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

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

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

- Section 1 15 points
- Section 2 10 points
- Section 3 10 points
- Section 4 10 points
- Section 5 10 points
- Section 6 10 points  Section 6 must be completed by all applicants.
The Application is divided into four sections.

Section A contains basic provider information.

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

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

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

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

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

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] For-profit</td>
<td>Teachscape, Inc.</td>
</tr>
<tr>
<td>[ ] Non-profit</td>
<td></td>
</tr>
</tbody>
</table>

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

Teachscape, Inc.

4. Entity Type:

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

5. Check the category that best describes your entity:

Name of Contact
Matthew Nathan
Phone 415-369-3714
Fax 415-344-0847
Street Address
71 Stevenson Street, 5th Floor
City San Francisco
State CA
Zip 94105
E-Mail matthew.nathan@teachscape.com
Website www.teachscape.com

6. Applicant Contact Information

Name of Contact
Matthew Nathan
Phone 415-369-3714
Fax 415-344-0847
Street Address
71 Stevenson Street, 5th Floor
City San Francisco
State CA
Zip 94105
E-Mail matthew.nathan@teachscape.com
Website www.teachscape.com

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

Name of Contact
Pam Kuck
Phone 715-526-5943
Fax
Street Address
71 Stevenson Street, 5th Floor
City San Francisco
State CA
Zip 94105
E-Mail pam.kuck@teachscape.com
Website www.teachscape.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.

- [x] 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  
- [x] No

What school district are you employed by or serve: ____

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

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

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**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.
Teachscape has provided services to schools in improvement in Michigan, Illinois, and Washington, New York, Maryland, Massachusetts, Virginia, North Carolina and other states. Teachscape has provided Title I funded services to High Priority Schools in Genesee County, Michigan since 2007, in partnership with Genesee Intermediate School District (GISD). In the first year of service, Teachscape served ten urban schools. Of those schools, two closed and six have made AYP exiting improvement status. The remaining two schools from the original cohort made AYP in reading and mathematics in 2009-10. In 2009, based on the success of Teachscape’s supports, four additional urban, High Priority high schools were further engaged with services. In 2009 Teachscape began providing comprehensive improvement services to nine High Priority Schools in Detroit Public Schools (DPS) and Teachscape’s tools and services have already shown measurable improvements in teaching practice.

Teachscape’s service model for these schools has been to work in partnership with local districts and Intermediate School Districts (ISDs) to establish a core set of services for each school, informed by a comprehensive needs assessment process so that school and district leaders receive support customized to local needs and culture. The core set of services Teachscape provides includes: project management, assignment of leadership coaches to principals, cohort-based professional development for teachers and leaders, and coordination of services with district staff. In Teachscape’s model, leaders and teacher leaders are provided sustained, job-embedded professional development in the classroom walkthrough process, high yield instructional strategies, and effective practices for instructional planning and decision making. Additional professional development and coaching support is provided on a school by school basis based on the needs identified in the needs assessment process and those that arise during implementation. In both GISD and DPS, Teachscape’s professional development and coaching services included follow-up, on-site support for principals and teacher leaders to facilitate implementation, progress monitoring, and measuring of results. These follow up services have included targeted support from Teachscape content experts to deepen educators’ depth of content knowledge. In all of these comprehensive engagements Teachscape ensured that services were linked to implementation, monitoring, measuring and evaluating progress based on each school’s improvement plan. Teachscape will use the same approach in all future engagements with Michigan schools in improvement to help them exit improvement status and sustain gains.

Supports Systems Provided to Schools
Teachscape’s services to schools in improvement utilize a research-based systems framework that ensures teachers and leaders are able to achieve and sustain measurable improvements in student outcomes. Ongoing, job-embedded improvement coaching ensures that a data-based continuous improvement process is engaged in which teachers and leaders analyze data to understand student needs, design instruction to meet identified needs, monitor progress through the use of data, and make refinements to instruction on an ongoing basis for continuous improvement. All school staff is involved in collaborative planning and decision making in Teachscape’s school improvement implementations through:
1. A comprehensive needs assessment process that includes student achievement data, interviews and surveys of all major stakeholder groups including teachers, administrators, community members and, where appropriate, students, classroom walkthroughs and district interviews. Teachscape works with teachers and leaders throughout the year to use student achievement data and teacher instructional data to monitor progress and success of the improvement work;

2. Data-based analysis of student achievement over time using multiple forms and sources of data to inform a deep understanding of the root cause of low performance;

3. Narrowing the improvement focus to specific student mastery objectives that all staff can deeply understand and address through masterful classroom instruction;

4. Identifying a common set of research-based instructional strategies informed by the data that all staff can implement in order to promote student achievement;

5. Instituting a pervasive data culture including the use of pre-, formative, and post assessments to inform multiple, integrated processes that guide, support and sustain continuous improvement

6. Strengthening instructional leadership to mount, support and sustain a continuous improvement process that informs rigorous, achievement-focused instruction and the school climate and culture needed to support teaching and learning that is truly effective

7. Building the capacity of classroom teachers to design, develop and deliver rigorous, standards-focused and engaging instruction based on identified instructional strategies

8. Monitoring implementation and changes in teacher practice through classroom walkthroughs that collect data on mid-course outcomes resulting from professional development.

9. Embedding the continuous improvement process into everyday school planning

To accomplish all of these activities that lead to increased teacher effectiveness and student learning, Teachscape will assign each school:

A) A School Improvement Mentor to perform services related to items 1-9 above;

B) A highly qualified leadership coach to each building for up to 100 days to provide leadership development to the building administrator(s) and teacher leaders, to facilitate implementation of job embedded professional learning, to provide technical assistance to the principal and school improvement team, and other duties as are appropriate; and

C) A Professional Services Director to plan and coordinate services with district and building administrators, to monitor progress, and to evaluate effectiveness of the services.

D) As needed to supplement these services, Teachscape will provide the services of content area coaches, special education coaches, and ELL coaches.

The end result of this process is the formation of vibrant professional learning communities unique to each school that have the practical skills and capacity to create, implement, monitor, and evaluate a quality school improvement plan that leads to continued, increased student achievement.
Job Embedded Professional Development

In order for the above support services to lead to increased student achievement, on-going, sustained professional development is needed over time to effect the desired changes in classroom instruction and leadership skills. Teachscape will provide such professional development using the model described below. This model has successfully supported the High Priority schools that made AYP in 2008, 2009, and 2010 and has demonstrated progress in the current urban High Priority secondary schools.

Specific areas of sustained, job embedded professional learning that will be available based upon individual urban secondary school needs include:

1. Classroom walkthroughs
2. Effective instructional strategies including the high yield strategies
3. Instructional design and decision making
4. Data collection, analysis, and use
5. Adolescent literacy
6. Pre-algebra, algebra I, II, and geometry
7. Developing academic vocabulary
8. School improvement planning processes
9. Summative and formative assessments
10. Understanding and using the MDE Grade Level Content Expectations (GLCEs) and High School Content Expectations (HSCEs) and, when implemented, the Common Core Standards as adopted by Michigan
11. Positive behavior support

As part of the overall support system and as individual needs are assessed, additional services will be made available to identified schools:

1. Using formative and benchmark assessment to monitor student progress
2. Connecting changes in teacher practices to improved student learning
3. Communication planning for staff, parents, and the community
4. Inclusion strategies for special needs students in regular education classrooms
5. English Language Learners identification, assessment, instructional development and strategies to develop English language, academic vocabulary and standards mastery.

Flexible Partnership

Teachscape is a flexible partner. We understand that districts may select multiple External Supporting Partners to work in any given school. Given this, Teachscape offers a flexible range of services to Michigan districts and schools that create synergies with existing supports provided by ISDs and MDE. For example, a district may engage one Preferred External Provider to provide parent involvement services at a school, and may contract with Teachscape to deliver intensive on-site professional learning and coaching for teachers and leaders at the same school. Our offering includes professional services (i.e. cohort-based institutes and at-elbow coaching) as well as tools (i.e. software for aligning curriculum, instruction, and
assessment, and mobile software to do classroom walkthroughs) to help transform teaching and learning and deliver meaningful improvement in student outcomes. To meet the varied needs of schools and districts in Michigan, Teachscape offers practices and tools that can be implemented selectively or collectively to meet local needs, accelerate the turnaround process, and provide powerful tools that can support the work of other turnaround experts also working the school or district. The tools and processes proposed here have been implemented successfully in numerous other schools and districts to improve teaching effectiveness, instructional leadership, and student outcomes.

Conclusion
Teachscape provides services that enable teachers and leaders to implement effective instructional practices the meet the needs of every student, every day. With a relentless focus on enhancing instructional effectiveness, Teachscape is an External Educational Services Provider that offers:

- Services and tools that strengthen the capacity of school leadership to create sustainable transformation.
- Services and tools that promote teacher effectiveness through the development of research-based instructional strategies and content knowledge.
- Services and tools that connect and align curriculum, instruction, and assessment to create shared expectations, vision and goals.

All of the services proposed here for Michigan have already been implemented with success in GISD and Detroit Public Schools as well as in over a hundred additional schools across the country. Teachscape is eager to continue our successful services to High Priority and SIG schools in GISD and Detroit Public Schools, and expand our partnership to bring these research-validated school transformation strategies to life in additional Michigan low performing schools.
Exemplar 2: *Use of Scientific Educational Research*  
(15 points possible)

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

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

The following narrative describes the research base and local results obtained for the professional development services described in Exemplar 1. All of Teachscape’s services work in an integrated manner throughout the school improvement process beginning with a focus on a discrete learning objective and progressing administrators and teacher leaders to a point where they are able to engage in the continuous improvement process independent of external support.

Classroom Walkthrough professional development and support is based upon the original research of Dr. Carolyn Downey and was adapted by Teachscape into a model that follows the MDE improvement cycle as follows:
1. Planning with a focus - to guide classroom walks, what are the "look fors"
2. Collecting data - create a walk schedule, accumulate data on the focal area, curriculum delivery, instructional practices, learner behaviors, classroom environment, and addressing needs of all learners
3. Analyzing data - upload walk data to web based software, create data charts
4. Reflecting on the data - share with staff in small group reflective meetings, looking for patterns and trends and connections to school improvement goals
5. Identifying an action plan - use protocols and template to decide next steps
6. Acting on the plan - implement the action plan and monitor with continued walk data
7. Evaluating the results of the plan - continue to collect walk data, reflect on it, and modify/adjust action plan as needed


The following is a sample of the type of data that are collected through the classroom walkthrough process and a table (Table 1) showing actual results/changes in teacher practices from a High Priority secondary school in Genesee County between 2008-09 and 2009-10.
Table 1. Classroom Walkthrough data comparisons for a GISD High Priority secondary school that received Teachscape’s services. The table reads: “In 2008-09 the learning objective was evident in classroom instruction sixty-five percent of the time. In 2009-10 the learning objective was evident eighty-two percent of the time, a net increase of seventeen percent. In 2008-09 instruction observed during Classroom Walkthroughs was on grade level sixty-six percent of the time. In 2009-10 the objective of classroom instruction was on grade level eighty-nine percent of the time, an increase of twenty-three percent. In 2008-09 students were using the High Yield Strategy of Summarizing and Note Taking thirty-four percent of the time. In 2009-10 students increased their use of this strategy to forty-nine percent, a net increase of fifteen percent. In 2008-09 the cognitive demand (Bloom’s Taxonomy) of classroom instruction was at the Comprehension level fifty percent of the time. In 2009-10, classroom instruction was at the Comprehension level sixty percent of the time, a net gain of ten percent. In 2008-09 instructional differentiation (Tomlinson’s Differentiation Framework) was evident in forty-nine percent of classrooms. In 2009-10 teachers were observed differentiating instruction seventy-five percent of the time, a net increase of twenty six percent.

<table>
<thead>
<tr>
<th>Year</th>
<th>Objective evident</th>
<th>Objective on grade level</th>
<th>Note Taking by students</th>
<th>Comprehension level work</th>
<th>Differentiation evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>65%</td>
<td>66%</td>
<td>34%</td>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>2009-10</td>
<td>82%</td>
<td>89%</td>
<td>49%</td>
<td>60%</td>
<td>75%</td>
</tr>
<tr>
<td>Growth</td>
<td>+17%</td>
<td>+23%</td>
<td>+15%</td>
<td>+10%</td>
<td>+26%</td>
</tr>
</tbody>
</table>

High Yield Strategies training is based upon the research synthesis conducted by Marzano, Pickering, and Pollack and reported in “Classroom Instruction That Works” (2001). The nine primary categories of strategies that are taught over an initial three day period are:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Questions, cues, and advance organizers

After each school identifies core student learning objectives, the school community works together to select an appropriate high yield strategy to focus on in the context of follow-up, job-embedded coaching. Teachscape facilitates a multi-year planning process in which schools plan how they will implement the selected high yield instructional strategies over multiple years, engaging in an in-depth focus on one to three high yield strategies in a given year. This in-depth focus on the
pervasive use of a small number of high yield strategies integrated across all domains has shown positive changes in teacher and student behavior. Teachscape has used this approach in all of the High Priority Schools it has served over the past three years as well as in over a hundred other schools in improvement in numerous other states. Of the original ten urban schools served by Teachscape in GISD, six made AYP and returned to Phase 0, two closed, and the remaining two schools made AYP in reading and math in 2009-10.

Iredell-Statesville Schools (ISS) is one of the largest districts in North Carolina serving over 21,000 students (40 percent Title I) in 35 schools. Teachscape has worked with the district since 2006 to improve student achievement and strengthen instructional leadership and teacher effectiveness. Teachscape’s work in ISS mirrors that provided in Michigan, and includes a combined utilization of high yield instructional strategies, the classroom walkthrough process and sustained, job-embedded coaching and professional development to build capacity in leadership and teacher leaders. As a result of this work the graduation rate increased from 75.3 percent in 2007 to 80.7 percent in 2008. SAT scores for district high school students increased, moving the district from 57th in the state, to having the 10th highest scores of any school district in North Carolina. Overall student performance in the Iredell-Statesville Schools grew at a rate of 7 percent from 2006 to 2007 while the performance of LEP students grew at a rate of 18 percent.
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
In order for professional development to lead to increased student achievement, on-going, sustained activities are needed over time to effect the desired changes in classroom instruction and leadership skills. Teachscape will provide such professional development using the model that supported the High Priority schools that made AYP in 2008, 2009, and 2010 and that has demonstrated progress in urban High Priority secondary schools currently served by Teachscape.

This model includes the following:

1) Intensive initial training of building principals, assistant principals, leadership coaches, and teacher leaders in understating how to promote and support the implementation of a research based strategy that supports increased student learning.

2) Periodic on-site consulting from qualified trainers to assist the principal and school leadership team in planning implementation, monitoring, and evaluation of the selected research based strategy professional learning.

3) Technical assistance for the principal and school leadership team for planning and delivering on-site, follow-up job embedded professional development opportunities for the entire staff during district provided professional development days, staff meetings, and department/grade level/content area meetings.

4) Monitoring dissemination and implementation of the selected research based strategy professional learning through the Process Mentor meetings.

5) Measuring the degree of teacher mastery and classroom use of the selected research based strategy through classroom walk through data and interviews/observations.

6) Measuring the transfer of the selected research based strategy to student learning through pre, formative, and post assessments throughout the school year(s) and examination of student work.

7) Inclusion of the professional development activities in the school improvement plan over multiple years to ensure sustainability through training for new teachers, updates for previously trained teachers, and on-going discussions as part of the school improvement process and professional learning communities.

8) Access to online resources for review and practice for use in staff/grade level/content area meetings or by individual staff for online learning.

9) Coordination with local district professional development priorities for greater coherence within and across the system.

10) Provisions for appropriate book study materials to deepen and further understanding and practice

This job embedded professional development model meets the revised National Staff Development Council standards (Professional Learning for Student Success, Joellen Killion, NSDC teleconference, Nov. 11, 2009; http://www.nsdc.org/standards/index.cfm) as follows:

* Organizes adults into learning communities whose goals are aligned
* Uses disaggregated student data to determine adult learning priorities for
continuous improvement
* Uses multiple sources of information to guide improvement
* Prepares educators to apply research to decision making
* Uses learning strategies appropriate to the intended goal
* Provides educators with the knowledge and skills to collaborate
* Fosters collective responsibility for improved student performance
* Aligned with rigorous student academic achievement standards
* Conducted among educators at the school by well prepared internal and/or external staff
* Occurs multiple times during the school year, during the school day as much as possible
* Uses a cycle of continuous improvement
* Includes external support and access to learning resources

School administrators and staff are encouraged to take ownership for the content, timing, and frequency of all their professional learning throughout the process of planning and delivering job embedded professional development within a collaborative decision making environment.

This model has resulted in High Priority schools in Gisd and Detroit Public Schools being more focused on one to three professional development topics over time to ensure adequate learning following the stages of implementation until mastery is reached by all staff. All professional development is designed to achieve outcomes:

- **Knowledge Outcomes**: Teachers, instructional leaders, principals, and school staff increase their knowledge of research-based leadership practices and effective instruction.
- **Skill Outcomes**: Teachers, instructional leaders, principals, and school staff apply new knowledge to their specific schools and needs in a skillful way, synthesizing information to make it useable in their local context.
- **Action Outcomes**: teachers, instructional leaders, principals, and school staff demonstrate sustained changes in their day-to-day work and ongoing increased dialogue with teachers using observation and teacher evaluation data to inform practice.

The classroom walkthrough process enables Teachscape to work alongside school staff to measure the classroom implementation of new practices learned in professional development.
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)
Teachscape has over ten years of experience working in the highly regulated public education sector and demonstrating compliance. As a successful partner to over 1,000 educational organizations including local education agencies (LEAs), regional education service agencies (RESAs), and state education agencies (SEAs), Teachscape has become well versed in various federal and state requirements relevant to Michigan schools.

Over the past three years Teachscape has provided turnaround services to High Priority schools in GISD as well as, more recently, turnaround services to High Priority and SIG schools in Detroit Public Schools. In all cases Teachscape’s services have been informed by Title I requirements (e.g. that services be secular, neutral, non-ideological, based on student data and needs, and improve the effectiveness of teachers serving low income students). Teachscape is aware that Michigan has received a Title I waiver so that service providers delivering services at targeted Title I schools can provide professional development and support to all teachers (not just those with Title I students in their classroom).

In both GISD and Detroit Public Schools, Teachscape has aligned our services to each school’s existing School Improvement Plans as well as the District Improvement Plan (where available). In all of these implementations, Teachscape’s needs assessment and school improvement process has been in direct alignment with the Process Cycle for School Improvement such that teachers and leaders are engaged, as a community, in gathering data, analyzing/studying the data, and implementing, monitoring and evaluating the actions articulated in the School Improvement Plan.

MEAP and MME data are included in the needs assessment process in all of Teachscape’s school improvement engagements to gain an in-depth understanding of students’ strengths and needs. MEAP and MME outcomes and blueprints are used to inform the local professional development and school improvement plan so that teachers are able to ensure that student master essential knowledge and skills, at the level of cognitive demand they will be expected to demonstrate on MEAP and MME.

In our work with GISD and Detroit Public Schools High Priority schools Teachscape has worked with teachers to hone in on specific GLCEs and HSCEs with which students are struggling and build teacher knowledge of the skills and competencies embedded in the relevant content expectations. In addition the Michigan Merit Curriculum as well as required assessments and 504 requirements are understood and incorporated into the improvement plans of each individual school.
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)

Current experience serving High Priority schools in GISD and Detroit Public Schools has shown that schools can be self-sustaining in using classroom walkthroughs, high yield strategies, and a research-based data-focused PLC approach by the end of three years. The following outlines the primary methods for creating sustainability:

1) Sustainability is built into the process through a focus on the following guiding questions at each mentoring meeting:
   * What do you expect students to learn? - a focused student learning objective
   * How will you know they have learned it? - pre/formative/post-test data
   * What will you do with students who have not learned it? - remediation/interventions
   * What will you do with students who already know it? - acceleration/enrichment
   * How will you know teachers are doing it? - classroom walk through data, observations
   * How will you support teachers in doing it? - professional development and learning communities

2) Sustainability is built into the process through modeling effective meetings and facilitation practices during PLC meetings that are carried over into grade level/content area/staff meetings.

3) Sustainability is built into the process through reflective activities at the end of each year where administrators and teacher leaders discuss their learning, challenges, what they will do differently in the future, and the direction they want to follow the next year.

4) Sustainability is built into the process through planning templates that the school teams use throughout the year to manage the student learning objective activities.

5) Sustainability is built into the process through annual one-on-one and/or group school improvement planning update workshops.

6) Sustainability is built into the process through the development of experienced teacher leaders who create a consistent and stable body of knowledge and skills within schools that have frequent changes in administrators.

Teachscape has the capacity to sustain the practices and staff that will be working individually with schools as well as maintaining the oversight, professional development and coordination of the processes and practices for the eligible schools. Teachscape staff work with the schools to build capacity within the school that sustain efforts long term.

Building sustainability is also built on three core elements of Teachscape’s offering:

1) Capacity building not training – Teachscape’s services build knowledge and skills in administrators and teacher leaders to continue and sustain the cycle of continuous improvement.

2) Tools – for classroom walkthroughs and job-embedded professional development

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application
that are used beyond the partnership period.

3) Resources – to provide ongoing access to effective professional learning resources to meet future needs.
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)

Teachscape’s staff has extensive experience leading school improvement and transformation work in Michigan and elsewhere. The staff members proposed here are already involved in successful school improvement engagements in Michigan High Priority Schools including those in GISM and Detroit Public Schools. In addition to the staff named below Teachscape has over 30 content area coaches on staff in the areas of special education, English language learners, early literacy, English language arts, mathematics and others.

Teachscape’s staff members and professional services providers are experts in their fields and are allocated to projects based on staff knowledge domains and client requirements. All staff are carefully screened, trained and undergo background checks before they are allowed to begin work with Teachscape. Maryann Marrapodi, Teachscape’s Chief Learning Officer, will have prime oversight responsibility for the work delivered in this project. Actual staffing assignments will be determined based on the actual services schedule developed by Teachscape in collaboration with Michigan schools.

Maryann Marrapodi – Chief Learning Officer
Dr. Frank DeStefano – School Improvement Mentor
Dr. Ed Greene – School Improvement Mentor
Dr. Sheila Brown – School Improvement Mentor
Melissa Marshall – Professional Services Director/School Leadership Coach
ELL coaches (see resumes attached)
Special Education coaches (see resumes attached)
ELA coaches (see resumes attached)
Mathematics coaches (see resumes attached)
Early literacy/learning coaches (see resumes attached)
Teachscape

Chief Learning Officer 2005 - present

Responsible for ensuring the development and alignment of Teachscape’s strategic initiatives, including: ensuring the fit of initiatives across the Sales, Production and Education Services departments; assessing Teachscape work processes and impact; coordinating the development of large scale customized initiatives with key clients; and supporting partnership development with external organizations.

Regional Vice President 2000 - 2005

Responsible for the development and oversight of all Teachscape business in the Northeast, including: all aspects of client relations and support relative to the Teachscape professional development system: designing professional development programs with clients, developing implementation plans and strategies, offering ongoing assessment and support of the local programs, and coordinating the efforts of Teachscape service departments to address client needs.

COLLABORATIVE VENTURES, INC.

Partner 1991 - 2000

Founding partner of an organizational development firm focused on the work of government agencies and not-for-profit organizations. Over nine years, the organization increased its client base to over 125 clients, and was responsible for developing programs and services in the areas of education, technology, welfare reform, child care, adult literacy, the arts, domestic violence, substance abuse, AIDS, adjudicated youth, adoption/foster care, parent involvement, children with special needs, Head Start and employment.

Management services include evaluations, strategic planning, team building, professional and organizational development, fund development, communications and research.

NATIONAL COUNCIL FOR MINORITIES IN ENGINEERING

Director, National Program Development 1990 - 1992

Developed, implemented and provided support to programs designed to increase access of traditionally underrepresented minorities in science and engineering careers. Selected projects include: staffing the Chancellor’s Commission on Science Education and assisting with the implementation of its recommendations; developing an interagency collaborative of schools, businesses, higher education and
government to create more effective, science and technology programs; and developing a prototype to recruit volunteers with science backgrounds and train them to work with school children to improve the students’ math and science skills.

Office of the Mayor of the City of New York  
Special Assistant and Director, Office of Early Childhood Services  
1985 - 1990

Designed parent education and staff development efforts; advised city officials on a legislative agenda for children and families; directed an Interagency collaborative, Project Giant Step, for 10,000 children and their families; provided oversight for development and implementation of an inter-agency MIS and for longitudinal research; served as the Mayor’s representative on task forces and commissions; and offered technical assistance to policy makers and program developers in the U.S., Europe and Central America.

As Assistant Director (1985-1986), designed and implemented for all program and professional development, coordinated efforts with New York City’s Board of Education, Human Resources Administration, Department of Health and Department of Employment.

Edwin Gould Foundation  
Director, New Ventures Fund  
1984 - 1985

Developed and implemented interagency education programs; monitored and evaluated efforts; and developed policy for funding programs in the areas of staff development, school improvement and information dissemination. Managed a grant fund of over two million dollars.

New York City Board of Education  
Special Assistant to the Chancellor  
1983 - 1984

Recommended policy and oversaw the development of programs to improve outcomes in science, math and technology education, Grades PreK – 12. Provided oversight and support for private sector involvement, infrastructure development, program and staff development, purchasing and contract specifications, collaborations with other systems, higher education, community-based organizations and foundations. Chaired the Chancellor’s Task Force in Technology and established and chaired the Task Force on Technology Access and Equity.

Community School District Four  
Director of Mathematics, Science and Technology  
1979-1983
Responsible for all aspects of curriculum and professional development in mathematics, science and technology. Developed programs to enhance skills of teachers and supervisors; supported curriculum development; designed a technology infrastructure to mount and sustain future efforts, created a Software Review Committee; managed reimbursable and tax levy budgets; created a student MIS; planned and coordinated the work of a District Advisory Council of business, corporate, university and foundation leaders; and offered supervision and support for staff.

**Head of School, The Creative Learning Center**  
1975-1979

Founded and directed a magnet junior high school focused on science, mathematics and technology. Supervised teaching staff and provided support for 250 students; coordinated a federal University/Business grant with Mount Sinai Hospital; recruited students for desegregation efforts; and developed science and mathematics focused curricula.

**Teacher**  
PS 171, Mathematics Lab Teacher, Teacher of Grades 3/4 Bridge  
PS 155, Urban Teacher Corps Intern

**University Teaching Experience**  
1985 - present

Taught graduate and undergraduate courses at City College (Introduction to LOGO, Using LOGO in the Classroom); Hunter College (Methods of Mathematics, Computer Literacy for Bilingual Educators, Teaching Science in Elementary Schools, Assessment Methods); and Baruch College (Instructional Computer Systems, Selecting Software for Instruction).

**Selected Publications**


Powertools for Professionals. The United Federation of Teachers, 1998.


The Mission and McAllen Mathematics and Science Initiative. NACME, 1992


Reading Your Way into Mathematics: An Interview with Caleb Gattegno. Classroom Computer News, May/June, 1982

Selected Presentations

Among others, presentations were provided for:

The National Education Association Professional Development Summit
American Federation of Teachers
National Council of Teachers of Mathematics
National Association for the Education of Young Children
New York State Association for Computers and Technologies in Education
New York City Day Care Council
New York Academy of Sciences

Education

1985 - Present Doctoral Studies, Teachers College, Columbia University
1983 Ed.M., Communications and Technology, Teachers College, Columbia University
1980 Urban Education, City College of New York
M.S., Physics, Massachusetts Institute of Technology
1968 B.S., Chemistry, Daeman College of the State University of NY, Buffalo
Francis J. DeStefano

**June 2009 to Present**

**Teachscape**  
School Improvement Mentor  
Provide school transformation leadership, mentoring and coaching to build capacity in school leadership and school systems to engage in, and sustain the continuous improvement process leading to improvement outcomes for students. Provide direct leadership, support and management to Detroit Public Schools and High Priority School in other locations.

**March 2007 to Present**

**Leadership Matters LLC.**  
Chief Academic Officer  
Leadership Matters is a Professional Development consulting company that does coaching, curriculum development and leadership training for schools. Clients include Lakewood, NJ, Boston Public Schools and The Fund for Excellence in the Boston Public Schools, Jobs for the Future, SISMA, Beginning with Children Foundation.

**PROFESSIONAL EXPERIENCE IN SCHOOLS**

**Baltimore City Public School System**  
Deputy Chief Academic Officer  
200 North Avenue  
Baltimore Maryland 21202  
(410) 396-8610  
Overall responsibility for all of Baltimore City Secondary Schools. Charged with establishing a unified secondary reform effort from lessons learned from the high school reform. Supervised the departments of Secondary Curriculum and Instruction, Credit Recovery, Alternative Programs, Guidance, Career and Technology. Supervised three Area Academic Officers providing coordinated service delivery to 65 secondary schools. Established the Office of College Readiness charged with developing a comprehensive college access plan. Responsible for coordinating the school system’s Mater Plan. Responsible for the system response to Corrective Action under NLB.

**July 2005 to October 2006**

Baltimore City Public School System  
Academic Officer  
200 E. North Avenue  
Baltimore, Md. 21217  
(410) 396-8805  
Overall responsibility for Baltimore City Public High Schools. Charged with implementation of a systematic reform initiative which is outlined in the “Blueprint for Neighborhood and Innovative Schools.” Responsible for establishing small innovative and neighborhood high schools with strong emphasis on professional development, student achievement, and small supportive structures. Work extensively with local and national partners including The Gates Foundation to execute this comprehensive reform.

**July 2003 to July 2005**

**Chancellor Charter School, Lantana**  
Founding Director  
Lantana, Florida  
Established Chancellor Charter School in Lantana. Overall responsibility for curriculum and supervision of a 20 member faculty. Responsible for implementing Florida’s Charter School Law. Worked extensively with town officials, parents and the State to mediate all partners’ perspectives into a coherent educational vision for students.

**July 2001 to July 2002**
Community School District 15   Superintendent of Schools
360 Smith Street
Brooklyn, NY. 11231
(718) 330-9300

Responsible for the restructuring and revitalization of elementary and middle school organizations. Implemented a system of rigorous professional development. Created relationships and programs with several Community Based Organizations. Established meaningful parent programs. Secured $9 million federal magnet grant and $3 million federal learning community grant among others. Oversaw activities of 40 district personnel, 67 supervisors and over 1,300 teachers. Responsible for educating 25,000 students.

July 1997 to July 2001

P.S. 41   Principal
116 West 11 Street
New York, NY. 10011
(212) 675-2756

Responsible for all curriculum and instruction innovation, establishment of professional development initiatives, collegially supportive environment, parent participation programs and overall school based administration of the 850 student building. Our efforts focused on creating a broad community of learners dedicated to meeting high standards.

December 1991 to July 1997

P.S. 288   Assistant Principal in Charge
2950 West 25 Street
Brooklyn, NY. 11224
(718) 449-8000

Responsible for curriculum development, introduction of Whole Language centered reading program, centers of interest, multi-cultural education. Member of School Based Management Team. Organized and distributed educational materials, manuals and supplies. Responsible for scheduling assignments and overall administration of the building.

August 1991 to December 1991

P.S. 329   Assistant Principal in Charge
2929 West 30 Street
Brooklyn, NY. 11224
(718) 996-3800

Overall Responsibility of administration and supervision of PS 329. Instituted Parents and Principal Conference Committee. Established enrichment program for grades 2 through 6. Coordinated transition for the new administration.

July 1990 to June 1991

P.S. 95   Assistant Principal
345 Van Sicklen Street
Brooklyn, NY. 11223
(718) 449-5050

P.S. 128   Special Education Unit - Teacher
2075 84 Street
Brooklyn, NY.
(718) 373-5900

P.S. 312  Teacher
7105 Avenue T
Brooklyn, NY. 11236

(1982-1985)

(1978-1982)
### PROFESSIONAL EXPERIENCE IN OTHER THAN SCHOOLS

**Consultant**
Securities Investor Association  
120 Broadway  
New York City, NY. 10006  
(10/2006- present)

**Superintendent in Residence**
Fund for Educational Excellence  
800 N. Charles Street  
Baltimore, Md. 21201  

**Consultant**
Fund for Educational Excellence  
Baltimore School District  
Baltimore, Md.  
(1999 – 2000)

**Adjunct Instructor**
City College  
City University of New York  
Supervisor of Curriculum and Instruction  
(Fall 1997, 1998, 1999)

**Adjunct Instructor**
Stern College for Women Yeshiva University  
Social Studies Methods for Elementary Schools  

**Adjunct Instructor**
Fordham University  
Teaching Reading in Schools  
(Summer 1994)

**Instructor**
Early Childhood Methods  
Long Island University, Brooklyn Campus  
(Spring 1990)

**Staff Developer**
New Teacher In-service  
28 session program teachers of emotionally handicapped pupils  
(1983, 1984 and 1985)

### EDUCATIONAL LEADERSHIP

**District Fellow** – Institute for Learning  
Learning Research and Development Center, University of Pittsburgh  
Dr. Lauren Resnick – Director  
National learning project responsible for designing, piloting, and implementing high performance based learning environments.  

**Panelist** – Council of Great City Schools  
(March 2005)

**Presenter** – Heinz Endowments  
“READY FOR Life…The Early Literacy Connection”  
(2000)

**Presenter** – New Visions for Public Schools  
“Public Grant Maker Network”  
(2000)

**Panelist** - New York State Association of Bilingual Educations  
“The English Language Learner & New Standards”  
(2000)

**Board Member** – Professional Development Laboratory, New York University  
(Appointed 9/1999)

Presenter: “A Project Approach to Literacy” New York State Department of Education; Reading and Mathematics Institute for S.U.R.R. Schools (October 1996)

Presenter: “Aligning Curriculum with Performance Standards” Institute, University of Southern California

David Marsh - Director
(July 1996)

Co-Presenter: “Principles of Learning” International Principals’ Institute, University of Southern California
Co-Presenter - Lauren Resnick, David Marsh – Director
(July 1996)

Presenter: “A Project Approach to Literacy: Summer Professional Development” Chancellor’s District, NYC Public Schools
(June 1996)

Presenter: “Best Practices – New Standards Implications for Schools”
North East Consortium for Multi-Cultural Education
(April 1996)

Grant Writer: Goal 2000: Instituting English Language Arts Portfolios: A Professional Development Approach (April 1996)

Presenter: “Leadership’s Role in Achieving Schools”
NYC Elementary School Principals’ Association
(February 1996)

Presenter: “New Standards Implications for Schools”
New York City Association for Supervision and Curriculum Development Share Fair
(January 1996)

Participant: New Visions for Leadership
New York City Administrative Women in Education
(1995)

Guest Speaker: Intergroup Relations Advisory Committee
(1995)

Presenter/Host: “Bringing Schools to High Performance Standards”
Hosted 2–day workshop at PS 41 for 25 members
Beaumont Independent School District
Beaumont, Texas
(1995)

Presenter: “Meeting Writing Standards in a Workshop Model”
New York City Association for Supervision and Curriculum Development
(1994)

Panel Participant: “Implementing Your Philosophy in the Reality of School Mandates and Community Expectations”
Fordham University
Alice Reagan – Moderator
(1994)

Presenter: “Parent Participation in Schools No Magic Formula,”
Association for Childhood International Conference
New Orleans – 2 hour symposium
(1994)

Grant Writer: Non-Graded Primary Program:
Created a non-graded program for children ages 5 to 7
Secured funds from the Childcraft Corporation Grant
(1990)
Presenter: “Bringing Home to School: Developing Literacy in Pre-Kindergarteners”
Project Giant Step’s Training Day Conference at Columbia University
(January 5, 1990)

Speaker: “trial literacy approach to Pre-Kindergarten Education.”
(1989)

Citywide Project Child Conference: Provided Leadership training to Citywide Project Child Trainers
(1988)

Project Child Keynote Speaker: Asked to “launch” Project Child Year by providing an inspirational speech to Citywide Trainers
(1988)

Book Incentive Program: Created a home-school reading partnership that focused on pleasure reading and book sharing as a means of improving reading ability
(1988)

Building Bridges: Conducted a Citywide training in appropriate materials for handicapped students
(1984)

AWARDS
Distinguished Educator – College Bound Foundation
(2006)

Distinguished Educator – Phi Delta Kappa Beta Chapter Teachers College, Columbia University
(1998)

Educator of the Year – Sunset Park Lions Club, Andrew Varela, President
(1998)

Educator of the Year – The Columbia Association of the Board of Education
(1997)

Distinguished Educator – New York City ASCD
(1996)

Ferman Fellow – American Academy of Child and Adolescent Psychiatry
(1994)

Community Service Award – PS 95
(1989)

Fellowship Award – University of Miami – Mailman Center for Child Development
(1977)

PUBLICATIONS
Content Consultant Math Behind the Market, Middle School and High School Editions, McGraw-Hill (6/2007)

Principal Author Project Approach to Literacy
New York City Public Schools
(1996)

Co-Author “Classroom Assessment Linking Performance and Instruction” 2nd Grade Multicultural Curriculum
New York City Public Schools
(1995)

Editor 3rd Grade Multicultural Curriculum
New York City Public Schools
(1995)
Content Editor
New York City Curriculum – Grade 2
New York City Department of Curriculum and Instruction (1992)

Author
“Encouraging Parent-Child Reading”

Content Specialist
Summer Primary Program: Bright Beginnings
Division of Curriculum and Instruction (1991)

Content Specialist
Summer Primary Program: New Horizons
New York City Department of Curriculum and Instruction (1990)

Primary Author
Summer Primary Teachers’ Handbook
Division of Curriculum and Instruction (1990)

Author
“Parents as Reading Partners”
Reading International Early Childhood Newsletters V, 111 (1989)

Content Specialist
“Focus On Reading”

Content Specialist
“Images of Brooklyn”
Community School District 21 Publication (1987)

EDUCATIONAL BACKGROUND
School: Rutgers State University of NJ
Brunswick, NJ (1987 to 1991)
Degree: Ed. D
Date: ABD
Major: Teaching & Learning Reading

School: College of Staten Island
Staten Island, NY (1982 to 1984)
Degree: 6yr. Cert
Date: 1984
Major: Supervision & Administration

School: University of Miami
(1977 to 1978)
Degree: MED
Date: 1978
Major: Severe & Profound M.R.

SPECIAL TRAINING OR COURSES
Superintendent’s Boot Camp – Conducted by Tom Sobel Columbia University (1998)
Resident Fellow – Learning Research & Development Center, University of Pittsburgh (Spring 1997)
Literacy Framework Facilitators Training – Conducted by Brian Cambourne & Jan Turbill (1992)
Family Living Including Sex Education NYC Division of Physical Education (1989)
Elementary School Science Staff Development - District 3 (1987)
Principals as Partners in Science Education - National Science Foundation (1986)
Talents Unlimited – District 21 (1986)
Renzuli Triad for Gifted and Talented – District 21 (1985)
Educational Testing & Measurement – Adelphi University (1979)

**N.Y.S. CERTIFICATIONS**
**N.Y.S. School Administration/Supervision**
Permanent 9/1/91
**N.Y.S. School District Administrator**
Permanent 9/1/88
**N.Y.S. Teacher, N through 6**
Permanent 9/1/82

**N.Y.C. LICENSES**
**N.Y.C. Public Schools – Principal**
Elementary School (7/1/91)
**N.Y.C. Public Schools**
Assistant Principal Elementary/JHS (3/10/86)
**N.Y.C. Public Schools**
Supervisor, Special Education (2/3/86)
EDWARD M. GREENE

Education:

1971 - Bachelor of Music, DePauw University, Greencastle, Indiana

1974 - Master of Arts in Child and Human Development, Pacific Oaks College, Pasadena, California

1987 - Ph.D., Early Childhood, Elementary Education and Child Psychology, Indiana State University, Terre Haute, Indiana

Independent Consultant Practice –1997 to 20010: – Sample Client List of EM GREENE

Associates: Child Development, Early Learning, Children’s Media Environments

Background and experience in the areas of child development, early learning, and children’s media environments. Provide program development and evaluation services, technical assistance, training, professional development seminars and other contracted services to a variety of clients.


Work Experience: Governmental and Non-Governmental Settings:
Director, Global Educational Outreach (December 2004 – 2007) Sesame Workshop, New York City
Director of Programs (January 1990 - 1997) Center for Educational Programs (a Foundation of the Milken Families), New York City.
Director (1978) Coalition for Children and Youth, Public Policy Internship Program (funded by the Ford Foundation), Washington, DC.
Acting Executive Director (Fall 1978 - 1979) Coalition for Children and Youth, Washington, DC.
Director (1977) Information Services, National Association for the Education of Young Children, Washington, DC.

College Teaching Experiences:

Associate Professor (2001-2003) Montclair State University, Upper Montclair, NJ, School of Education and Human Services, Department of Early Childhood and Elementary Education.
Faculty Member (1998-2000) Lehman College of City University of New York, Department of Early Childhood and Elementary Education--graduate faculty.
National Teleconference Faculty (1999-2001) Heads Up Network, in cooperation with the State of Ohio, the Council for Professional Recognition, and RISE Learning Solutions, Videoconference, “Guiding Young Children’s Behavior”.
Online Faculty (1998-2002) Pacific Oaks College, On-line Faculty:
Adjunct Professor (1997-2000) The Union Institute, Doctoral Committee.
Adjunct Faculty (1987) Butler University, Indianapolis.
Adjunct Faculty (1982-1987), Indiana State University, Terre Haute, Indiana.
Visiting Faculty (Summer 1975) California Polytechnic University, Pomona, California.

Work Experiences with Children:
Co-Teacher of 3-5 year olds (Summer 1989) **High/Scope Demonstration Preschool**, Ypsilanti, MI.

**Instructional Aide K-2 split cross-age classroom** (Spring 1974), **Pasadena Alternative School**, Pasadena, CA.

Co-Teacher, 3-5 year olds (1973-1974), **Pacific Oaks Children's School** (Pacific Oaks College), Pasadena, CA.

Infant Worker-3-15 months old (Summer 1973), **Mother's Club**, Pasadena, CA.

Teacher Kindergarten to grade 12 (1971-1972) **Detroit Free School**, Detroit, MI.

Teacher-5-6 year olds (Summer 1971) **Harlem-Metropolitan Youth Program** New York, NY.

**Instructor**-- Instrumental Music (Fall 1970), **Clarence E. Pickett Middle School**, Germantown, PA.

**Facilitation/Training:**


**Guest Presenter** (2000 and 2001) **Seminar regarding the system of funding for children and family services in the United States. Legacy International**

Writer, Producer and Presenter (2000) **Satellite Distance Learning Seminar--Creating a Great Place to Work and Learn: Leadership for Growth and Change.** The Tennessee Early Childhood Training Alliance and the Tennessee Department of Human Services funded the project. Tennessee State University was the credit-granting institution.

Co-Facilitator (1994-95) Chancellor's Special Education Working Group (subcontracted by Collaborative Ventures, Inc.), New York City Board of Education.

**Presenter** (1994) **Workshop: Physical Environments for Infants, Toddlers and Preschoolers**, New York State Child Care Licensing Staff Training Conference;

Workshop facilitator (1994) **Children’s Defense Fund, Wingspread Conference.**

**Group Workshop Facilitator** (1991) **Behavioral Styles Workshop and Team Building, Mentor training.** McAllen, Texas public schools for the National Action Alliance for Minorities in Engineering.


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**Professional Panels, Boards and Activities**
Board Memberships: Vice President (1990-1991), U.S. National Committee of OMEP (Organisation Mondiale pour l'Éducation Prescolaire); Elected to, four-year-term, Governing Board of the National Association for the Education of Young Children, Washington, DC; (1994-98); Vice President, Board of Directors, National Board, Jumpstart for Children (1999-2005); Board of Trustees, Rise Learning Solutions (Cincinnati, OH) Board (2000-2004); Secretary, National Board of Trustees, Home Instruction Program for Preschool Youngsters—HIPPY USA (1996-99). Advisory Board, Lightspan.Com (2001-2003); Board Member, Young Audiences of New Jersey (2003-present); Editorial Board, Today's Child magazine, Today's Child Communication, Inc. (1999-present). Co-Chair, Educational Equity Center at the Academy for Educational Development (AED) (2002-present); Board Member, High/Scope Educational Research Foundation (2004-Present)

Memberships: Alliance for a Media Literate America (AMLA); National Association for the Education of Young Children (life member); U.S. National Committee of OMEP (Organisation Mondiale pour l'Éducation Prescolaire); National Black Child Development Institute; Phi Delta Kappa; Association of Black Foundation Executives; Association for Supervision and Curriculum Development; American Society for Training and Development.


Member, Stakeholders' Group, National Black Child Development Institute, Washington, DC, African American Early Childhood Leadership Project (1995-).


Co-Founder: Indiana State University, School of Education "Kindergarten Roundtable" conference for kindergarten teachers and elementary principals. (1983-86).

Trainer/Instructor (Spring 1975) Child development and activity workshops for individuals involved in a Comprehensive Employment Training Act (CETA) after-school care training program, Pasadena Child Care Consortium and Pasadena City College.

CDA Representative (Spring 1975) Child Development Associate (CDA) National Credentialing Program Representative and the Council for Early Childhood Professional Recognition, Washington, DC.

Advisory Committee Work: Children's Media Environments and Museums


Consultant, Discovery Kids, Discovery Channel (2002)

PBS National Ready To Learn Seminar Speaker, Washington, DC (1999)

Advisor, PBS Ready to Learn, training and video series on managing conflict (1999).


Featured Panelist, Sesame Street Preschool Education Project Celebrates Ages 0-3...Learn Along with Me, A Forum on Issues that Affect Children Ages 0-3. Sponsored by Children’s Television Workshop’s Community Education Services and The New School for Social Research (May 7, 1997).

Senior Advisor, Harbour Brothers Productions, KinderNet -- producer of Internet and CD-ROM applications for children and instructional services (1995-97).

National Advisory Council Member, Sesame Street Preschool Educational Program--Children's Television Workshop, Community Education Services Division (1991-1997).


Highlights of Other Consultations:

In service staff trainer, Community Housing Services Child Development Center -- Pasadena, CA (1974); In service staff trainer, Goode Child Development Center, York, PA (1974); Staff development facilitator, Johnny Tillman Child Development Center, Charles Drew Post Graduate Medical School -- Compton, CA (1975-76); Consultant in racism and cross-cultural perspectives in education, Racine Wisconsin Public Schools, Title VII Office -- Racine, Wisconsin (1975); Task Force Member, Title IX (Women's Equity in Education ) Task Force on Higher Education (1975); Consultant to consumer program producers, Maryland Public Broadcasting (day care), CBS News--New York and Washington affiliates (1977-1978);

**Workshop and Seminar Presentation Topics:**

Speaker and presenter at local, state, and national conferences in the field of early childhood education, elementary education, educational equity, multicultural/multiethnic education, distance and online education, planning teaching/learning environments; art education, interpersonal communication, group dynamics, team-building and team performance, grantsmanship, governing board development, capacity-building for the development of human and financial resources, valuing diversity, and leadership styles.

**Publications:**


Awards, Fellowships:

2003 Champion for Children Leadership Award recipient, National Association for the Education of Young Children, Black Caucus.

Beverly Langford Dugger Visiting Professorship in Early Childhood Leadership at the University of the District of Columbia (Spring 2001)

Award of Appreciation—Given for serving as a member of the selection panel for the annual $100,000 Do Something BRICK Award for Community Leadership, sponsored by Mademoiselle Magazine, Blockbuster Video, Guess Jeans and MTV (1996-98).

Doctoral Fellow, Department of Elementary and Early Childhood Education, Indiana State University (1982-87).

Alumni Recognition, volunteer service hours contributed to the DePauw University Sesquicentennial (1987).

Selected as one of the 1978 Jaycee Outstanding Young Men of America.


Recipient, President's Music Scholarship, DePauw University (1967).
SHEILA A. BROWN, Ed.D.

EDUCATION
Doctor of Education, Institutional Leadership
Pepperdine University, Malibu, California. July 1996

Master of Science, Educational Administration
California State University, Fullerton. May 1986

Bachelor of Business Administration
Majors: Marketing and Spanish
Western Michigan University, Kalamazoo, Michigan. April 1982

CREDENTIALS
Professional Administrative Services PreK-12 (CA), 1991
Multiple Subjects Bilingual/Cross Cultural Emphasis PreK-12 (CA), 1982

CONSULTING EXPERIENCE
TEACHSCAPE 6/2009-present
School Improvement Mentor

THE ASPEN INSTITUTE 7/07-present
Director-Urban Literacy Leadership Network
Advisor-Chief Academic Officer’s Network

STRATEGIC EDUCATION RESEARCH PARTNERSHIP 3/09-present
Director Boston Field Site

THE KIPP FOUNDATION 09/08-present
Advisor to the Early Childhood-Elementary Development Team

FUND FOR EDUCATIONAL EXCELLENCE 10/02-12/07
BALTIMORE CITY PUBLIC SCHOOLS
High School Reform, Leadership Coaching, Systemic Reform

ADMINISTRATIVE WORK EXPERIENCE
BOSTON PUBLIC SCHOOLS (63,000 students)

Deputy Superintendent for Clusters and School Leaders 8/00 to 8/02
• Supervise and evaluate principals in 43 pK-12 schools
• Oversee all facets of teaching and learning and operations in 43 pK-12 schools
• Oversee professional development for principals and headmasters city-wide
• Conduct daily supervisory walkthroughs in schools with principals to build capacity and ensure face to face accountability for whole school improvement work

K-12 Reform Director, Cohorts 3 & 4 9/98 to 7/00
• Oversee implementation and evaluation of school reform agenda in 62 schools
• Train and supervise literacy and change coach staff to support 62 schools
• Provide training and feedback for school based Instructional Leadership Teams
• Conduct daily collegial walkthroughs in schools with principals to build capacity and ensure face to face accountability for whole school improvement work
• Lead curriculum, instruction, assessment improvement strategy for K-12 literacy

K-8 School Restructuring Consultant 4/97 to 8/98
ADMINISTRATIVE WORK EXPERIENCE (continued)
LITTLE LAKE CITY SCHOOL DISTRICT (4,700 STUDENTS)

K-8 Director of Programs 7/95-7/96
- Participate in district decision making as member of Superintendent’s Cabinet
- Direct implementation and evaluation of Title 1, Bilingual, Migrant Education and Gifted/Talented Education in nine schools ($1 million plus budget)
- Ensure compliance with state and federal regulations
- Facilitate district/site level strategic planning activities as co-internal facilitator
- Train and coach principals in supervisory, instructional and fiscal practices

K-6 Principal 7/91 to 6/95
- Facilitate implementation and evaluation of instructional programs as per school improvement plan
- Facilitate the strategic planning and site based decision making processes
- Maintain positive working partnerships with staff, families, city, government/businesses
- Create and maintain instructional emphasis with PTA

BALDWIN PARK UNIFIED SCHOOL DISTRICT (17,000 STUDENTS)

K-6 Principal (Acting) 3/91 to 6/91
- Facilitate implementation and evaluation of instructional programs
- Ensure safe and secure campus

pK-12 Resource Specialist 10/89-5/91
- Facilitate implementation and evaluation of English and Spanish language arts, mathematics, history/social science, science, and technology programs in 14 elementary schools
- Plan and conduct staff development for principals, bilingual resource teachers, resource teachers, classroom teachers, instructional aides, and parents

TEACHING EXPERIENCE
KENMORE AND CENTRAL ELEMENTARY SCHOOLS

Resource Teacher 8/87 to 10/89
- Provide teacher, instructional aide, and parent training
- Provide demonstration lessons in ESL and Spanish K-6, all subject areas
- Assume duties of principal as school designee

FOUR ELEMENTARY SCHOOLS

Bilingual Resource Teacher 10/85 to 7/87
- Provide teacher, instructional aide, and parent training
- Provide demonstration lessons in ESL and Spanish K-6, all subject areas
- Coordinate English and Spanish language proficiency testing

FOSTER ELEMENTARY SCHOOL

Bilingual Teacher 9/82 to 10/85
- Master Teacher
- Participate in peer coaching and administrative fieldwork

AWARDS/HONORS
Honorary Service Award Recipient (PTA) 1993
Doctoral Scholarship Recipient 1991, Delta Kappa Gamma Society
BPUSD Title VII Scholarship Recipient 1986-87

MEMBERSHIPS
Association for Supervision and Curriculum Development
National Reading Conference
International Reading Association
Melissa Irby Marshall

Profile

Solid background in education administration and teaching K-12, in consulting and training district leadership teams, with strong emphasis in literacy and professional learning communities.

Consistently exceed performance goals and client expectations. Experienced in handling nationwide school district consulting and training.

Skilled in developing and implementing content, processes and procedures in a K-12 setting. Experienced as middle school principal and educational specialist.

Education

<table>
<thead>
<tr>
<th>Degree/Program</th>
<th>Institution</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnaround Principal Credential</td>
<td>University of Virginia, Darden/Curry Partnership</td>
<td>Jan 2006</td>
</tr>
<tr>
<td>M.Ed. Administration and Supervision</td>
<td>Virginia Commonwealth University</td>
<td>Aug 1994</td>
</tr>
<tr>
<td>B.S. Education</td>
<td>Virginia Commonwealth University</td>
<td>May 1987</td>
</tr>
<tr>
<td>B.A. History</td>
<td>University of Mary Washington</td>
<td>May 1982</td>
</tr>
</tbody>
</table>

Career History

Teachscape

Professional Services Director/School Leadership Coach

- Prepare, oversee and deliver training, preparation and consulting for school improvement coaches
- Monitor ongoing project implementation to ensure outcomes are achieved
- Engage in proactive communications and service delivery to build capacity in local leadership

TeachFirst, Inc.,

Literacy and Learning Communities Professional Development, Richmond, VA, Seattle, WA

- Director, Training and Consulting
  - Prepare and oversee training, preparation and consulting for four Senior Consultants
- Senior Consultant
  - Train and consult using TeachFirst model to integrate whole-school professional learning into the day-to-day practice of school
  - Work closely with school administrators, leadership teams and teachers
  - Personal district assignments included: Richmond City Middle & 11 Elementary; Virginia DOE cohort; Kanawha County Schools, Charleston, WV; Horry Public Schools, Myrtle Beach, SC; Henrico County elementary cohort; Chula Vista ESD, San Diego, CA; Clark County Schools, Las Vegas, NV; Loudoun County Schools high school cohort
  - Train TeachFirst’s various instructional series to engage district, school, and teacher leaders in meaningful conversations around effective teaching & learning to bridge the “implementation gap
  - Guided schools in designing an realistic, school-wide plan to implement Professional Learning Communities (PLCs) to include schools’ school wide literacy, formative assessment or PLC objectives

Chesterfield County Public Schools, Richmond, VA

- Aug 2000-Jan 2006
Principal, Perrymont Middle School
- Led alternative middle school in staffing, organizing, curriculum alignment and design, and supervision of teachers
- Implemented SOL based instructional program focused on content literacy
- Maintained safe and orderly school environment and literacy based instruction for underperforming, over aged middle school students
- Instituted performance data analysis with weekly benchmarks, daily content area analysis and planning meetings; school uniforms, gender grouping, recognition and rewards programs

Educational Specialist, Alternative Education
- Supervised alternative programs, middle and high
- Evaluated teachers and provided professional development

Taipei American School, Taipei, Taiwan ROC
Director of Admissions and Public Relations
- Managed admissions program, process and enforced policies for pre-K-12 private American school
- Supervised local and expatriate personnel in public relations, faculty culture & climate relations, newsletter and publication of school history
- Liaised with local media for disaster and crisis operations
- Served as School Board liaison for Advancement and Development

Department Chair and Teacher
- Language Arts & Social Studies, Middle School
- Supervised 14 member LA/SS Department to include budget, staff development, teacher evaluation
- Taught 8th grade Language Arts & Social Studies with collaborative team including ESL students
- Co-Chair WASC Accreditation, Instruction K-12

Taipei European Schools, Taipei, Taiwan ROC
Coordinator, Secondary Programs
- Taipei British School, TES
- Developed program and procedures for expatriate students, middle and high.
- Teacher, History and World Religions, grades 3-10

Henrico County Schools, Richmond, VA
Educational Specialist; Business Partnerships
- Initiated and maintained k-12 community and business partnerships
- Liaised with school division advancement foundation

Administrative Aide/Social Studies Teacher
Godwin High School
- Assistant principal’s duties: discipline, fundraising oversight, assemblies
- Teacher, Government, World History, American History
<table>
<thead>
<tr>
<th>Professional experience</th>
<th>2003-Present</th>
<th>Teachscape, Inc.</th>
<th>San Francisco, CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Professional Services Design and Effectiveness</td>
<td>2003-Present</td>
<td>Teachscape, Inc.</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>- Project Manager and services director for school/district accounts in Indiana, Illinois, California, North Carolina and Washington, DC. Responsibilities include management of and quality control for client engagements, leading and providing ongoing guidance and support to implementation teams, supervising and evaluating facilitators’ quality of professional services, ensuring ongoing internal, interdepartmental, and client communication, maintaining multiple project-based budgets, and understanding the functionality, content, and appropriate use of technology-enabled online resources.</td>
<td>2003-Present</td>
<td>Teachscape, Inc.</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>- Coach and consultant for instructional leaders and classroom teachers in research-based best practices for school improvement</td>
<td>2003-Present</td>
<td>Teachscape, Inc.</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>- Certified professional developer/facilitator for numerous productized and custom professional development seminars</td>
<td>2003-Present</td>
<td>Teachscape, Inc.</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>2002-2005</td>
<td>Archdiocese of Indianapolis</td>
<td>Archdiocese of Indianapolis</td>
<td>Archdiocese of Indianapolis</td>
</tr>
<tr>
<td>Associate Director of Schools, Personnel &amp; Professional Development</td>
<td>2002-2005</td>
<td>Archdiocese of Indianapolis</td>
<td>Archdiocese of Indianapolis</td>
</tr>
<tr>
<td>Supervisor, coach and mentor for new teachers and principals in 72 schools</td>
<td>2002-2005</td>
<td>Archdiocese of Indianapolis</td>
<td>Archdiocese of Indianapolis</td>
</tr>
<tr>
<td>- Leader in professional development design and implementation</td>
<td>2002-2005</td>
<td>Archdiocese of Indianapolis</td>
<td>Archdiocese of Indianapolis</td>
</tr>
<tr>
<td>- Co-author of state-authorized mentor certification program</td>
<td>2002-2005</td>
<td>Archdiocese of Indianapolis</td>
<td>Archdiocese of Indianapolis</td>
</tr>
<tr>
<td>- Facilitator for leadership cadre of aspiring principals</td>
<td>2002-2005</td>
<td>Archdiocese of Indianapolis</td>
<td>Archdiocese of Indianapolis</td>
</tr>
<tr>
<td>- Moderator/presenter for the Indiana Catholic Principals Institute</td>
<td>2002-2005</td>
<td>Archdiocese of Indianapolis</td>
<td>Archdiocese of Indianapolis</td>
</tr>
<tr>
<td>- Gateway consultant to schools undergoing school improvement through NCA-CASI</td>
<td>2002-2005</td>
<td>Archdiocese of Indianapolis</td>
<td>Archdiocese of Indianapolis</td>
</tr>
<tr>
<td>1996-2002</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
</tr>
<tr>
<td>Elementary School Principal</td>
<td>1996-2002</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
</tr>
<tr>
<td>- Instructional leader of faculty and staff, Kindergarten through 8th Grade</td>
<td>1996-2002</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
</tr>
<tr>
<td>- Management skills in finance, development and enrollment</td>
<td>1996-2002</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
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<tr>
<td>- Proficiency in administrative and instructional technology</td>
<td>1996-2002</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
</tr>
<tr>
<td>- Exemplary leadership in curriculum/academic success for all students</td>
<td>1996-2002</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
</tr>
<tr>
<td>- Middle school turnaround leader</td>
<td>1996-2002</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
<td>Christ the King Catholic School, Indianapolis, IN</td>
</tr>
</tbody>
</table>
1995-1996  St. Catherine of Siena School, Vallejo, CA

**Elementary School Principal**
- Instructional leader of teachers, Kindergarten through 8th Grade
- Initiator/leader of the development and marketing program for funding and resources

1989-1995  Holy Spirit School, Fairfield, CA

**Elementary Teacher and Assistant Administrator**
- WASC Accreditation committee coordinator and evaluation team member
- Curriculum Council Officer
- Intermediate/Junior High Grade Level Chair
- Solano County Schools Development Team member

1983-1986  Riverside Elementary School, Riverside, NJ

**Elementary Teacher and District Primary Grade Level Coordinator**

<table>
<thead>
<tr>
<th>Education</th>
<th>1/92-5/93</th>
<th>St. Mary’s College</th>
<th>Moraga, California</th>
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<tbody>
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<td></td>
<td>9/78-6/82</td>
<td>The College of New Jersey</td>
<td>Trenton, NJ</td>
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</table>

**Master of Arts, Educational Administration**

**Bachelor of Science, Elementary Education**
Honored member of the Competency Based Teacher Education Program

<table>
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<tr>
<th>Professional memberships</th>
<th>Association for Supervision and Curriculum Development</th>
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<tr>
<th>Current Licensure</th>
<th>Elementary Education and Educational Leadership Certifications, State of Florida</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Lifetime Teaching Certificate, State of New Jersey</td>
</tr>
</tbody>
</table>
Curriculum Vitae

MaryHolly Allison, Ed.D.

Educational Consultant

SUMMARY:

Dr. Allison has over 35 years of experience in public school education, instructional leadership, data analysis and management, special education, supervision and staff development. She has over 18 years of experience as a school-based administrator at both the secondary and elementary levels. She has worked in a fast-growing, very large urban school district that is both economically and culturally diverse and in other systems both in the U.S. and internationally. She has extensive experience in assessment and analysis of school data at the system-wide, the cluster, the school and the individual student level. A major focus has been the implementation of a standards-based curriculum, particularly in reading, writing, and math. Dr. Allison has knowledge & skills and experience in the supervision and evaluation of teaching staff. She has worked with Leadership Teams to develop and implement school improvement plans, including wide range involvement with the wider community. She has provided in-service training and staff development, including training of prospective principals, assistant principals and principals. She has coached principals and teachers, as well as student teachers, to support and develop plans for improving their daily practice. She has developed programs and services for Special Education students- as a teacher, a Special Education Specialist and as a supervisor and administrator of school-based programs. As a Special Education Specialist she provided direct consultation to school-based administrators, general classroom teachers and special education teachers. She has worked in a fast growing very large economically and culturally diverse school system as well as consulted in other districts in the USA and work with the Department of Defense Schools in Greece, Turkey, Bahrain and Cairo. Dr. Allison has served as President for the local administrators’ association and the focus of her Doctoral Dissertation was on the school administrator providing instructional leadership to classroom teachers. Dr. Allison has strong organizational skills, and is particularly skillful in building collaborative teams to work toward common goals.

KEY SKILLS

Instructional Leadership, Data Review and Analysis, Implementation of Standards-based Curriculum, Staff Development and In-service Training, Supervision and Evaluation of School-based Staff, and Special Education (inclusive models, mild to severe).

CERTIFICATION AND EDUCATION

         Support Fields: Administration and Teacher Training
         Dissertation: “The Role of Elementary Principal as the Instructional Leader”


1972     B.A.   Early Childhood, University of Maryland
**Certifications:**

- MSDE Elementary/Middle School Principal (K-8)
- Supervision (K-8)
- Special Education (K-12)
- Early Childhood (N-3)

**EXPERIENCE:**

**Spring & Fall, 2006 to 10**  
**Educational Consultant for Teachscape**  
Coached a principal & leadership team regarding school improvement and test preparation in various systems in Ca., MI & Fl.; conducted classroom walk-throughs and provided feedback to grade level teams & the principal; coached instructional tutors who were working with at-risk students. Provided CWT 2.0 training to principals and leadership staff in Salisbury, NC.; Provided professional development to middle schools teachers in Washington, D.C..

**Fall, 2004- Fall, 2007**  
**Supervisor of Interns at Florida Gulf Coast University**  
Coached student interns during final year internships in Charlotte County Public Schools (FL) classrooms; conducted classroom observations and provided feedback to individual student interns regarding lesson planning, instructional strategies and behavior management; provided seminars for interns to reflect on their practice to integrate theory and experience.

**Spring, 2004 & Fall, 2005**  
**Substitute administrator at Montgomery County Public Schools**  
Supported staff, students and parents in problem-solving day-to-day issues; worked with staff development leaders to plan and develop plans and activities to assess school-wide and grade level program goals; reviewed results of student progress on formative assessments with grade level teams to identify students not making progress and develop plans to provide more direct instruction using specific strategies.

**Summer/Fall, 2003**  
**Interim Administrator, Hoover Middle School & Rocky Hill Middle School**  
Assisted staff in preparing these two large middle schools for the opening of school for Fall, 2003; during July was the administrator of the summer school program for students needing skill development in reading and math; worked closely with the staff development teacher and the assistant principals to prepare in-service activities for the entire staff regarding school achievement data, the new grading and reporting policy, the mentoring and new teacher induction programs, and implications from the “No Child Left Behind Act”; met with PTA leadership and community members regarding relevant issues such as: new principal selection process; new building construction project; the “No Child Left Behind Act” and curricula and policy changes impacting Middle Schools.

**January, 2001- June, 2003**  
**Principal, Germantown Elementary School**  
Utilized data to assess the student population and to assist the Leadership Team in understanding such data in a growing and increasingly diverse community in a school of over 510 students grades K-5; worked with PTA leadership through the transition of an interim principal and many staff members moving to the new NW #6 elementary school; worked closely with Northwest Cluster colleagues to understand data and issues in this new and rapidly developing community; worked with the Renovation/School Addition Committee to communicate the importance of keeping this project on schedule, including meeting with County Council members and communication with Central Office staff; worked with staff and visiting experts to learn about Project Achieve and assisted staff, students and community in understanding the goals and benefits of this project, particularly as it relates to the development of social skills; participated in training and in-service regarding the new teacher evaluation system to prepare staff for implementation; worked closely with staff
and community to understand the implications of the No Child Left Behind Act; worked closely with the Staff Development teacher and the Reading Specialist to implement the new early childhood standards-based curriculum in reading and math, including ongoing assessments; supported the Leadership Team members in establishing and improving the effectiveness team meeting time and collaborative planning; worked closely with the community to assist them in gaining an understanding of assessment, curriculum and test results in a time of changing demographics and increasing diversity.

**July, 2000- January, 2001   Leave for Study**
Attended Spanish classes in Antigua, Guatemala for two months; participated in a project on education policy reform for indigenous populations (Mayans); visited schools in various regions of Guatemala to assist in determining the “as is” status of model programs and their effectiveness.

**July, 1996- June, 2000   Principal, Westland Middle School**
Utilized school and student data to provide leadership for a rigorous academic program in a growing and increasingly socioeconomic and culturally diverse school of over 950 sixth, seventh and eighth grade students; supervised a staff of over 100 professional and support staff; coordinated a $11.4 million construction project overseeing program planning, acquisition of materials, furniture and equipment and the return to a newly modernized facility, culminating in a dedication celebration with government officials, including the Governor; designed and implemented in-service training for the Leadership Team to develop a school improvement plan, including parents and community members; worked with staff to design and implement a range of program development and in-service opportunities, including Global Access and the integration of technology into the instructional program, Guidance programs to support students socially and behaviorally, academic support programs, after school and parent outreach activities, including special programs for the Latino and African American communities; supervised an inclusive special education program of over 90 students, including mild to severely impaired students; worked closely with the PTA leadership and community to develop partnerships and student mentoring programs, specifically for our underachieving student population; managed staffing and fiscal accounts; worked closely with the high school principal to provide for students’ successful movement into high school; collaborated with Cluster Principals to identify cluster issues and plan strategies for curriculum implementation and student achievement; communicated with Central and Field Office staff to obtain needed resources for school.

**January, 1988 to 1996   Principal, Westbrook Elementary School**
Utilized school and student data to provide leadership for a K-5(6) academic program for over 330 students from a high socio-economic background; coordinated an Extended Day Magnet Program which attracted minority students to the community; coordinated the implementation of a newly modernized building, beginning with the design phase, the acquisition of funding from the County Council, the move to a temporary facility, the return to the new building, culminating with a 50th anniversary/dedication celebration; worked closely with special education staff and parents which resulted in becoming a “cluster model” school for Seriously Emotionally Disturbed students; supervise 40+ staff members; implemented pilot projects in mathematics (MCC) 1992-94, science (Plan 280) and Global Access 1995-96; designed and implemented in-service training workshops; managed fiscal accounts; established partnerships with community and businesses to support science and technology; worked closely with PTA leadership to involve community in all aspects of school functioning.

**Fall, 1987 to 1988   Assistant Principal, Christa McAuliffe Elementary School**
Assisted the principal in opening a brand new elementary school facility for over 600 students; hired new staff; coordinated the Educational Management Team and services for special needs students; monitored the instructional program and supervised staff; participated in construction meetings and facility decisions; worked closely with the new school community and staff to establish new school traditions and community spirit.
1986-1987  Elementary Principal Trainee, Fallsmead Elementary School
Utilized school and student data to manage a K-6 academic program for 417 students from a high socio-economic background; supervised 40 staff members; established effective community-school practices; continued improvement of the educational program for identified gifted and talented students (over 50 percent), ESOL students, and special education and regular students; coordinated and conducted staff training activities in curriculum and effective instructional practices; increased the instructional uses of microcomputers in classrooms; worked closely with parent volunteers and high school interns throughout the school; conducted daily management of all school functions for over two months.

1984-1986 Educational Specialist, Department of Defense Dependent Schools, (DoDDS), Athens, Greece
Developed a new role in a newly established regional office; supervised special education staff k-12 in American schools in Greece, Turkey, and Bahrain; coordinated development of instructional programs with regular education staff; conducted workshops on curriculum, behavior management, classroom accommodations, and utilizing test data; consulted with ESOL, gifted and talented and other specialists to coordinate resources for students with special needs; interfaced with a variety of multicultural families.

1980-1984 Teacher Specialist, Central Office, MCPS
Supported the division director in administrative activities through communication and coordination with area, central, and school staffs, and parents; member of curriculum committee, which focused on development of MCPS Program of Studies; planned and coordinated curriculum workshops to classroom and resource personnel and collected and analyzed data; assisted in development of early childhood and secondary programs; developed countywide assessment procedures; assisted in the selection of new teachers; consulted with teachers regarding instructional and student concerns; coordinated summer workshops and summer school programs; served as acting division director during the spring of 1984; involved in developing countywide budget and allocations of staff.

1979-1984 In-service Instructor, MCPS and GWU

Assisted in selection of graduate students; developed and submitted federal funding proposals; designed and implemented curriculum workshops; supervised graduate interns in curriculum implementation and behavior management strategies; organized and managed operations within the office; developed recruiting and marketing programs.

Spring, 1979  Administrative Intern, Department of Staff Development, MCPS
Prepared budget for new program; monitored in-service training courses; formulated instructor training packet; developed and conducted needs assessments; conducted an analysis of the teacher audience for in-service courses.

1977-1978 Primary Resource Teacher, Broad Acres Elementary School
Provided a pull-out and consultation service to assist learning disabled, slow learning and behavior problem students in mastering MCPS reading and math objectives in a semi-open school in a community with a highly diverse population.
1976-1977  **Special Education Teacher, Forest Grove Elementary School**
Assessed and designed highly individualized programs based on MCPS Program of Studies for students with learning and behavior problems in a self-contained setting. Developed a proposal for integration of students with special needs into regular classrooms.

1972-1975  **Head Start Teacher, Takoma Park Elementary School**
Responsible for two classes of disadvantaged four-year-olds in a multi-ethnic community; achieved a high degree of parent participation; chaired the Parent Involvement Committee, Project Developmental Continuity; developed a multi-ethnic curriculum for preschoolers.

**OTHER RELATED EXPERIENCES**
Lived in a variety of places which allowed for multicultural awareness: including three years on Native American Indian Reservations; two years living in Athens, Greece and traveling frequently to Turkey, Bahrain, Spain, with trips to Cairo, Italy, Berlin, Guatemala and Mexico.

**LANGUAGES**
Moderate proficiency in Spanish.

**PROFESSIONAL MEMBERSHIPS**
  - Association for Supervision and Curriculum Development
  - Elementary School Administrators Association - Secretary 1991-93, President-Elect 1993-94, Co-President 1994-95
  - Montgomery County Association for Administrative and Supervisory Personnel
  - Secondary School Administrators Association
Resume for Lynn M. Bunnell
710 South Old Mail Road     Crossville, TN 38672
931-510-7436     lmbunnell@frontiernet.net

Educational Preparation:

Professional Administrative Credential      Asuza Pacific University
                                         Azusa, California
Administrative Services – Tier I      CSU San Bernardino
                                         San Bernardino, California
CLAD Certificate – Cross Cultural and Language Acquisition Development
                                         California Dept. of Education
M. S Administration      San Jose State University
                                         San Jose, California
B. S. Elementary Education      Oakland University
                                         Rochester, Michigan

Work Experience:

2005-present      Educational Consultant - Teachscape

2004-2005      Educational Consultant- Learning 24-7

1996-2004      Assistant Superintendent of Schools
Victor Elementary School District, Victorville, California

1992-1996      School Principal, Victor Primary School
Victor Elementary School District

1990-1992      Director Curriculum and Staff Development
Victor Elementary School District

1986-1990      Classroom Teacher
Victor Elementary School District

1980-1986      Director of Operations – Buck Norred Ranch- San Jose, California. Manage the facilities, budget, and educational programs for the riding school and summer camps. Teach lessons and run work experience program for teenagers.
Crystal Chase Helm

June 2005 - Present
Educational Consultant with Teachscape

September 2003 – May 2005
Administrative Mentor/Coach (part time)
- Mentored new principals for the Clark County School District

December 2003
Retired from Clark County School District, Las Vegas, as school principal

Experience

2000-2003  R.O. Gibson Middle School  Las Vegas, NV
Principal

School Profile:
- 40 year old middle school near I-95 serving 1400 students with 65% Hispanic, 20% Black, 15% other
- 70% of students receive free or reduced lunch

Responsibilities:
- School accountability as per district and federal parameters
- School budget, banking, and purchase of texts, supplies, equipment
- All staffing, staff development, and training
- Liaison with corporate sponsors, community, and parent advisory groups
- Campus supervision, security, and campus police
- School plant management
- Testing and analysis of test data
- Organization and supervision of counseling department and discipline office
- Master Schedule and development and implementation of curriculum
- Parent concerns and all public relations
- Technology planning and development
- Changing learning environment and raising test scores

Accomplishments:
- Greatly improved comprehensive daily instructional programs and services, particularly in school technology, English Language Learning, and in academic areas of English, reading, and math
- Implemented school improvement plan aligned with district grade-level Power Standards and Benchmarks
- Procured and implemented a $300,000 Algebra I technology lab classroom
- Increased state test scores in English, reading, math, and on eighth grade Nevada Writing Proficiency Exam
- Wrote and procured NERA grant (Nevada Education Reform Act) for $100,000 each year for remediation programs
- Promoted and implemented participatory management with staff
- Increased understanding, curricular offerings, and sensitivity to the needs of
non/limited English speaking students and students with handicapping conditions

- Participated on many school district committees and piloted many new programs
- Trained teachers in SIOP – Sheltered Instruction Observation Protocol for English learners

2000  Coronado High School  Las Vegas, NV
1997-2000  Palo Verde High School  Las Vegas, NV

**Assistant Principal**

**Responsibilities:**

- Responsible for curricular, disciplinary, hiring, training, and orientation facets of opening two new high schools
- Coordinated and implemented all testing; analyzed results
- Created schools’ master schedules including 4 x 4 alternating day block schedule
- Supervised and evaluated teachers, counselors, support staff, and administrators
- Hired teachers, counselors, and support staff
- Resolved parent concerns
- Liaison for all business, community, and parent support groups
- Wrote all curricular documents and course catalogues for parents/students
- Implemented and enforced school and district student discipline policies
- Supervised numerous school social events, plays, sports

1994-1997  Wake County Public School System  Raleigh, NC

**Director of Human Resources**

**Responsibilities:**

- Recruiting, screening, interviewing, selecting, hiring, and placing certified and non-certified personnel for school district of 80,000 students
- Advise site-based administrators and implement system policies regarding personnel performance, retention, termination, and transfer
- Develop, implement, and conduct new professional staff orientation
- Prepare and present to the school board the annual federal EEOC report and all other local, state, and federal reports

1991-1994  Ligon GT Magnet Middle School  Raleigh, NC

**Principal**

**School Profile:**

- Inner city magnet school serving 1100 students from the surrounding inner city neighborhood and academically gifted students from throughout the county.

**Accomplishments:**

- Introduced school staff to site-based management and decision-making
- Improved school/neighborhood/community relationship
- Brought networked technology to 40 year old school complex
- Dramatically improved School Effectiveness Index
1990-1991  East Cary Middle School  Cary/Raleigh, NC  
**Assistant Principal**

1988-1990  Cannon Junior High  Las Vegas, NV  
1986-1988  Rancho High School  Las Vegas, NV  

**Dean of Students**

1972-1986  

**Teacher**

6th through 12th grade language arts, reading, and English in Las Vegas, Chicago suburbs, and Champaign-Urbana, Ill.

---

**Education**

1972  University of Illinois  Urbana, IL  
BA  Teaching of English  
1985  
M ED  Educational Administration  

---

**References**

**Ms. Carla Steinforth**  
Area Superintendent of Northwest Region of CCSD  
2490 Maverick Street, Las Vegas, Nevada 89108  
702-799-6635  e-mail steincj@interact.ccsd.net  

**Dr. Sue DeFrancesco**  
Assistant Region Superintendent of Northwest Region of CCSD  
2490 Maverick Street, Las Vegas, Nevada 89108  
702-799-4510  e-mail defran@interact.ccsd.net  

**Ms. Billie Rayford**  
Assistant Region Superintendent of Northwest Region of CCSD  
2490 Maverick Street, Las Vegas, Nevada 89108  
702-799-4509  e-mail BKRayford@interact.ccsd.net  

**Ms. Shanna Mack Pippin**  
Principal – Leavitt Middle School  
4701 Quadrel Street, Las Vegas, Nevada, 89129  
702-799-4699  e-mail ShannaMackPippin@interact.ccsd.net
Resumé
Norma G. Maldonado, M.A.

Current Job Title: Coaching Specialist (multiple areas)

Experience: San Antonio Independent School District
78-79 Early Childhood/Handicap Teacher
79-80 Kindergarten Teacher
80-82 Speech Pathologist and Audiologist
1983 First Grade Teacher
83-89 Kindergarten Teacher
89-92 Speech Pathologist and Audiologist
92-94 Assistant Principal
94-95 Lanier Cluster Facilitator (13 campuses)
95-98 Edison/Jefferson Learning Community Facilitator (24 campuses)
98-99 Edison/Brackenridge/Tech Community Facilitator (36 campuses)
99-04 Area Instructional Director (36 campuses) and in addition,
02-04 Project Director Smaller Learning Communities Grant
04-present Educational Consultant
Out of district and/or out of state experience – 5 years; Speech Therapist
Services provided in areas of certification and/or specialized training.

Education: Our Lady of the Lake University
B.A. 1973 Communication Disorders
Minor in linguistics and psychology

University of Texas @ San Antonio
M.A. 1976 Education/Early Childhood

Certifications: 1. Texas Education Agency - Speech and Hearing Therapy (all level)
2. TEA - Kindergarten
3. TEA - Bilingual
4. TEA - Early Childhood/Handicap
5. TEA - Supervision – Elementary
6. TEA - Supervision – Special Education (all level)
7. TEA – Professional Development and Appraisal System
8. Mediator – Conflict Resolution Trainer
9. Auditor – PDK Curriculum Management Center
   (CMAC - Audit Training, Austin and San Antonio, TX, 1999-2002)

License: Speech-Language Pathology License Number – 13421(current)
Norma G. Maldonado, M.A.

Mrs. Maldonado was a public school educator for 30 years. At the campus level she served as an early childhood teacher (special education/Kindergarten); elementary teacher (regular/bilingual); speech pathologist (regular/special education all levels) and assistant principal. As a district level Area Instructional Director she assisted in the supervision of 36 campuses (all levels). Maldonado received a Bachelor of Arts Degree in Communication Disorders from Our Lady of the Lake University in San Antonio, Texas and Master of Arts from the University of Texas at San Antonio in Education, Early Childhood concentration.

As an Instructional Director, Mrs. Maldonado assisted/monitored campuses’ implementation of district/state curriculum; provided clarification of Administrative Policies/Procedures and provided professional development in the initiation, review and revision of Campus Improvement Plans. Maldonado assisted with the design, collection and analysis of student/teacher data. She is a certified teacher appraiser (PDAS). Maldonado designed, and delivered site-based decision-making (SBDM) training at district/campus levels; facilitated district level SBDM meetings and as a certified Mediator/Conflict Resolution trainer provided district mediation services.

Mrs. Maldonado’s various professional development topics have included: Communication Skills (professional/paraprofessional); Collaborative Planning; Data Analysis Instructional Implications; English Academic Language Development; English as a Second Language; Meeting the Needs of Special Education Students; The Early Childhood Classroom; Classroom Organization and Management (COMP); New/Novice Teacher Orientation and Educational Leadership. In addition, Maldonado delivered SEAL (Standards, Examine Data, Assessment and Learning Experiences); NELLLB (No English Language Learner Left Behind) and CWT (Classroom Walk-Through) professional development for Learning 24/7, Inc. Recently Mrs. Maldonado was certified by Teachscape, Inc. in the professional development areas of CWT 2.1; High Yield Strategies and English Language Learner Programs of Study.

In 1989, Mrs. Maldonado was chosen as the San Antonio Independent School District (SAISD) Teacher of the Year and was subsequently honored with the countywide designation. Because of her active leadership role in civic and community organizations, the University of Texas at San Antonio named Maldonado their Alumnus of the Year, 1989. The Business and Professional Women’s (BPW) Federation/USA, appointed Maldonado to the Texas Federation Board of Directors. As a BPW member she received numerous local and state awards. Mrs. Maldonado has conducted and been a featured speaker at numerous business and professional meetings/seminars.

Mrs. Maldonado received Curriculum Management Audit Center (CMAC) training in San Antonio, 1999. She served on curriculum audit teams for the Fort Bend, ISD in Houston, Texas, and the Cartwright ISD in Phoenix, Arizona. Mrs. Maldonado was part of a team of auditors, lead by Dr. Fenwick English, in a curriculum audit conducted in Anchorage, AL (Spring 2002).

Mrs. Maldonado coordinated and assisted in the writing of the Smaller Learning Communities Grant application for 3 SAISD high schools in February 2002. A 1.2 million dollar grant was awarded and she served as Project Director. On January 26, 2004, Maldonado was part of a team of presenters at the Texas Association of School Administrators (TASA) Midwinter Conference, topic: TEKS-Based Instructional Calendars – A Collaborative Tool to Reach Exemplary.

Currently, Mrs. Maldonado works as both a comprehensive (long term) and focused (short term) independent consultant for public and charter schools. In that capacity she provides professional development and serves as a mentor/coach to teachers, teacher leaders, curriculum specialists, and principals assisting them in meeting the needs of diverse student populations.
LINDA N. FINK
3801 Kanawha Street, N.W.
Washington, DC 20015
(202) 244-3247 (h) (202) 422-5741 (cell)
lindanfink@aol.com

PROFESSIONAL SUMMARY
Thirty years of experience in education, professional development, program management and research, including: expertise and demonstrated success in teaching and instructional leadership; knowledge of effective instructional practices and effective teaching strategies for English Language Learners; implementation of standards-based curriculum and standards alignment with textbooks; ability to work well with learners at all levels coaching, mentoring and modeling instruction; understanding of successful interventions for struggling schools; and, a deep commitment to ongoing professional development.

EXPERIENCE

Instructional Coach/Curriculum Developer March-July 2007
D.C. Bilingual Charter School, Washington, D.C.
Responsible for developing and modeling lessons in a bilingual elementary charter school. Mentored teachers, designed instructional units and aligned the standards-based curriculum with a bilingual text.

Curriculum Developer/Project Director September 2006-June 2007
City Collegiate Bilingual Charter School, Washington, D.C.
Responsible for creating and implementing “City Classroom”, an innovative middle school program that involves students in project based learning, using the inquiry method of instruction and the city as a classroom.

Instructional Coach/Teacher Mentor ESL June-July 2006
Juniata College, PA and Otavalo, Ecuador
Responsible for teaching classes on methodology and pedagogy for aspiring ESL teachers from Pennsylvania in an intercultural exchange in Ecuador. Modeled instruction, observed and coached teachers, developed curriculum and presented workshops.

Classroom Teacher (1st, 3rd, 4th Grade) September 2001- June 2006
Oyster Bilingual Elementary School, Washington, D.C.
Responsible for English language component of a model bilingual curriculum including instruction in reading, writing, math, social studies and science. Also responsible for curriculum and staff development and teacher mentoring and serve as teacher representative on the Oyster Community Council – the parent advisory committee.

Classroom Teacher (Preschool) September 2000-June 2001
Temple Sinai Nursery School, Washington, D.C.
Lead teacher in private nursery school. Responsibilities included teaching 4-5 year olds, curriculum development, student assessment and teacher mentoring.
**Project Director**  
**National Consumers League, Washington, D.C.**  
December 1991- May 1997  
Directed a joint community-based health care education project of NCL and the American Nurses Association. The purpose of the $1.5 million project was to improve access to health care in nine targeted communities across the nation. Responsible for selection and supervision of site coordinators and overall implementation and evaluation of community projects.

**Researcher**  
**Australian Council for Educational Research, Sydney, Australia**  
March 1990-April 1991  
Conducted research on a government commissioned study of dropout rates in senior secondary schools. Duties included preparation and administration of questionnaires, school visits and interviews, preparation and management of computer files, statistical analysis and report writing.

**Senior Research Analyst**  
**Pelavin Associates, Inc., Washington, D.C.**  
May 1984-June 1989  
Supervised and conducted research and evaluation studies for the U.S. Department of Education, including work for the Office of Bilingual Education and Minority Language Affairs (OBEMLA). Studies addressed a range of policy issues and legislative initiatives regarding educational quality and improvement. Topics included: bilingual education and literacy, programs for at-risk youth, dropout prevention, parental choice and Chapter 1. Responsibilities included: data collection and analysis; supervision of staff; organization of field visits, teacher observations and interviews; and, report writing.

**Title VII Bilingual Resource Specialist**  
**Bilingual Education Department**  
**Springfield Public Schools, Springfield, MA**  
January to June 1983  
Coordinated and evaluated the English-as-a-Second-Language (ESL) program in the school system under a one-year Title VII grant from the U.S. Department of Education. Duties included: teacher training and supervision, curriculum development, program evaluation and report writing.

**Consultant**  
**Department of Special Education**  
**Northampton Public Schools, Northampton, MA**  
Nov. 1982-January 1983  
Developed curriculum and instructed individual students who had been diagnosed as hearing impaired or having behavior problems and in need of remedial help.

**Project Coordinator and Teacher Trainer**  
**Managua, Nicaragua**  
July - November 1982  
Participated in the development and implementation of a bilingual preschool and daycare center for Salvadoran refugees, including teacher training and curriculum development.

**Classroom Teacher**  
**Pajaro Valley Unified School District, Watsonville, CA**  
September 1978-June 1982  
Team-taught English and Spanish to LEP and English-proficient students. Additional activities included language assessment, teacher training and parent education, developing
an after-school educational and recreational center for teenagers and coordinating fund-raising activities. Also served on committees to evaluate district Title VII and Chapter 1 educational programs.

**Migrant Teacher**  
*June and July 1978*  
**Summer School, San Juan Bautista, CA**  
Taught elementary students under Federal migrant education program.

**EDUCATION AND CREDENTIALS**

- **Standard Elementary Teaching Credential**  
  District of Columbia State Education Agency  
  2006

- **M.S. Linguistics**  
  Title VII Fellowship in Bilingual Education, Spanish and Cognition  
  Georgetown University, Washington, D.C.  
  1985

- **Ryan Act Preliminary K-12 Teaching Credential**  
  California State Department of Education  
  1979

- **Bilingual Certificate of Competence**  
  California State Department of Education  
  1979

- **B.A. Sociology**  
  University of California, Santa Cruz  
  1978

**AFFILIATIONS**

- National Association of Bilingual Educators (1978-1985)
- California Association of Bilingual Educators (1978-1982)

**PUBLICATIONS**

- “A Descriptive Review of the Community-Based Organizations Program”  

  Linda Fink, Joel Sherman and Julie Gesterling (Pelavin Associates, Inc., 1989)

- “Selection Procedures for Identifying Students in Need of Special Language Services”  

- “Descriptive Analysis of High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)”  
  Mark Kutner and Linda Fink (Pelavin Associates, Inc., 1988)

- “Dropping Out of School - Program Profiles”  

- “Specialized Services for Limited-English Proficient Students”  
  Linda Fink and Mark Kutner (Pelavin Associates, Inc., 1985)
**DIANA ORTEGON OLAQUE**

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
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<tbody>
<tr>
<td>To seek employment in the field of education and teacher professional development</td>
</tr>
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<table>
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<tr>
<th>Full Time Experience</th>
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<tbody>
<tr>
<td>2004 - Present</td>
</tr>
<tr>
<td>Independent Consultant – <em>Teachscape</em> San Francisco, CA</td>
</tr>
<tr>
<td>Worked with various schools applying the skills listed below to facilitate school improvement: Las Vegas, NV; Bakersfield, CA; Lost Hills CA</td>
</tr>
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| 2002 – 2004         |
| Reading/Language Arts Department San Antonio ISD |

<table>
<thead>
<tr>
<th>Teacher Specialist</th>
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<tbody>
<tr>
<td>Summer 2002 – Fall 2002</td>
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<tr>
<td>Ogden Elementary San Antonio ISD</td>
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<tr>
<th>Campus Instructional Coordinator</th>
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<tr>
<td>2001 – 2002</td>
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<tr>
<td>Neal Elementary San Antonio ISD</td>
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<tr>
<th>Fourth Grade Teacher</th>
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<tr>
<td>2000 - 2001</td>
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<tr>
<td>Hawthorne Elementary San Antonio ISD</td>
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<tr>
<th>Instructional Guide</th>
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<tr>
<td>1996–2000</td>
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<tr>
<td>Neal Elementary San Antonio ISD</td>
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<thead>
<tr>
<th>Accountability:</th>
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<tbody>
<tr>
<td>Developed and delivered professional development for teachers and administrators applying current research and classroom practice (K-12)</td>
</tr>
<tr>
<td>Monitored schools and administrators for assessment accountability and academic progress (K-12)</td>
</tr>
<tr>
<td>Collected, reported and analyzed data to guide/develop district-wide instructional focus, academic plans, and professional development (K-12)</td>
</tr>
<tr>
<td>Analyzed and interpreted state benchmarks, assessments, standards, and laws to focus curricular decisions at the district level (K-12)</td>
</tr>
<tr>
<td>Developed interim benchmarks and interventions based on end-of-year state standards (K-12)</td>
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<thead>
<tr>
<th>Bilingual Experience:</th>
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<tr>
<td>Analyzed Spanish data and English as a Second Language legal issues to develop and implement plans for ELL schools (K-12)</td>
</tr>
<tr>
<td>Analyzed and interpreted ELL/Spanish state benchmarks, assessments, and laws to focus curricular decisions in ELL at the district level (K-12)</td>
</tr>
<tr>
<td>Developed training for bilingual teachers and administrators to meet state-wide standards and benchmarks (K-12)</td>
</tr>
<tr>
<td>Worked with other districts in Texas with high population of Hispanics in providing focused curricular support (K-12)</td>
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<tr>
<th>Curriculum:</th>
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<tr>
<td>Aligned curriculum using secondary and primary standards as benchmarks and created documents that reflect standard implementation: scope and sequence, benchmark assessments, interventions (K-12)</td>
</tr>
<tr>
<td>Conducted/facilitated district level meetings for instructional coordinators and administrators to provide information and instructional support (K-12)</td>
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<tr>
<td>Created and developed strategies using a hands-on approach based on current research and state standards (K-12)</td>
</tr>
<tr>
<td>Coordinated district-wide contests and programs such as <em>Reading Is Fundamental</em> and writing contests (K-12)</td>
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<tr>
<td>Implemented model lessons in English and Spanish to improve instruction (K-8)</td>
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<tr>
<td>Trained teachers in various cities and districts in writing/reading process and current brain research (K-12): guided reading, comprehension and writing strategies, critical analysis of text, inferencing, critical thinking, genre</td>
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<tr>
<td>Instruction</td>
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<td>1995–1996</td>
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<td>1985–1988</td>
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<td>1974–1978</td>
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- Increased writing scores to exemplary status
- Chaired the campus Curriculum Committee and grade level meetings
- Conducted campus Spelling Bee, writing contests, science fairs, student council
- Authored two district level curriculum guides for literature units
- Taught preschool – eighth grades

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<tbody>
<tr>
<td></td>
<td>English as a Second Language and Citizenship Instructor</td>
<td>Adult Basic Education Instructor</td>
<td></td>
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</table>

- Taught English as a Second Language and citizenship to immigrants and refugees: Mexicans, Bosnians, Vietnamese, Cubans
- Wrote curriculum for citizenship and ESL classes
- Trained teachers to teach citizenship program

<table>
<thead>
<tr>
<th>Education</th>
<th>1992–1993</th>
<th>New Jersey Writing Project in Texas</th>
<th>Houston, TX</th>
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<tbody>
<tr>
<td></td>
<td>Writing Trainer</td>
<td></td>
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<tr>
<td>1983–1987</td>
<td>University of Texas at San Antonio</td>
<td>San Antonio, TX</td>
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<td>M.A., Education</td>
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<tr>
<td>1970–1974</td>
<td>Our Lady of the Lake University</td>
<td>San Antonio, TX</td>
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<tr>
<td></td>
<td>B.A., Education</td>
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<tr>
<th>Achievements</th>
<th>El Dorado Teacher of the Year 1991-1992</th>
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<tbody>
<tr>
<td></td>
<td>North East ISD Runner up for district Teacher of the Year 1991-1992</td>
</tr>
<tr>
<td></td>
<td>El Dorado Trinity Prize for Excellence in teaching 1992-1993</td>
</tr>
<tr>
<td></td>
<td>Awards for Music Ministry 1982-87</td>
</tr>
<tr>
<td></td>
<td>Awarded Scholarship to Our Lady of the Lake University 1970</td>
</tr>
<tr>
<td></td>
<td>Bronze Medal in Music Competition 1970</td>
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</table>
### Professional Presentations

- **Sayings, Dichos, Tuc-ning** – New Jersey Writing Conference - Dallas TX - Feb. 1996
- **Empowering Adults to Break Cultural Barriers in Schools** – Literacy Conference – South Padre Island TX – Aug. 1996
- **Assessment in the Classroom** – Neal Elem. – July 1998
- **Writing Process** – SAISD – Sept. 1998 (3 day series)
- **Writing for Different Purposes** – SAISD – Nov. 1998 (3 day series)
- **TAAS Strategies for Meaningful Learning** – SAISD – Jan. 1999
- **Fotos Y Recuerdos** – New Jersey Writing Conference – Dallas, TX - Mar. 1999
- **Cada Cabeza es un Mundo** – National Conference for Teachers of English Denver, CO – Nov. 1999
- **Writing Process and TAAS** – for district – Dec. 1999
- **Writing Process** – Our Lady of the Lake Student Teachers – Fall and Spring 2000-2002
- **Music and the Brain** – New Jersey Writing Conference – Dallas, TX - Mar. 2002
- **Writing Sessions** – (3 week series) San Antonio, Eagle Pass, Austin, Dallas 1992 – Present
- **Standards Analysis and Application** – Nevada, California 2005-06
- **English Language Learner Theory and Strategies** – California, 2005
- **Critical Analysis of Text** – Dallas, TX – Apr. 2005; Scottsdale, AZ – Mar. 2006
- **Various presentations in writing, literacy, and assessments** – (K-12)

### Professional Memberships

- Association of Texas Professional Educators
- Association for Supervision and Curriculum Development
- National Education Association
- National Council of Teachers of English

### Publications

**Articles:**
- “Dr. Write Right to the Rescue,” *Writing Teacher*, Sept. 1992
- “Gifted and Denied,” *Gifted Child Today*, Spr. 1993

**Curriculum Guides:**
- *The Hundred Penny Box*, a thematic curriculum guide, 1993
- *There’s a Boy in the Girls’ Bathroom*, a thematic curriculum guide, 1993

**Booklets/Brochures:**
- *Real-life TAAS Mathematics Booklet*, 1996 (in English and Spanish)
- *Family TAAS Reading Booklet*, 1997 (in English and Spanish)
- *Under the Big Top TAAS Booklet*, 1998 (in English and Spanish)
- *Project Milagro Mentoring Booklet*, 1999
- *What Do I Do Now? Activities for TAAS Objectives*, 1999
- *TAAS Emotions Brochure*, 2000 (in English and Spanish)
- *Neal Elementary Brochure*, 2000 (in English and Spanish)
- *Writing Strategies*, 2004
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.
This is to Certify That

TEACHSCAPE, INC.

a corporation existing under the laws of the State of DELAWARE was validly authorized to transact
business in Michigan on the 06th day of August, 2008, in conformity with 1972 PA 284, as amended.

Said corporation is authorized to transact in this state any business of the character set forth in its application
which a domestic corporation formed under this act may lawfully conduct. The authority shall continue as long
as said corporation retains its authority to transact such business in the jurisdiction of its incorporation and
its authority to transact business in this state has not been surrendered, suspended or revoked.

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

In testimony whereof, I have hereunto set my
hand, in the City of Lansing, this 06th day
of August, 2008.

[Signature]
Director
Bureau of Commercial Services
Michigan Department of Labor & Economic Growth

Filing Endorsement

This is to Certify that the APPLICATION FOR CERTIFICATE OF AUTHORITY for
TEACHSCAPE, INC.

ID NUMBER: 60277N

received by facsimile transmission on August 5, 2008 is hereby endorsed
Filed on August 6, 2008 by the Administrator.

The document is effective on the date filed, unless a subsequent effective date within 90 days after received date is stated in the document.

In testimony whereof, I have hereunto set my hand and affixed the Seal of the Department, in the City of Lansing, this 6TH day of August, 2008.

[Signature]

, Director
Bureau of Commercial Services
APPLICATION FOR CERTIFICATE OF AUTHORITY
TO TRANSACT BUSINESS OR CONDUCT AFFAIRS IN MICHIGAN

For use by Foreign Corporations
(Please read information and instructions on the last page)

(nonprofit corporations), the undersigned corporation executes the following Application:

1. The name of the corporation is:
   Teachscape, Inc.

2. (Complete this item only if the corporate name in item 1 is not available for use in Michigan.)
   The assumed name of the corporation to be used in all its dealings with the Bureau and in the transaction of its business
   or the conducting of its affairs in Michigan is:

3. It is incorporated under the laws of Delaware. The date of its incorporation is 06/29/2004, and the term of its existence
   if other than perpetual is

4. a. The address of the main business or headquarters office of the corporation is:
   731 Market Street, Suite 400, San Francisco, CA 94103
   (Street Address)   (City)   (State)   (ZIP Code)

   b. The mailing address if different than above is:
   (Street Address)   (City)   (State)   (ZIP Code)
5. The address of its registered office in Michigan is:

30600 Telegraph Road, Suite 2345

Bingham Farms, Michigan 48025-5720

The mailing address of the registered office in Michigan if different than above is:

(Signature or P.O. Box)

(City)

(Michigan)

(Zip-Code)

The name of the resident agent of the registered office is: The Corporation Company

The resident agent is an agent of the corporation upon whom process against the corporation may be served.

6. The specific business or affairs which the corporation is to transact or conduct in Michigan is as follows:

- to provide educational services and software

The corporation is authorized to transact such business in the jurisdiction of its incorporation.

7. (To be completed by profit corporations only)

The total authorized shares of the corporation are: 85,009,992

8. If the applicant is a trust please specify any powers or privileges possessed by the trust that are not possessed by an individual or a partnership.

Signed this _______ day of ________, 2008

By ________________________________

(Signature of Authorized Officer or Agent)

Mark Atkinson

(Type or Print Name)

The Department of Labor & Economic Growth will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, marital status, disability or political beliefs. If you need help with reading, writing, hearing, etc., under the Americans with Disabilities Act, you may ask your needs known to this agency.

08/05/2008 6:26 PM
Delaware

The First State


AND I DO HEREBY FURTHER CERTIFY THAT THE FRANCHISE TAXES HAVE BEEN PAID TO DATE.

AND I DO HEREBY FURTHER CERTIFY THAT THE ANNUAL REPORTS HAVE BEEN FILED TO DATE.

HARLETT SMITH WINDSOR

Secretary of State of Delaware

AUTHENTICATION: 6720278

DATE: 07-10-08

08/05/2008 6:26PM
**Certificate of Liability Insurance**

**Producer**
Technology
ABD Insurance & Financial Services
305 Walnut Street
Redwood City, CA 94063

**Insured**
Teachscape, Inc.
731 Market Street
Suite 400
San Francisco, CA 94103

**Autonoma**
Teachscape, Inc.
731 Market Street
Suite 400
San Francisco, CA 94103

**Coverages**

<table>
<thead>
<tr>
<th>PREMISES (Each occurrence)</th>
<th>DAMAGE TO RENTED PREMISES (Each occurrence)</th>
<th>MED EXP (Any one person)</th>
<th>PERSONAL &amp; ADV INJURY</th>
<th>GENERAL AGGREGATE</th>
<th>PRODUCTS - COMB/OPT AGG</th>
<th>WC STATS OTH TORY LIMITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000,000</td>
<td>$1,000,000</td>
<td>$10,000</td>
<td>$1,000,000</td>
<td>$2,000,000</td>
<td>$2,000,000</td>
<td></td>
</tr>
</tbody>
</table>

**Description of Operations / Locations / Vehicles / Exclusions Added by Endorsement / Special Provisions**

**Cancellation**
Ten Day Notice for Non-Payment of Premium

**Certificate Holder**

Should any of the above described policies be cancelled before the expiration date thereof, the issuing insurer will endeavor to mail 30 days written notice to the certificate holder named above, but failure to do so shall impose no obligation or liability of any kind upon the insurer, its agents or representatives.

**Authorized Representative**

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Client#: 91637

**ACORD Certificate of Liability Insurance**

**Certificate of Liability Insurance**

**Producer**

**Insured**

**COVERS**

**THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.**

**CERTIFICATE HOLDER**

**CANCELLATION**
Ten Day Notice for Non-Payment of Premium

**CERTIFICATE HOLDER**

Should any of the above described policies be cancelled before the expiration date thereof, the issuing insurer will endeavor to mail 30 days written notice to the certificate holder named above, but failure to do so shall impose no obligation or liability of any kind upon the insurer, its agents or representatives.

**AUTHORIZED REPRESENTATIVE**

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IMPORTANT

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

DISCLAIMER

The Certificate of Insurance on the reverse side of this form does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed thereon.