)
John McDonogh School, Recovery School District, New Orleans, Louisiana

- Provided core leadership for the committee throughout the Redesign process
- Developed the proposal for the Walton Family Foundation grant
- Identified the focus area for the redesigned school
- Identified specialty curriculum for school's focus area
- Organizes and facilitated monthly steering committee meetings
- Organized principal selection process and assisted in selection of new principal
- Developed the school's governance and leadership model

Campus Manager (August 2007- June 2008)
Chicago Public Schools, Office of New Schools: ACT and Perspectives Charter Schools

- Submitted weekly reports that summarized issues, meetings, follow-up actions, and timelines
- Executed and implemented the Annual Memorandum of Understanding and Sharing Agreement
- Organized and mediated all shared facility meetings
- Served as liaison between charter schools, central office, and the Office of New Schools on shared maintenance and operational issues
- Mediated and resolved disputes equitably among schools
- Facilitated campus building-sharing schools that included the coordination of individual school schedules and use of common areas

Lead Area Instruction Officer (July 2005-June 2007)
Chicago Public Schools, Office of High School Programs

- Served as liaison between Chief Officer of High School Programs and the High School Area Officers
- Collaborated with various CPS units to organize personnel and district resources to insure a direct connection to the improvement of instruction and student performance

- Planned, organized, and implemented methods and procedures for disseminating information on system-wide policies and procedures
- Prepared and submitted, formative and summative data, district plans, and city-wide surveys relative to high school programs and activities
- Organized city-wide high school professional development activities including the Annual High School Mini Conference that emphasized school improvement through sharing of best practices

Area Instruction Officer (July 2002 – June 2007)
Chicago Public Schools, High School Area 21

- Assisted in the development, coordination, implementation, and maintenance of major educational and instructional programs to improve student achievement levels at 15 high schools in Area 21
- Enhanced the climate of professionalism in Area schools by promoting the development of professional learning communities, strengthening and sharing best practices, conducting monthly professional development activities to create learning communities
- Conducted Area Walk-Throughs to observe and monitor instruction and the implementation of a Standards-based curriculum at the Area schools
- Monitored, assessed, evaluated, and supported Area schools' needs and achievements to insure accountability checks and balances
- Provided technical support and direction to Area school principals to insure clarity of good instruction and curriculum coherence in the development and assessment of local school improvement plans
- Insured that Area principals placed the literacy initiative at the forefront of instructional planning and insured its implementation cross-curricular
- Trained Area administrators to use data to inform decisions, monitor progress, and evaluate instructional impact
- Developed strategies to insure students' equal access to the core curricula to evaluate teacher expectations of student achievement
- Insured that Area schools developed high performing teams to create an environment of problem-solving, reflection and practice, and collaborative professional development
- Provided opportunities for Area schools to build knowledge, refine skills, practice teaching and learning, obtain feedback, and receive coaching support through the Area structure
- Facilitated monthly professional development workshops relative to the assessment and development of instructional programs
- Moved Area schools from the district's lowest performing to the second highest performing Area in the district
- Participated in on-going, professional training in the areas of: Use of Data, Closing the Achievement Gap, Learning Communities, State Quality Review, School Climate and Culture, Learning Styles, Breaking Ranks, Walk-Throughs, Literacy Strategies, etc.

Chicago Public School Principal (January 1989 –June 2002)
McKinley EVGC / Kilmer Elementary

- Engaged school community in developing and implementing the school’s vision and mission
- Involved parents and community in supporting and enhancing the school’s instructional programs and to support student learning
- Developed a professional development program that built internal capacity and capability that incorporated continuous learning experiences for all
- Aligned professional development programs with school goals and district priorities
- Utilized a range of effective learning theories and practices to support instructional improvement
- Directed the implementation of successful literacy and numeracy strategies that resulted in continued school-wide improvement
- Utilized a standards-based curriculum to improve instruction and student achievement
- Used data to analyze the impact of the instructional program and strengthen the skills of staff
- Analyzed, developed, and implemented a school-wide management plan that created a safe, student-centered, teaching and learning environment
- Managed the school’s budget to align resources with instructional priorities
- Worked with the leadership team to design a high-quality professional development program that was aligned to the instructional program and State goals

High School English Teacher (January 1971–January 1989)
Chicago Public Schools

- Taught English and journalism at various Chicago Public high schools
- Prepared and submitted weekly lesson plans as required
- Utilized differentiated teaching/ learning strategies to meet the myriad of students’ instructional needs
- Participated in school and city-wide professional development activities to build instructional capacity
- Evaluated students’ performance to insure achievement and accountability
- Initiated and supervised several school-wide clubs and student organizations
- Published the school’s newspaper

EDUCATION

Master of Education: Administration and Supervision (1988)
Northeastern Illinois University, Chicago, Illinois

Master of Education: Curriculum and Instruction (1983)
National Louis University, Evanston, Illinois

Bachelor of Science in English (1971)
Alabama State University, Montgomery, Alabama

PHILIP J. HANSEN

EDUCATION

M.S., Education Administration, Northern Illinois University, August 1981
B.A., Secondary Education, Northeastern Illinois University, December 1970

EXPERIENCE

Present

Vice President of Policy and Development for Synesi Associates

Consultant for The Princeton Review, K-12 Division

Consultant to Paul G. Vallas, Superintendent of New Orleans Recovery School District

May 2007 to July 2007

Interim Deputy Superintendent for Academics for the New Orleans Recovery School district

January 2005 to April 2007

National Director of Urban School Programs for The Princeton Review

Consultant for Paul G. Vallas, Chief Executive Officer for the School District of Philadelphia

2002 to December 2004: Assistant to the State Superintendent of Illinois – On loan from the Chicago Public Schools for a period of two years to coordinate federal No Child Left Behind legislation between Chicago and the Illinois State Board of Education, serving as a representative for the State Superintendent for the East Hazel Crest School District 152.5 School Finance Authority, state supervisor for the 45 Chicago Public Schools on the Illinois Academic Watch List.

Consultant to Paul G. Vallas, Chief Executive Officer for the School District of Philadelphia

1997 to 2002 - Chief Accountability Officer – Supervised the departments of: Critical School Support, Student Assessment, Teacher Accountability, School Improvement Planning, School Business Management, Compliance, Curriculum and Instruction, High School Development, Coordinated No Child Left Behind initiatives

1995 to 1997 – Director of School Interventions in the Office of Accountability – Responsibilities included assisting and monitoring the probation, remediation, reconstituted and school-in-crisis schools

1992-1995 – Principal of Henry R. Clissold Elementary School – 700 student kindergarten - 8 school, achievements included raising student scores on standardized tests, increasing faculty morale, increasing parent participation, improving communication to parents, initiation of a middle school concept with block scheduling, initiation of school wide grade level standards, beginning a full inclusion program for special education students, increasing sports programming, and increasing collaboration between the Montessori and traditional schools within the school

1991-1992 – Special Education Coordinator for Illinois School District 144 – Supervised special education staff in seven schools, wrote federal and state grants, improved MDS process, supervised the annual reviews for all special education students, coordinated services with local co-ops, increased teacher involvement and communication

1986-1991 – Assistant Principal at Percy L. Julian High School – Supervised English and Special Education staff, supervised all activities in Gamma House, regulated and approved all budget appropriations, ordered all textbooks, supplies and equipment, reorganized special education department, provided all class coverage, increased student involvement

1976 –1986 – High School History Teacher at Julian High School – Wrote and taught the Urban Studies course, sponsored Alpha House Council, supervised the school budget, chaired North Central Visitation Committee

1971-1976 – High School History Teacher at Austin High School - Sponsored Austin West Honor Club, member of North Central Steering Committee, faculty representative on principal selection committee

MAJOR ACCOMPLISHMENTS WHILE CHIEF ACCOUNTABILITY OFFICER

- Led the development of a system wide accountability plan
- Developed and implemented a probation support system for the lowest performing schools
- Developed an extensive one day school review process
- Assisted principals in the removal of over 400 poor teachers from 1997 to 2001
- Trained all principals and administrators on proper teacher evaluation processes
- Brought the concept of accountability to all 600 Chicago Public Schools
- Developed and began implementation of the Chicago High School Redesign plan
- Developed and implemented the Chicago Structured Curriculum
- Developed Programs of Study for grades 6-12 in the core areas
- Developed and implemented the implementation of the College Bridge program
- Developed an Approved Textbook List for schools

AWARDS

- Outstanding Leadership Award, Semi Finalist, Chicago Principals and Administrators Association, 2001
- Kathy Osterman Award Finalist for Recognizing Superior Public Service to the City of Chicago for 2000
- National Conference for Community and Justice, National Education Excellence Award for 1999
- Outstanding Community Resident from the Beverly Area Planning Association for 1998
- Distinguished Service Award from the Chicago Assistant Principal's Association for 1998

PUBLICATIONS

- School Reform in Chicago: Lessons in Policy and Practice, Harvard Education Press, Contributing Author, 2004
- Education Reform Success Stories, National Evaluation systems Inc., Chicago Public Schools Improvement Through Accountability, Contributing Author, 2001

SPEAKING

- Panelist, National Education Writers Convention, NCLB and the Media, Chicago, Illinois, June 2005
- Panelist, Illinois Association of School Business officials, Financial Implications of NCLB for School Districts, St. Charles, Illinois, May 2004
- Speaker/Panel, Congressman Judy Biggert Education Forum, NCLB for Illinois Administrators, Du Page County, Illinois, April 2004
- Speaker/Panel, Illinois PTA Annual Convention, NCLB for Parents, Peoria Illinois, March 2004
- Presenter, Chicago Public Schools All City Conference, NCLB Immediate and Long Term Impact for Special Education Students, Chicago Illinois, November 2003
- Speaker/Panel, Illinois PTA Annual Convention, No Child Left Behind and Illinois Schools, March 2003
- Presenter, Illinois State Board of Higher Education, Raising State High School Graduation Requirements, Bloomington Illinois, January 2002

- Speaker, Memphis Rotary Club, Improving Urban Schools, Memphis Tennessee, September 2001
- Panelist, Chicago Tonight, Channel 11 WTTW-TV, Public Broadcasting, Test Results and Leadership Changes in the Chicago Schools, Chicago Illinois, May, 2001
- Panelist, Chicago Tonight Channel 11 WTTW-TV, Public Broadcasting, High Stakes Testing, Chicago Illinois, April, 2001
- 2001 Speaker, Department for Education and Employment, Improving Low Performing Schools, London England, November 2000
- Keynoter, Education Action Zones, Changing Fortune, Changing Tack – An Account of School Improvement in the United States, Birmingham England, November 2000
- Presenter, Columbus Ohio Public Schools, Turning Around Low Performing Schools, November 2000
- Presenter, Governor’s Commission for Student Success, School Accountability, Columbus Ohio, October 2000
- Speaker, Memphis Chamber of Commerce and Congressman Harold Ford, Improving Urban Schools, Memphis Tennessee, August 2000
- Guest Faculty, Summer Programs for Educators at Harvard University, High Stakes Assessment and Students with Disabilities, Cambridge Massachusetts, July 2000
- Panelist, U.S. Department of Education, Taking Responsibility for Ending Social Promotion, Washington D.C., May 2000
- Keynoter, AAESQ/QESBA Conference, School Improvement in Chicago, Quebec City Montreal, May 2000
- Speaker, International Seminar Sponsored by the Minister of Education for Quebec, Helping Schools in Disadvantaged Urban Areas, Montreal Quebec, March 2000
- Panelist, Harris Graduate School of Public Policy Studies at the University of Chicago, Standards Based Education Reform – On the Right Track?, January 2000
- Speaker/Panelist, American Association of Colleges for Teacher Education Annual Convention, Ending Social Promotion, February 2000
- Speaker, Council of Great City Schools Fall Conference, School Improvement in Chicago, Fall 1999
- Panelist, Education Writers Association, High stakes Testing: What Should Reporters Cover?, Racine, Wisconsin, September 1999
- Panelist/Presenter, International Conference on Helping Low Performing Schools, School Improvement Chicago Style, Montreal Canada, May 1999
- Keynoter, Delaware State Board of Education, Ending Social Promotion, Spring 1999
- Panelist, Columbia University Fifth Annual David Dinkins Leadership and Public Policy Forum, Labor-Community Coalition Building, New York New York, March 1999

COMMITTEES

- Illinois State Board of Education NCLB Appeals Advisory Committee, Chicago Public Schools Representative, 2003 to 2005
- Illinois State Board of Education Assessment and Accountability Task Force for Implementation of NCLB in Illinois, Chicago Public Schools Representative, 2002 to 2005
- Civic Committee of Chicago, Teacher Task Force, 2002-2003
- Steering Committee Member, Consortium on Chicago School Research, University of Chicago, 1997 to Present

Nedra A. Durham 10128 S. Rhodes Avenue, Chicago, IL 60628-2228 773-318-0904 jocaroom221@yahoo.com
ndurham@synesiassociates.com 1

Professional Profile Eager to work with low-performing schools using a unique combination of thirty-four years of elementary education experience including mentoring new teachers and ten years of planning and facilitating professional staff development workshops for teachers, administrators, educational support staff, parents and community.

- Masters Degree in Urban Education and Bachelors Degree in Early Childhood Education
- Reading Endorsement with state of Illinois
- Experienced in use of the Internet, Print Shop Deluxe (programs, agendas, etc.) and Microsoft Office Word, Power Point and Excel
- Dedicated to passionate and energetic teaching as a means of creating and nurturing a lifelong love of learning in both children and teachers.

Education, Honors, and Certifications **M.S. Urban Education** Chicago State University. 1976
Bachelor of Science Early Childhood Education Chicago State University. 1973 **Standard Certifications** Illinois State Early Childhood Education. 1973 – 2012 Illinois State Reading Endorsement. 2006 **Key Qualifications**

- Literacy Consultant for East Baton Rouge Parish School System
- Education Consultant on team doing Quality Review in Baton Rouge, Louisiana
- Dominican University Adjunct Faculty Member *Teach for America*
- Certified as a Reading Specialist and in Early Childhood Education
- Professional Staff Development Coordinator including planning and facilitating professional development workshops for new teachers since 2001 (MINT) and both new and veteran teachers since 1997 using a wide variety of teaching aids, audio visual aids, and motivational and implementation strategies to engage teachers in active learning.
- Chairperson /Co-Chairperson of Jesse Owens Community Academy's award winning *Reader's Friday* program since 1998 and member of the *Reader's Friday* committee since it began in 1993.
- Lead Mentor and Mentor for Golden Teachers
- Implementation of literacy program which includes coordinating the DIBELS & ISEL assessments, planning and facilitating professional development workshops and maintaining reference notebooks for assessments, mentoring, reading strategies and staff development.
- Outstanding organizational, communication, leadership and people skills
- Facilitating Scope & Sequence Committee & SIPAAA retreats
- Chairperson of PPLC, SIPAAA committee, and Literacy Team
- Active participation on the Management Team
- Exceptional ability with creating agendas, evaluations, evidence of completion, programs(assemblies, Reader's Friday, Spring Musical, The Wiz), cards, flyers, posters, and graphic organizers using Print Shop Deluxe and Microsoft Office.

PAMELA J. CARLSON

10234 S. Oakley Avenue
Chicago, IL 60643-1916

(773) 445-5366
Mobile (773) 960-1537

pambob90@hotmail.com

EXPERIENCE

2008–Present Synesi Associates
Instructional Data Consultant, East Baton Rouge Parish Schools

- Quality Review Team Leader
- Data coordinator in three schools
- Develop and provide professional development on use of data

2004–2007 Chicago Public Schools
High School Instructional Leader, District Department of Education to Careers

- Provided vocational and technical ed teachers with instructional support

2003–2004 Chicago Public Schools
Director for Direct Instruction, District Department of Reading

- 2004 Iowa Test of Basic Skills results: 80% of the project's 15 schools (avg poverty level 94.8%) exceeded the district's 2.1% average increase; 10 exceeded at an 8.5% average increase and 3 schools met the district's 2.1% average increase

1999–2003 Chicago Public Schools
Project Manager, District Office of Accountability

- Provided implementation support to 35+ schools
- Managed staff and project budget; generated funding
- Provided continuous professional development for principals and teachers
- Established several community and professional partnerships
- Developed program assessment tools
- Generate data reports on teacher and student progress to drive decisions

1995–1998 Chicago Public Schools
Coordinator, District Office of Accountability

- Worked collaboratively with low performing schools in all areas of school improvement
- Wrote and edited department reports/communication with schools
- Linked schools to available resources as a Central Office liaison

1970–1975 and 1982–1994 Chicago Public Schools
Teacher, Upper grade Language Arts and Social Science

EDUCATION AND CERTIFICATION

2000–2002 Northern Illinois University, De Kalb, IL
Type 75 Administrative Certificate March 2002

1998–2000 Northern Illinois University, De Kalb, IL
Master of Science in Education May 2000
Major: Curriculum and Instruction (Supervision Specialization)

1964–1967 Chicago State University, Chicago, IL
Bachelor of Science in Education Dual Major: Education and English
Standard Elementary Teaching, State of Illinois Certificate
Standard Secondary Teaching, State of Illinois Certificate

KAREN GLINERT CARLSON

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Waukegan, IL 60087

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Telephone: (847) 599-0808
drkarengcarlson@msn.com

EDUCATION

Ph.D. 1996 Education Administration and Social Policy Research, Northwestern University; Evanston, Illinois
M.Ed. 1982 Educational Therapy (Special Education), National College of Education; Evanston, Illinois
B.A. 1973 Psychology, Northwestern University; Evanston, Illinois

ILLINOIS CERTIFICATION

Type 75 Endorsements: Superintendent, Director of Special Education, Supervisory, General Administrative
Type 04 Standard Early Childhood Teaching w/approval: Learning Behavior Specialist I
Type 03 Standard, K-9 with endorsements in K-9; Learning Behavior Specialist I
Type 09 Standard Secondary 6-12; Endorsements: Learning Behavior Specialist I
Type 29 Bilingual Education, K-12 (Spanish/English)

LANGUAGE PROFICIENCY

Spanish and English (bilingual)

PROFESSIONAL EXPERIENCE

- 2007-present **E. F. LINDOP SCHOOL DISTRICT 92, Broadview, Illinois**
Superintendent
Majority minority elementary district achieves AYP through high expectations, standards and focus on research-based instructional strategies. Raised scores, led development of strategic plan, opened parent resource center, improved climate, negotiated 2 labor contracts, and initiated student-run closed circuit TV news station. Implemented major technology initiative, PBIS and Response to Intervention model.
- 2004--2007 **WAUKEGAN PUBLIC SCHOOL DISTRICT 60, Waukegan, Illinois**
Associate Superintendent, Division of Specialized Services and Programs
Led Special Education, Pupil Personnel Services, English Language Learners, Early Childhood, Alternative Programs, Parent Involvement, Strategic Planning; 4th largest unit district in Illinois. Responsible for 50% of district's students and annual budget of \$44.5 M. Led reorganization of special education services to support IDEA 2004 which catalyzed district refocused strategic planning. Earned I-ASPIRE grant to create RTI model for early intervening services. Raised \$3 million+ for State Pre-K and parent mentor projects; partnered with churches and social service agencies to support students/families; collaborated with United Way on "Success by Six" initiative; led alternative school task force that created menu of alternatives for students having difficulty academically/ behaviorally, resulting in 60% reduction of expulsion rate, increased graduation rate and credit recovery.
- 1995 - 2004 **CHICAGO PRINCIPALS AND ADMINISTRATORS ASSOCIATION, Chicago, Illinois**
Steering Team Member/ Professional Developer, LIFT Principal Leadership Development Program
Wrote award-winning \$1M proposal to MacArthur Foundation; Steering Team and Faculty Member for LIFT Principal Development Program (part time). Supported 500+ first year CPS principals in a year-long program of monthly professional development meetings and coaching to improve school outcomes.
- 2001--2004 **CHICAGO PUBLIC SCHOOLS, Chicago, Illinois**
Principal, Daniel Boone Elementary School
Led award-winning PreK-8 magnet cluster school of 1000 ethnically/linguistically diverse students and 90 faculty/staff in two buildings. Eighty percent of Boone students speak one of 36 languages at home. More than 75% met standards in math and 63% in reading in spite of 75% poverty. Emphasis on reading, standards-based math and science, problem-based learning, curriculum alignment differentiation, arts integration and parent/community involvement. Raised more than \$2M over three-year period. School designated 21st Century Learning Community, Fine and Performing Arts Magnet Cluster and Chicago Math Science Initiative site. Added state pre-K and full-day kindergarten. School designated "School of Excellence." Served as Mentor Principal, New Leaders for New Schools.
- 2000 - 2001 **CHICAGO PUBLIC SCHOOLS, Chicago, Illinois**
Director, Curriculum and Staff Development, Office of High School Intervention
Office of High School Intervention was established by the Chicago Board of Education to turn around five chronically underperforming high schools. Intervention was the most serious measure the Board could take prior to closing a school for non-performance; addressed all aspects of school operation. The Office of Intervention was closed when new leadership team took over CPS in July 2001.
- 1997 - 2000 **CHICAGO BOARD OF EDUCATION, Chicago, Illinois**
Executive Director, Chicago Schools Academic Accountability Council
Monitored Chicago Public Schools reforms and made recommendations to the Board of Education and ISBE to ensure continuous improvement of all schools operated by the Board. Led a number of studies, including *Leave No Child Behind* (1999), to make policy recommendations to increase academic achievement, reduce student failure, intervene in failing schools and improve teacher/ principal quality.

1994 – 1997

LEADERSHIP FOR QUALITY EDUCATION (LQE)/CIVIC COMMITTEE, Chicago, Illinois***Associate Director***

LQE, a subsidiary of the Civic Committee of the Commercial Club, represented the Chicago business community on school policy issues. A policy think tank and advocacy organization, LQE lobbied for accountability and school improvement initiatives (e.g. principal leadership training, small schools and charter schools). Served as “Executive on Loan” to Chicago Schools Academic Accountability Council. Developed 1997 strategy to analyze longitudinal progress in Chicago Public Schools; recommended next steps for schools on probation including reconstitution of seven failing high schools; provided leadership to development of quality assurance system and standards-based accountability. One of seven leaders who served on the Illinois delegation to Scotland to benchmark Quality Assurance System and develop plan for IL. Wrote proposal funded by MacArthur Foundation and CPS for LIFT New Principal Support Program; Co-designed and implemented successful year-long professional development program for new principals in Chicago in partnership with five organizations: CPS, CPAA, University of Chicago, Northwestern University and LQE. Program is now mandatory; in 12th year of operation.

1996-1997

NORTHWESTERN UNIVERSITY, SCHOOL OF EDUCATION AND SOCIAL POLICY***Coordinator, Northwestern University Urban / Suburban School Consortium; Lecturer, MS. Ed. Program***

Coordinated urban/suburban collaborative focusing on teacher training and cross-district research and inquiry. Taught methods classes and supervised student teaching interns in city and suburban schools.

1990-1994

CHICAGO PUBLIC SCHOOLS, Chicago, Illinois***Principal, William H. Prescott Elementary School***

Received national, state and local recognition for accomplishments including Reader’s Digest American Hero in Education; Redbook Magazines Best 177 Elementary Schools; Proclamation by IL Governor Edgar; Citizen School Committee Outstanding Chicago Public School Administrator, etc. Implemented initiatives to improve student achievement through intensive professional development and community involvement. Implemented the Comer School Development model, the Illinois Writing Project, Reading Recovery, and Math/Science Initiative. Turned a resource-poor isolated school into a well-funded, thriving learning community. Successfully developed partnerships with parents, community agencies, universities, health providers, churches, two YMCA’s and businesses. Opened the school in the evenings and Saturdays to provide educational and recreational health providers; began a health clinic for families without insurance. Led efforts to make schools more available to their communities, reduce engineer overtime and make principal in charge of engineer and lunchroom staff, open up Chapter I school-wide projects to all eligible schools, and change school code to provide a revenue-neutral strategy to increase professional development time at each school through a restructured day; now implemented city-wide. Worked with Northwestern’s Kellogg Graduate School of Management, LQE and five principals to create Total Quality Schools Project to teach schools to use data and quality tools.

1989-1990

NORTHWESTERN UNIVERSITY, CENTER FOR URBAN AFFAIRS AND POLICY RESEARCH***Research Assistant***

Participated in study of five urban school districts, which had undergone decentralization. Conducted field research and surveyed one hundred Spanish-speaking parents about school reform in Chicago.

1988 – 1989

DISTRICT #28, Northbrook, Illinois***Learning Disabilities/Behavior Disorders Supervisor; Independent, Private/ Parochial School Coordinator***

Coordinate high incidence disability program; supervise 14 FTE professionals; support ESL program.

1984 – 1988

DISTRICT #65, Evanston, Illinois***Bilingual Special Education Non-Categorical Teacher (LD, ED, EMH); LD Resource Teacher (K-8).***

Designed and implemented bilingual special education program for District 65. Developed appropriate assessment procedures for limited English proficient students having learning difficulties.

1982 – 1985

BAKER DEMONSTRATION SCHOOL, NATIONAL LOUIS UNIVERSITY, Evanston, Illinois***Part Time Spanish Teacher:*** Taught Spanish as a foreign language to K-8 students.

1981

CHICAGO PUBLIC SCHOOLS***Bilingual Learning Disabilities Teacher***

Assess and teach second language learners with disabilities; provide consultation to staff and parents.

1977 – 1978

CHICAGO PUBLIC SCHOOLS***Bilingual Education Specialist, McPherson School***

1974 – 1977

ARCHDIOCESE OF CHICAGO HEADSTART CHILD DEVELOPMENT PROGRAM***Head Teacher*****PUBLICATIONS*****Dissertation***

Carlson, K.G. (1996). The politics of school reform in Chicago: One principal’s account. Ann Arbor: UMI. Dissertation chair: Professor Thomas Cook.

Journal Article

Slaughter-Defoe, D. & Carlson, K.G. "African American and Latino children's perceptions of school climate." Journal of Negro Education. Winter 1996.

Reports and Research

- ◆ Carlson, K. and Wong, K., *et al.* (2000). Falling through the cracks: A study of students who fail to meet promotion standards. Chicago: Academic Accountability Council. Unpublished study for Chicago Board of Education.
- ◆ Wong, K., Nowell, A. and Carlson, K.G. (2000). Reversing Brain Drain in Chicago Public Schools: Attracting and Retaining High Achieving Students for High School. Unpublished study for Chicago Board of Education.
- ◆ Carlson, K.G., Shah, S., and Ramirez, M. (1999). Leave no child behind: An examination of Chicago's most improved schools and the leadership strategies behind them. Chicago: Academic Accountability Council.
- ◆ Carlson, K.G., Shah, S., and Ramirez, M. (1999). A baker's dozen of improvement strategies for increasing student achievement. Chicago: Academic Accountability Council.
- ◆ Carlson, K.G. (1997, 1998, 1999). High School and Elementary Academic Trend Reports. Chicago: Chicago Academic Accountability Council. Report to Chicago Board of Education & IL State Board of Education.
- ◆ Carlson, K.G., Wong, K., Meyer, S., Nowell, A., Shah, S. and Taylor, J. (1999). An analysis of twice-failed third and sixth graders in the Chicago Public Schools. Chicago: Academic Accountability Council. (Unpublished study).

Policy Publications

Carlson, K.G. and Meisner, M. (1995) A call to action: A survey of school-business partnerships in Chicago Public Schools. Chicago: Leadership for Quality Education.

PROFESSIONAL INVOLVEMENT

Consultant, State of Louisiana; discuss development of accountability system and research consortium, April 2007.
 Teacher Recruiter, Collaboration between ISBE and Spanish Ministry of Education and Science, Madrid, Spain, 2004-07.
 Mentor Principal, New Leaders for New Schools, 2002-2004.
 Member, Superintendent's Research Advisory Group, Chicago Public Schools, 1999 -2000.
 Consultant, Chicago Principals and Administrators Association, LIFT New Principals Program, 1995 - 2004.
 Representative, IL Business Education Coalition. Conferred with TX, CA, FL and NY re: Accountability Initiatives, 1998.
 Representative, Illinois Delegation to the U.S. Dept. of Education National Reading Summit, Washington D.C., 1998.
 Director, Northwestern University School of Education and Social Policy, Alumni Board of Directors, 1997 – 2002.
 Steering Committee Member, Consortium on Chicago School Research, 1997 – 2001.
 Exemplary Principals Recognition Steering Team, Chicago Principals and Administrators Association, 1996 – 2003.
 Member, Illinois State Board of Education Delegation to Scotland to benchmark UK Quality Assurance System, 1996.
 ISBE Bilingual Assessment Task Force Member, to develop ELL program accountability; resulted in IMAGE test; 1994-96.
 Member, Chicago Leadership Collaborative, 1994 – 2004.
 Conference Planning Committee Chair, NCREL and Quest Principals, Outcomes-Based Education, June 12, 1993.
 Board of Directors, Teachers Academy for Math and Science, 1992-2000; Executive Committee 1992 – 1997.
 Fellow, NCREL Academy for Urban School Leaders. One of 80 outstanding principals chosen from 4 urban cities: 1992.
 Member, Superintendent Kimbrough's "Think Tank," September 1991 – June 1993.
 Coordinator, Chicago Public Schools Young Author's Fair, District 3, 1990 – 1991.
 Committee Member, IL State Board Task Force, "Best Practices for Special Education Services for LEP Students," 1989.

AWARDS

- ◆ *Reader's Digest* American Hero in Education, April 1993. Selected as one of ten outstanding American Educators.
- ◆ *Redbook Magazine* Award: Prescott School, Best 177 Elementary Schools in US: Best in State Winner." March 15, 1993.
- ◆ Karen Carlson Day, Proclamation by IL Governor Edgar, May 21, 1993. Recognition of school leadership accomplishments.
- ◆ Principal of Excellence Award, Chicago Public Schools, July 1, 1993.
- ◆ Excellence in Education Award, City Club of Chicago, June 1, 1993.
- ◆ Outstanding Chicago Public School Administrator. Citizen's School Committee, May 1993.
- ◆ Educator of the Year Award, Phi Delta Kappa Chapter of Northeastern Illinois University, May 8, 1992.
- ◆ 1988 Governor's Community Crime Prevention Award for Outstanding Achievement by an Individual, Oak Brook, Illinois.

CIVIC & COMMUNITY INVOLVEMENT

<i>Member</i>	Proviso Area Exceptional Children (PAEC), Superintendent Advisory Board
<i>Board Member</i>	Youth Conservation Corps, Lake County, IL. 2005 – 2007.
<i>Member</i>	United Way of Lake County, <i>Success by Six</i> , Steering Committee, 2005-2007.
<i>Trustee</i>	College Bound, 1999 – 2004.
<i>Executive Board</i>	Ensemble Español Spanish Dance Company, in residence at Northeastern IL University, 2001 – 2008.
<i>Fellow</i>	Leadership Greater Chicago, Class of 1998-1999. Chicago Community Trust.
<i>Deacon</i>	Chicago United. Deacon. Member, Deacon Steering Committee. 1997-2000.
<i>Member</i>	Mayor' Special Task Force on Drug Abuse, City of Evanston, 1989 – 1991.
<i>Commissioner</i>	Human Relations Commission, Evanston, IL, 1989-1991.
<i>Co-Chairman</i>	Residential Crime Prevention Committee, Evanston, IL; 1988-1991.
<i>Co-Founder</i>	Washington Neighbors Community Organization, Evanston, IL. 1987-1990.
<i>Board Member</i>	Evanston Latin American Association, 1985 – 1992.

REFERENCES: Will be furnished upon request.

COZETTE BUCKNEY

EDUCATION

Northern Illinois University B.S., Education 1968
Chicago State University M.S., Education 1975
Vanderbilt University Ed.D. 1992

CURRENT POSITIONS

- Chief Academic Officer, AdvancePath Academics
 - 2007-present
- Executive Assistant to the CEO of Philadelphia Public Schools
 - 2002-06
- Assistant to the Superintendent for Labor Relations, St. Louis Public Schools
 - 2005-06
- Professor of Urban Education, Roosevelt University
 - 2002 -present

CAREER POSITIONS WITH CHICAGO PUBLIC SCHOOLS

Special Liaison to the Board President and CEO 2001 - 2002
Advisor to the Board President and the Chief Executive Officer in the areas of policy, planning, labor negotiations and educational programs throughout the system.

Chief Education Officer 1997 - 2001
Responsible for direction of all education programs for all central administrative units, the six regions and 601 schools.

Chief of Staff for Chief Executive Officer 1995 - 1997
Organized and supervised all units in the central administration for the Chief Executive Officer.

Project Manager, T.I.M.E. Project 1994 - 1995
Managed project to re-engineer central administration, under the direction of the General Superintendent of Schools and the Chief Financial Officer.

Principal, Jones Metropolitan High School 1989 - 1994
Developed school organizational structure to maximize student achievement and teacher growth; drafted numerous grant proposals to generate funds for student and staff development programs; created programs and activities that achieved state and national attention; implemented nationally recognized Tech-Prep program; coordinated high school principals' staff development for three years; managed a \$4 million school budget; conducted in-service training on leadership, staff development, and school-to-work initiatives.

Instructor, Roosevelt University Graduate Program in Education 1992 – 1995
Taught potential school administrators in leadership, curriculum, site-based management and staff development.

Principal, Jackie Robinson Elementary School 1986 - 1989

Principal, Melville Fuller Elementary School 1984 - 1986

Assistant Principal, Austin High School 1974 - 1984

Counselor, Austin High School 1972 - 1974

Teacher (English), Englewood and Austin High Schools 1969 - 1972

PROFESSIONAL MEMBERSHIPS

Chicago Principals and Administrators Association

National Alliance of Black School Educators
National Association of Secondary School Principals
Association for Supervision and Curriculum Development
Phi Delta Kappa

BOARDS AND COMMITTEES

- State Teachers' Certification Board
- Keep Chicago Beautiful
- Chicago Communities In Schools
- Girl Scouts of Chicago
- Junior League of Chicago Advisory Council
- Board of Directors, Chicago Library System
- Chicago Children's Museum
- Please Touch Museum, Philadelphia, PA

AWARDS AND HONORS

- Woman of Excellence Award, Secure Care Supportive Services
 - June 2007
- Those Who Dare award from the Illinois Women in Administration
 - Apr. 2006
- Outstanding Educator award from the Science and Math Excellence board
 - Apr. 2003
- African American Heritage Award-Office of the Governor
 - Feb. 2001
- Rainbow PUSH Coalition, PUSH for Excellence Award
 - July 2000
- NCCJ National Education Excellence Award
 - July 1999
- DePaul University, Distinguished Public Service Award
 - May 2000
- National Association for Equal Opportunity in Higher Education
 - Feb. 2000
- Distinguished Alumni Award
- Queen Smith Award, Council of Great Cities Schools
 - 1999
- Appreciation Award, CASL
 - 1998
- Outstanding Service to Education, DeVry Institute of Technology
 - 1997
- Leadership Award, Phi Delta Kappa 1989, 1997
- Principal of Excellence Award, Chicago Public Schools
 - 1994
- Superior Public Service Award, City of Chicago
 - 1993
- "Those Who Excel" Award of Excellence, State of Illinois
 - 1992
- Connections 2000 Award, Illinois State University
 - 1992
- Leadership Award, Ora Higgins Foundation Award
 - 1991

PRESENTATIONS

- National Board for Professional Teaching Standards Symposium, May 2001
- Topic: Urban School District/Foundation, Partnerships that Advance
- National Board Certification, Long Beach, CA
- Education Forum Panel Discussion, Chicago Public Education Fund, May 2001
- 7th Annual ILBC Conference: The New Millennium, April 2001
- Opening of Women's Leadership Charter School, Nov. 2000
- IASA Conference Speaker
- Chautauqua Institute, Topic: "Raising the Bar", July 2000
- Annual UIC Book Seminar on Urban Children, Nov. 1999
- Metropolitan Tulsa Chamber of Commerce, Oct. 1999
- Education Writers Association National Seminar, April 1999
- Illinois Council for College Attendance Annual Conference, March 1999
- Chicago Principals & Administrators Assn. Annual Conference, March 1998, 1999
- National Black Child Development Institute Annual Conference, Oct. 1998
- National Science Foundation Urban Systemic Initiative Annual Meeting, Jan. 1998
- Harvard University Urban Round Table, 1997
- North Central Association Conference, March 1995
- NASSP Conference, Feb. 1994, 1995

PUBLICATIONS

- "School-Business Partnership Program: Successful Cases and Future Directions" in The Journal of Private Enterprise, Winter 1993
- "A Case Study Analysis of School-Business Partnership Programs in Six Chicago Public High Schools" (unpublished dissertation), Vanderbilt University, 1992

B. Kelly Barton
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Philadelphia, Pa. 19128
(215) 482-6922

Educational Background:

Olney High School, 1962-1966
Temple University, B.S. in Foreign Language Education (Spanish), 1970-1974.
Penn State University, Master's Equivalency Special Education, 1979-1981.
Cheyney University, Master's in Educational Administration, 1996-1997.
United States Coast Guard Commissary School, Governors' Island, N.Y., 1969.
United States Navy Firefighters' School, Philadelphia, Pa., 1969.

Certificates:

Pa. Dept. of Educ. Instructional II – Spanish, 1974.
Pa. Dept. of Educ. Instructional II – Mental and/or Physically Handicapped, 1981.
Pa. Dept. of Educ. Administrative II – Secondary Principal Certificate, 1997.

Graduate Credits:

Penn State Univ. – Special Education, 1981.	39
California State University Hayward – Biol., P.E., Soc., 1988.	06
Temple University – Inclusionary Practices, 1995.	06
Gratz College – Teaching strategies for Multi-cultural Society, 1996.	03
Cheyney University – Master's in Ed. Adm./Adm. I Prin. Cert, 1997.	39
<u>Total Graduate Hours in Education:</u>	93

Teaching/Administration Experience:

Spanish & English as a Second Language, South Philadelphia High School, 1974-75.
Disciplinarian, South Philadelphia High School, 1975 – 79.
Special Education, Germantown High School – Coordinated an alternative program for mildly handicapped at-risk students and students returning from incarceration 1979-96.
Dean of Students, Germantown High School 1993 – 1996.
Assistant Principal, Barratt Middle School 1997-1998.
Assistant Principal, Fels High School 1998-1999.
Principal, Northeast High School (3,700 student body) 1999-2006.
High School Principal Mentor/Rapid Response Trouble-shooter 2004-2008.
High School Principal Mentor, Academy for Leadership in Philadelphia Schools (ALPS) 2006-present.
Leadership Mentor, Pa. High School Coaching Initiative (PAHSCI) Annenberg Grant 2006-present.
Executive Director, Pa. Interscholastic Athletic Assoc. District XII (PIAA) 2007-present.
Steering Committee Leader, High School Reform Initiative,
High School Redesign, Recovery School District, New Orleans, Louisiana 2008-present.
Interim Executive Director of Athletics, School district of Philadelphia 2008-present.

Military:

United States Coast Guard, 1967-70.

Physical Education and Swim Instructor, United States Coast Guard Training Center, Cape May, N.J.

Third Class Petty Officer, U.S. Coast Guard Cutter Alert, Cape May, N.J.

Indian River Inlet Lifeboat Station, Rehoboth Delaware.

Professional Activities and Affiliations:

Community Advisory Board Member for WYBE TV, Channel 35 in Philadelphia, 1993-1996..

Middle States Visiting Committee Member at the New Castle County Detention Center/Ferris School for Boys, 1996.

United for Student Success, a project to support at-risk youth through interagency collaboration (DHS, Juvenile Justice System, Family Court, and School District of Philadelphia), 1994.

Workshop on Exploring the Coalition of Essential Schools and Common Principles, 1994.

Collaboration with the Philadelphia Police Department regarding graffiti and institutional vandalism 1993-1996.

Developed a community service project at Germantown High School to remove graffiti, 1995.

Greater Philadelphia Graffiti Vandalism Symposium, Pennsylvania Convention Center, 1996.

Philadelphia Schools Collaborative, Celebration of Charters at Edison High School, 1994.

Assisted in the preparations of the National Civic League's 100th National Conference on Governance, 1994.

President, High School Principal's Council 2003-05.

Awards

Marcus Foster Award Finalist, School District of Philadelphia 2001.

Administrator of the Year Award, Philadelphia Coaches Association 2003.

Rotary Service Award 2007.

Armando M. Almendarez

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312-461-9452 (H) 312-391-1826 © armando326@sbcglobal.net

CAREER HISTORY

2006 TO PRESENT Almendarez Consulting, *Shaping Ideas for Success in Education*

As an independent educational consultant, I specialize in strategic planning in the areas of policy, leadership and curriculum development.

Currently working for Synesi Associates, as a school based leadership coordinator in East Baton Rouge, Louisiana.

Recent projects have been with:

- The School District of Philadelphia, Office of Language, Culture and the Arts, assisting (OLCA) leadership in the drafting of the revised Language Policy and the development of an implementation handbook for principals and administrators.
- The Recovery School District of New Orleans, Office of the Superintendent, served on the Transition Team of Paul Vallas, focusing on early childhood programming, curriculum and assisted in the interviewing and selection of principals and assistant principals.
- The Chicago Public Schools, Office of Fine Arts, assisted the director with strategic planning services and with the implementation of an Illinois State Board of Education, Arts Planning Grant.

2001-2005 Deputy Chief Education Officer, Curriculum Development, Chicago Public Schools

Provided day to day supervisory leadership to the four Curriculum Offices: Literacy, Mathematics and Science, Early Childhood, and Language and Cultural Education. Served as a member of the Education Cabinet and assisted in the shaping and aligning programmatic system-wide initiatives. I provided management and oversight of the \$200 million curriculum budget.

Key Accomplishments

- Supervised the development of the Early Literacy Framework.
- Supervised the development and implementation of the Reading First Grant.
- Facilitated the establishment of the Museum and Public Schools initiative which strengthened the alignment of museum resources to grade specific curriculum.
- Oversaw the development and marketing of the Virtual Pre-K program that helped demonstrate the importance of the Home, School and Community connection. Secured external funding from Urban School Districts in the licensing of the CPS Virtual Pre-K program.

2000-2001 Chief Officer, Office of Language, Culture and Early Childhood Education, Chicago Public Schools

Supervised a staff of over 400, with a budget in excess of \$125 million. Provided supervisory support in the implementation of services for 27,000 pre-school children and 60,000 English Language Learners. Designed and managed the implementation of the following programs:

- Tuition Based Pre-School Program
- Website for the Chicago Public Schools Permanent Art Collection
- Cultural and Professional exchanges with The Peoples Republic of China
- Collaborated with the education staff of the Art Institute of Chicago for the first exhibit of works from the Chicago Public Schools Permanent Collection

1997-2000 Chief Officer, Office of Language and Cultural Education, Chicago Public Schools

Provided leadership and supervision to The Office of Language and Cultural Education serving over 70,000 English Language Learners and providing bilingual education services in 18 languages

Key Accomplishments

- Directed the development and oversaw the implementation of the new policy for bilingual education, "A Framework for Success".
- Supervised the development and implementation of ESL and World Language Standards
- Documentation and Restoration of the CPS Permanent Art Collection
- Provided leadership in the development of Schools Without Walls, A Cultural Resource Guide
- Initiated collaboration with the Spanish Education Ministry
- Created the Global Educators Outreach, a worldwide teacher recruitment initiative

1995-1997 Region Two Education Officer, Chicago Public Schools

Provided leadership and supervision to 92 schools and 72,000 students

1994-1995 District 5 Administrator, Chicago Public Schools

Managed the day to day operations of the 50 schools in Sub District 5

1993-1994 Principal, James Hedges Elementary School, Chicago, Illinois

1990-1993 Principal, Brighton Park Elementary School, Chicago, Illinois

1978-1990 Assistant Principal and Teacher, Nathan Davis Elementary School, and J.R. Pickard Elementary School, Chicago, Illinois, J.R. Harris Elementary School, Houston, Texas

1972-1975 Teacher Aide, A. Jackson Elementary School, Chicago, Illinois

Education and Endorsements

- M.A. – Educational Administration, Roosevelt University, Chicago, Illinois (1986)
- B.S. – Elementary Education, Loyola University, Chicago, Illinois (1978)
- Standard Elementary Certificate, Type 03 – State of Illinois
- Transitional Bilingual Certificate in Spanish, Type 29 – State of Illinois
- Administrative, Supervision and Administration, Type 75 – State of Illinois

Professional Organizations

- Board Member National Museum of Mexican Art
- Board Member and Education Chair Chicago Sister Cities, Mexico City
- Board Member The Chicago High School for the Arts
- Member Association of Latino Administrators and Superintendents

Awards and Achievements

- Government of France, Officier dans L'Ordre des Palmes Academiques, 2006
- City of Chicago, Outstanding Executive Employee, Kathy Osterman Award, 2002
- Chicago Principals and Administrators Association and LaSalle Bank Outstanding Leadership Award, 2001

SECTION C: ASSURANCES

The applicant entity:

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

SECTION D: ATTACHMENTS

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

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

East Baton Rouge Parish Schools

Using the same approach outlined in this review Synesi saw the following results in 15 schools after our school based team worked for one school year.

