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

**Electronic Application Process**

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

**MDE-SSOS@michigan.gov**

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

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

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

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

**Contact Information**

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

Mark Coscarella  
Interim Supervisor  
Office of Education Improvement & Innovation

OR

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

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

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

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

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

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

Applications will only be reviewed if:

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

Applications will only be approved if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points
<table>
<thead>
<tr>
<th>Exemplar</th>
<th>Total Points Possible</th>
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<tr>
<td>1. Description of comprehensive improvement services</td>
<td>25</td>
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<tr>
<td>2. Use of scientific educational research</td>
<td>15</td>
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<td>3. Job embedded professional development</td>
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<td>4. Experience with state and federal requirements</td>
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<td>5. Sustainability Plan</td>
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<td>6. Staff Qualifications</td>
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<td><strong>Total Points Possible</strong></td>
<td><strong>100</strong></td>
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<td><strong>Minimum Points Required for Approval</strong></td>
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**Note:** Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

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

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

The Application is divided into four sections.

Section A contains basic provider information.

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

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

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

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

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

<table>
<thead>
<tr>
<th>1. Federal EIN, Tax ID or Social Security Number</th>
<th>2. Legal Name of Entity</th>
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<td>University of Pittsburgh</td>
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<th>3. Name of Entity as you would like it to appear on the Approved List</th>
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<th>4. Entity Type:</th>
<th>5. Check the category that best describes your entity:</th>
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<tr>
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<td>☐ Business</td>
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<th>6. Applicant Contact Information</th>
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<tbody>
<tr>
<td>Name of Contact</td>
</tr>
<tr>
<td>Nancy Israel</td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>3939 O’Hara Street, LRDC 310</td>
</tr>
<tr>
<td>E-Mail</td>
</tr>
<tr>
<td><a href="mailto:nisrael@pitt.edu">nisrael@pitt.edu</a></td>
</tr>
</tbody>
</table>

| 7. Local Contact Information (if different than information listed above) |
|-----------------------------|----------------|---------|
| Name of Contact             | Phone | Fax  |
| Street Address              | City  | State | Zip  |
| E-Mail                      | Website                        |

<table>
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<th>8. Service Area</th>
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List the intermediate school district and each individual district in which you agree to provide services. Enter “Statewide” ONLY if you agree to provide services to any district in the State of Michigan.

☑ Statewide

| Intermediate School District(s): | Name(s) of District(s): |
9. Conflict of Interest Disclosure

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

☐ Yes ☑ No

What school district are you employed by or serve:______

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

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

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

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

- Change in service area
- Change in services to be offered
- Change in method of offering services
SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

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

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

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

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.
Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

Disciplinary Literacy as the Instructional Improvement System

The IFL has developed the Disciplinary Literacy (DL) framework, over a period of more than eight years, in collaboration with multiple, diverse school districts. DL provides the means for schools and school systems to give students at every level of entering capacity a coherent and intellectually challenging program of discipline-specific learning in the core subject matters to prepare them to be college-ready. The DL System includes what is needed to have teachers and schools engage students in the use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge. The system includes: the Thinking Curriculum exemplars of units and model lessons by content and grade level that embed formative assessments and embody DL principles; tools to audit current curriculum; a professional development program for teachers, coaches, and teacher leaders to learn the rituals and routines that are part of DL curriculum and to be able to teach the model units and lessons; and leadership training for principals and other school leaders to support the DL work and to build collaborative PLCs. Thus, the DL System includes: curriculum and assessment, educator professional development, a system for Instructional Improvement through PLCs, and leadership training. DL builds capacity within each school to implement a comprehensive educational system of reform and to sustain the work.

Curriculum

A thinking curriculum consists of curricular materials that, when enacted, create classrooms where daily work is intellectually demanding, engaging, and supported. Research and our experience confirm that the gap between current teaching practice and the Thinking Curriculum is too large to bridge with general formulas, even when training around general formulas is well-supported by classroom examples, protocols, and on-site coaching. Fundamentally changing classroom practice and thus student achievement requires content-specific learning for both teachers and students—that is, a discipline-specific understanding of how knowledge is organized and expressed (Donovan & Bransford, 2005).

Such content-specific understanding relies on subject matter curriculum materials that are rigorous, aligned with the content and habits of thinking of the disciplines, and inclusive of the learning needs of English language learners. The curriculum materials in too many schools and school districts lack these characteristics. Most if not all schools and districts need a framework and assistance for assessing, choosing, revising or writing curriculum, and curriculum frameworks or other instructional materials in order to generate the Thinking Curriculum.

To affect this kind of change “at scale” will require materials such as curriculum frameworks that support changes in teacher practice regardless of the textbooks and
instructional materials adopted by the district or state, with built-in everyday support for students who are not fluent in academic English.

The IFL can develop or support the development of curriculum and curriculum materials that meet the standards of the Thinking Curriculum. Our content teams have already developed such materials, including materials to fill gaps in or supplement existing programs. We have worked with teams of educators to help form and review their existing curriculum as well as instructional and assessment materials. In numerous districts we have also provided a framework and trained teams to write or revise their instructional materials.

In order to teach the Thinking Curriculum, teachers need new knowledge and skills. Building a corps of knowledgeable and skilled teachers requires a professional community of practice in which teachers learn and come to believe in their own capabilities and the capabilities of their students. The necessary foundation for this work is supportive and demanding leadership at the school and district level. In the language of today’s social science research we need expanded forms of human capital (teacher knowledge and skill), social capital (supportive and demanding professional communities of practice in schools), and organizational design (learning organizations characterized by distributed leadership).

Building the requisite knowledge and skill among teachers to use the curriculum materials described above and to create thinking curriculum classrooms requires discipline-specific study among educators through in-classroom coaching and school-based and facilitated professional development within PLCs. School and district leadership need to create and/or protect the conditions required for teachers to successfully change practice. Such emphasis on direct, content-specific work at the school level — with teachers and the coaches, lead teachers, and principals who support them — is far more likely to produce immediate change in classroom practice. The IFL has developed the professional development and instructional improvement systems that support the building of PLCs who learn and work together to build these thinking curriculum classrooms.

The System

The system contains five core elements: (1) Units of Study that transform students’ classroom experience; (2) Professional Training for teachers and coaches that enables them to enact the Thinking Curriculum; (3) Organizational Development support and professional development for principals and supervisors that changes the professional practices of schools and school systems; (4) a broad array of approaches to assessment; and (5) Curriculum Audit tools that enable a rigorous, classroom-by-classroom evaluation of what is being taught across schools and classrooms.

In living a thinking curriculum in each of the core content classrooms, students experience consistent routines built around rigorous tasks, texts, probing
discussions, and inquiry-based assessments. It is this school experience that prepares students for a college level learning experience.

The experience is organized around sequences of "lessons," and can take from one to several days, depending on the content area and the grade level of the class. A set of interrelated lessons constitutes a "unit of study," several of which are sequenced into a course curriculum. Each of the lessons includes a rigorous task or problem: individual and/or small group work on the task; teacher-led discussions; revision/reworking; and, wrap-up.

Though the particulars of the Thinking Curriculum lesson vary by discipline, every lesson provides a combination of well-chosen, thought-demanding, and knowledge-specific tasks. Every lesson also includes a classroom enactment in which students must solve problems or analyze major texts or events and also explain and justify their work, both orally and in writing. To teach such lessons effectively, the teacher must orchestrate individual and group work and lead discussions that are accountable to community, reasoning, and knowledge while always remaining focused on specific content knowledge (Michaels, O’Connor, Hall, & Resnick, 2002). For many teachers, this represents a new way of working.

Leadership
The implementation of the Nested System necessitates improvements and shifts in leadership practice so that it becomes focused on instruction and on teacher planning, improving teacher professional development at the school level, and supporting upgraded instructional practices. As part of our design, we work with leadership to support the development or strengthening of such practice. These practices are aspects of instructional leadership that facilitate the process of change and that have been associated with improved student achievement (Gates, Ross, & Brewer, 2000; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Purkey & Smith, 1983; Elmore, 2006; Leithwood & Riehl, 2003). Leadership is coached to lead and support the necessary practices and cultural attributes needed to implement DL.

Assessments for Learning and of Learning
The IFL believes in a broad array of approaches to assessment, embedded within standards-aligned curriculum, to provide instructionally relevant information for teachers to adapt instruction based on student needs. This balanced approach to assessment supports both assessment for learning and assessment of learning, focusing on the critical thinking, creativity, and problem-solving skills necessary to master rigorous content standards. Classroom observation protocols, rubrics for assessing student work, monitoring questions to check for understanding, criteria for assessing the rigor of tasks and texts, and embedded assessments in the model units, would all be employed as part of a more instructional approach to assessment. Assessment, we think, should be implemented as part of a comprehensive instructional improvement system which links the continuum of formative and summative data, provides immediate...
access to relevant instructional resources and approaches, and is a platform for professional collaboration around student learning. With assessment practices linked to the enacted curriculum, teachers will have the tools necessary to scaffold instruction for students so that they may progress to more advanced topics, build a deep understanding of how topics relate to one another, and design a clear pathway towards college and career readiness.

Curriculum Audit: Assessing What isTaught
As they consider the IFL DL strategy, and at successive points in implementation, education managers need a set of tools that allow them to assess the quality of their chosen curriculum and its implementation. Our tools guide analysis of the potential of different curricula to provide a rigorous properly sequenced learning program. They also enable assessment of the extent to which the intended curriculum is being enacted across classrooms. Our framework for curriculum review in each of the specified content areas includes: the Principles of Learning, rigorous content standards (including state standards, identified national standards and proposed college readiness standards), necessary student materials; specific supports for English language learners and other students who need to develop greater fluency in academic English, the quality and rigor of tasks that students are expected to work on, and the professional support for learning how to teach in rigorous and inclusive ways.

We can train district leaders in how to effectively use the audit tools or send in a curriculum review team to conduct an audit specified by district leadership. If the results of the audit indicate the need, the IFL content teams can develop curricular materials that, when enacted, produce a thinking curriculum and the kind of classroom practice that enables students to graduate college-ready.
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)

There have been several independent evaluations of the IFL’s work, including two IES studies. One IES longitudinal randomized field study in 29 public schools of a mid-sized district was done of our work in elementary literacy. It included 177 teachers in schools serving 1269 of the district’s lowest-achieving students of whom 91% were qualified for free or reduced-price lunch. The study (Matsumura, Garnier, Resnick, in press; Matsumua, Garnier, Slater & Boston, 2008) found that based on the state’s high stakes test, LEP students in the IFL treatment schools benefited the most from this intervention. In addition to outperforming their LEP peers in the comparison schools on the high stakes State test, 4th grade LEP students in IFL schools also showed greater gain on the DRP (a nationally recognized literacy assessment). In addition, teachers in the IFL schools scored higher on classroom observation measures related to the rigor of text discussion than did teachers in schools without IFL training.

A second IES study was conducted by MDRC (Quint, Akey, Rappaport, & Willner, 2007). MDRC studied IFL leadership training practices in elementary schools in three school districts. The study evaluated a logic model in which leadership training was expected to produce greater engagement of principals in instruction-focused professional development for their teachers and that engagement would produce high-quality classroom instruction, which in turn, would result in increased student achievement, as measured by accountability tests used by the districts. The study found statistically significant relationships between each step in the theory of action.

In addition to these IES studies, three independent evaluations of IFL’s high school work have been done in the past three years. The first two studied the IFL partnership with LAUSD in 2006-2007 to design and implement rigorous instructional units of algebra and of 9th and 10th grade ELA classes, in order to increase student engagement and achievement. The two evaluations found important changes in teaching and learning, including teachers expecting more of their students and students learning more and failing less (David & Green, 2007a, 2007b). In all ELA classes, students were deeply engaged in their learning, whether it was discussing a reading in small groups or in the whole class, or writing in a notebook; in algebra, students explained more of their thinking and asked better questions. Teachers’ judgments of their students’ learning and performance on assessments were significantly higher as a result of these changes in engagement and rigor. Although the studies did not contain the assessment results, these kinds of teacher judgments of students are what research by the Consortium on Chicago School Research and others show is a good predictor of graduation (Allensworth & Easton 2007).

A third study of IFL’s high school work was in Austin Independent School District. The work focused on building professional learning communities (PLCs) at the school level in the four core content areas and providing a series of routines, practices and tools, including lessons and units, to be used in the PLCs. The study found substantial growth in teachers’ instructional knowledge, use of rigorous
lessons, and higher expectations for student learning and engagement. All of the high schools participating in DL PLCs showed gains in all standardized tests taken in all four content areas from 2006 through 2009.

The IFL has data from Saint Paul Public Schools on the effects of an intensive year of IFL work with teachers to implement our curriculum and lessons in middle schools in 2005-6. During that year, the percentage of middle schools achieving AYP in reading and mathematics increased from 25% to 75%.

These as well as other evaluations and increased student achievement demonstrate the power of the IFL’s ability to work with teachers, principals, schools, and districts to transform schooling and to enable students, including English language learners and students disadvantaged by poverty and below grade level in reading, to access a robust curriculum and to be truly ready for college. Our elementary literacy program evaluated by Matsumura, Garnier, Bickel, Junker, & Resnick (March, 2010) showed its power to increase the reading achievement of English language learners and other struggling readers in educationally significant ways.

The foundation of the IFL work is research in education that confirms that virtually all students, if they work hard at the right kinds of learning tasks, are capable of high achievement. Properly focused student efforts not only yield high achievement for all students, but can actually create ability. The IFL works from these findings to help educators modify what and how they teach, to build on the primacy of student effort, and to jettison ingrained assumptions about innate aptitude. IFL draws from research from cognitive research as well as research on content matter learning and educational policy. A sample of the research on which our work is based includes:


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

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

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff
Exemplar 3 Narrative Limit: 2 pages (insert narrative here).

Teachers, coaches, and teacher leaders are trained in a set of rituals and routines embedded in groups of “core” or “model” lessons, in their content area. When enacted, these Pedagogy and Content Routines put in place the foundational classroom practices of the Thinking Curriculum so that they become the daily, lived experience of students. The study and enactment of the core lessons are opportunities for teachers to learn together and transform their practice. Training for school leadership also supports changes in school practice. As a consequence of training teachers, using rigorous curriculum components, and changing school practice, students’ experiences in the classroom become the embodiment of the Thinking Curriculum, and student learning increases to levels needed for college readiness.

Within each content area, teachers, coaches, and teacher leaders experience the following:

Model Lesson - The keystone of the training is a set of units and model lessons. Each is designed to support the teaching of important concepts, rituals, and routines in the discipline. They are eventually designed as part of the actual intended curriculum, but while the curriculum materials are first being developed or revised, the units or lessons serve as models of college readiness teaching and learning. The lessons are academically rigorous, engaging and accessible to students, and will include everyday supports for students who are not fluent in academic English. Importantly, the lessons include assessments on facts and on the conceptual frameworks that connect them.

Educators Engage As Learners - Because a primary purpose of these units is to support the kinds of changes in teacher practice that support student learning and that educators may never have experienced, educators engage as learners in a carefully chosen selection of one or more lessons from the unit and experience the classroom practice that will be expected when they teach the model lessons.

Deconstruct Teaching & Learning - The facilitator helps teachers step back and analyze the content, the disciplinary reasoning required, and the pedagogy and the architecture of the lesson. They work on what it would take for them teach the lesson to their students considering, for example, what the lesson assumes the learner knows ahead of time, whether their students know this and, if not, how they can provide the background knowledge without watering down the lesson.

Teach with Colleagues Observing - Lead teachers or coaches provide teachers with a second model by teaching students and using the model lesson as their guide. Their principals and teachers are invited to observe and take notes on the process and on student responses. All then debrief the content, pedagogy, architecture of the lesson, and
student responses for a second time. The same routine is followed again as teachers teach the units to students in their classes.

Analyze Pedagogy and Content – Collaborative analysis of a lesson’s or unit’s pedagogy and content, as taught, is the core of the work of the PLC. It is what helps them individually and as a community to continually refine their practice. Common language, common professional development, and common experience in classroom practice focuses the work of the community.

The routines associated with the core model lessons described above are designed to affect classroom practice and student achievement. They are also powerful levels for creating professional communities within and across schools that support enactment of the Thinking Curriculum. Pilot studies of our system show strong effects on:

Collaborative routines – Implementation of the Nested System is designed to result in more school staff engaging both in more effective instructional planning and reflection. This includes studying student work, analyzing data, critiquing lessons, and doing each more frequently for the purpose of improving teaching and learning. Such collaborative routines contribute to the creation of strong professional communities and to teachers’ knowledge base, professionalism, and ability and motivation to act on what they learn (McLaughlin & Talbert, 2006).

Through practice and exposure to expert personnel, teachers improve in their ability to critique lessons and become more “expert” in enacting effective lessons. In addition, the Nested System includes models and tools for establishing “subroutines” for analyzing data, studying student work, engaging in analysis of lesson enactment, and reflection on practice.

Structure of practice – A school staff that engages in the Pedagogy and Content subroutines will have more focused opportunities to interact with more colleagues more frequently about instruction and student learning. The strength of ties among staff will increase over time and should increasingly span grade levels to include teachers in other grades (in order to build sequential alignment) and school leaders and individuals beyond the school (to learn from successful implementers in other schools and to build equity of opportunity and inter-school coherence).

Norms – Implementation of the Nested System leads to improvements in norms of trust, collective responsibility for student learning, collaboration, and openness of innovation among school staff through agreements to schedule and support collaborative school-based study and through the joint enterprise of studying the subject matter routines.
Exemplar 4: Experience with State and Federal Requirements
(15 points possible)

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
  - Response demonstrates alignment of the above mentioned elements, AKA “One Common Voice - One Plan.”
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)
Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

The IFL has worked with over sixty districts across the country. In all cases we have aligned our work with current state standards as well as with Title 1 and IDEA requirements. For example, as part of the IFL contract with the Los Angeles Unified School District, we developed units of instructions in math and ELA for grades 7-10, all of which were keyed to the California state standards were aligned with the state’s mathematics and literacy frameworks. Two evaluations of that work found important changes in teaching and learning, including that participating teachers expected more of their students, and that students learned more and failed less. The two studies were: David, J. D., & Greene, D. (2007a). Improving English language arts instruction in Los Angeles High Schools: An evaluation of the Institute for Learning- LAUSD ELA Pilot Program. Palo Alto, CA: Bay Area Research Group and David, J. D., & Greene, D. (2007b). Improving mathematics instruction in Los Angeles High Schools: An evaluation of the PRISMA Pilot Program. Palo Alto, CA: Bay Area Research Group.

We are currently working with the Grand Rapids School District assisting them in curriculum writing in elementary literacy and secondary ELA, mathematics, social science and science. We will also be working in Detroit Public Schools in the 2010-2011 school year assisting in the development of a middle school mathematics curriculum. In both cases, the curricula development will be keyed to the Michigan standards, state assessments grade level and high school level content expectations (GLCEs and HSCEs), and curriculum framework, as well as the Common Core State Standards.

Primary Staff Include: Rostia Apodaca, Donna DiPrima Bickel, Victoria Bill, Sandra Campo, Idorenyin Jamar, Lillie Sipp, LuAnn Malik, Stephanie M. McConachie, Vivian Mihalakis, Fran Mossberg, Lauren Resnick, Annette Seitz, Samuel Spiegel, and Monica Swift
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)

Building Capacity with Transformative Tools

A significant contribution of the IFL DL System is its power to build the capacity of the teachers, principals, coaches, and other educational leaders to lead this work. In fact, several of the Fellows who now facilitate the work were once district participants and implementers of the work. The Fellows facilitating the sessions will step out of their work to coach in ways that allow others to understand the how and the why of the work so that it can become theirs to use and also to help others. It is our intent to build in the participants the capacity to teach this work to others. We use an array of research-based tools and articles of note to carry the work of the organization and that create and deepen the routines so that they have specificity, regularity, and persistence. They make visible and transparent our theory of action. Below is a sample of our tools in addition to the exemplar units of instruction.

Principles of Learning: The Principles of Learning describe instructional environments and practices that enable all students to achieve high academic standards through sustained efforts.

Professional Learning Community Handbook: This handbook serves as a tool to organize PLCs and to provide support cycles of study, application, reflection, assessment, and revision.

The Learning Walk® Routine with Quality Feedback: The LW intends to help users get smarter about teaching and learning, to assess the effectiveness of professional development, to plan future professional development, and to build inquiry-based learning communities. It is used for classroom observations. The process uses a formative assessment structure that includes a teacher pre-conference to identify focus for the LW and a post-conference to give quality feedback to individual teachers on the previously identified focus.

Accountable Talk® Online Resource: This online tool is designed to develop a clear understanding of what Accountable Talk® looks like in practice and how leaders can make it the norm in their schools and classrooms. It includes classroom videos, interviews, transcripts, commentary, full-text research articles, and links to further reading.

Video: Our video library provides participants with opportunities to learn from the practice of others. Not all video is at the exemplar level so that participants can see progressions of practice in the field.

Content Specific Observation Protocols with Observation Tools: Tools provide structures to conduct productive observations that advance student learning. They provide a lens for reflecting on teacher practice specific to the content being observed. They also help to create common vision and language about a content area and content-specific pedagogy.
Online Courses: Online courses and webinars can be made available.
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)

IFL fellows with a specialization in leadership, English language arts, mathematics, reading, science, and social studies are experienced, distinguished leaders at the school level as well as holding senior leadership posts in small rural and large urban school districts and at the state level. All have years of expertise in adult learning and have worked to build a collaborative culture of school improvement. All have years of experience designing and delivering professional development. Some have joined the IFL after implementing the work described here in districts small and large. The Disciplinary Literacy system presented here is a combination of best practice, their own experience, and research. In addition a number of Fellows have authored a book about Disciplinary Literacy, entitled, “Content matters: A disciplinary literacy approach to improving student learning”. Others have been actively involved in research studies. Lauren Resnick serves as the intellectual mentor. She is a prolific author, a respected editor, and a frequent consultant with appointments to many national education boards, commissions, and associations. She co-authored a paper, “An American Examination System,” with Larry Berger from Wireless Generation, for the National Conference on Next Generation K-12 Assessment Systems and is currently advising one of the two national consortia on education assessments, PARCC – the Partnership for the Assessment of Readiness for College and Career.

Primary Staff Include: Rosita Apodaca, Donna Bickel, Vitoria Bill, Sandra Campo, Idorenyin Jamar, LuAnn Malik, Stephanie McConcachie, Vivian Mihalakis, Fran Mossberg, Nancy Owen, Lauren Resnick, Annette Seitz, Lillie Sipp, Sam Spiegel and Monica Swift.
Rosita Apodaca, Ed.D.
Institute For Learning
Learning Research Development Center
University of Pittsburgh
412-624-7572
rea4@pitt.edu

EDUCATION
Columbia University, Teachers College, New York, NY, Ed.D., 1993
Columbia University, Teachers College, New York, NY, M.Ed., 1993
University of Texas, El Paso, TX, M.A., 1968
College of Saint Joseph, Albuquerque, N.M. B.A., 1965

CERTIFICATES AND LICENSURE
Texas Superintendent, 1991
Texas Teacher, 1975
Texas Supervisor, 1976
Texas Mid-Management, 1990

APPOINTMENTS
Fellow, Learning Research and Development Center, Institute for Learning, University of Pittsburgh, 2002-Present
Senior Fellow, The Mexican and American Solidarity Foundation, National Council of La Raza, 1996
Adjunct Professor, Department of Linguistics, University of Texas at El Paso, Summer, 1982-1985

EMPLOYMENT PUBLIC EDUCATION
Deputy Superintendent, Dallas ISD, Dallas, TX, 1999-2000
Assistant Superintendent, Atlantic City Public Schools, Atlantic City, NJ, 1994-1996
Assistant Superintendent, Dallas ISD, Dallas, TX, 1988-1994
Special Assistant to the General Superintendent, Dallas ISD, Dallas, TX, 1987-1988
Director, Bilingual Education/ESL, Dallas ISD, Dallas, TX, 1985-1987
Consultant, English/Journalism and Bilingual Education, El Paso, ISD, El Paso, TX, 1985
Consultant, Bilingual Education, El Paso ISD, El Paso, TX, 1982-1985
Title VII Project Director, Consultant, Bilingual Education, El Paso ISD, El Paso, TX, 1976-1982

ESAA Administrative Implementor, El Paso ISD, El Paso, TX, 1974-1975

Demonstration Teacher, El Paso ISD, El Paso, TX, 1973-1974

Principal, Bilingual Institute, El Paso, TX, 1970-1973

Teacher, Gadsden CSD, Anthony, NM, 1967-1970

Teacher, El Paso ISD, El Paso, TX, 1966-1967

PROFESSIONAL MEMBERSHIP AND PROFESSIONAL LEARNING

American Education Research Association

Association for Supervision and Curriculum Development

The International Society of the Learning Sciences

Home Instruction Program for Pre-School Youngsters, HIPPY TEXAS, Advisory Board, 2009-2010

Coro Foundation Board, San Francisco, CA, 1998

HIPPY California Board, Los Angeles, CA, 1998

Association of Supervision and Curriculum Development Networks, Facilitator and Interim Editor for newsletter, 1994

Home Instruction Program for Pre-School Youngsters, HIPPY USA, Board Member

Comer Project for Change in Education Leadership Development Program Certificate, Yale University, 1992


HONORS, AWARDS, AND CITATIONS

The National School Board Association, Technology Leadership Network Award, Dallas, TX

Texas Education Agency Model Program, Award for Homeless Youth, Austin, TX,

Southern Methodist University, Outstanding Project Award for Dropout Prevention, Dallas, TX

Texas Elementary Principals and Supervisors Association, Award for Innovative Instructional Practices, Austin, TX

Mexican American Women’s National Association Award, Brindis a la Mujer, El Paso TX, 1987

PRESENTATIONS

Region XIX Head Start Conference, Can We Really Get Smarter? Keynote Address, El Paso, TX 2010

Education Commission for the States, Policy Levers You Can Promote on Monday to Close the Achievement Gap, Invited Speaker, Austin, TX, 2008


National Association of Elementary School Principals, Bilingual Education Debate, Debater/Presenter with Ron Unz, San Francisco, CA 1999

American Education Research Association, Montreal Canada, 1999

Joint Senate and Assembly Committee Hearing on the Implementation of Proposition 227, Testimony, Sacramento, CA

A Presidential Forum, University of San Francisco, Invited Speaker, San Francisco, CA 1998


The National and Statewide Panel of Experts/Practitioners on Effective Educational Practices, Invited Speaker, Albany, NY, 1998


National Coalition of Title I/Chapter I Parents, Los Angeles, CA, Invited Speaker, 1995

New Jersey Administrators Association, Preventing Violence in Schools, Invited Keynote Panelist, 1995

McDonald’s HACER Scholarship Awards Banquet, Hispanic Student Voices, Keynote Speaker, Dallas, TX 1993

Texas Association for Bilingual Education Annual Conference, Twenty First Century Learning, Albuquerque, NM, 1997

California Association for Bilingual Education Annual Conference, Invited Speaker, San Diego, CA, 1997

National Association for Bilingual Education Annual Conference, Session Presenter, Dallas, 1998

National Association for Bilingual Education, NACCBE: Role and Mission, Houston, TX, 1988

Texas Association for Bilingual Education, Hispansas: A Fragile Population Highly At-Risk, Featured Speaker, Dallas, TX, 1988

Community Board Institute, New Decade, New Vision, New Solution, Building Coalitions, Invited Speaker Dallas TX, 1990

American Library Association Annual Conference, Making It Happen: Institutionalizing Your Successful Hispanic Library Program, Keynote Speaker, Dallas, TX 1989

National Alliance of Black School Educators, Removing the Risk for Students at Risk, Dallas, TX, 1988

Texas Association for Gifted and Talented, The Shape of Minds to Come, Featured Speaker, Dallas, 1988

National Association for Bilingual Education NACCBE: Role and Mission, Houston, TX, 1988

Texas Association for Bilingual Education, Hispansas: A Fragile Population Highly At-Risk, Featured Speaker, Dallas, TX, 1988
Twelfth Asilomar Leadership Conference on Instruction in Reading and Language Arts, Teaching Strategies that Work, Featured Speaker, Pacific Grove, CA, 1988

Third Annual Conference for Educational Excellence: Special Populations/Students At Risk, At Risk Programs: Implications for Language Minority Speakers, Invited Speaker, Austin, TX, 1988

Mental Health Association Symposium, Cultural Awareness Issues in Parenting, Panel Member, Dallas, TX, 1988

Eight Annual Women in Leadership Conference, Self-Esteem to Succeed and Confidence to Lead, Invited Speaker, Dallas, TX, 1988

Council of Great City Schools, Expanding Options and Opportunities to Children with Limited English Proficiency, Dallas, TX, 1988

Region VI of the U.S. Department of Education, First Annual Symposium on Hispanic Education Issues, Preparing to Close the Gap for Children at Risk, Invited Speaker, Lubbock, TX, 1987

Dallas ISD Administrators Conference, Forging a Responsive Board Policy for Language Minority Children: A Plan for the Future, Keynote Speaker, Dallas, TX, 1987

PUBLICATIONS


Apodaca, Rosa E., and Enrique Pérez. (1980). Exploring issues and strategies in the implementation of educational programs. Southwest Educational Development Laboratory, Austin, Texas.


Donna DiPrima Bickel

OFFICE ADDRESS: Learning Research and Development Center
University of Pittsburgh
3939 O’Hara Street (Room 310)
Pittsburgh, PA 15260

TELEPHONE: (412) 624-8544
EMAIL: dbickel@pitt.edu

DEGREES:
B.A., Communications/Elementary Education, Hunter College, CUNY, 1973
M.Ed., Elementary Education, University of Pittsburgh, 1976
School Consultation Support Services, University of Pittsburgh, 1984
Ph.D., Special Education Research, University of Pittsburgh, 1988

Honors
Phi Beta Kappa
Graduated Summa Cum Laude

Experience
Research Associate, Learning Research and Development Center, University of Pittsburgh, 1997-present.
Adjunct Research Associate Professor, Department of Administrative and Policy Studies, University of Pittsburgh, 2009- present.
Research Associate Professor, Department of Instruction and Learning, University of Pittsburgh, 1990-1997.

Publications


**Technical Reports**


**Selected Presentations**


Bickel, D.D., Moroch, G., Nosal, M. & Lavallee, J. (December 5, 2005). *Using Content-Focused CoachingSM to Build a Reflective Learning Community: Examples from Practice in Providence, RI and Denver, CO.* To be presented at National Staff Development Council.
National Conference, Philadelphia, PA.
1994 – Present  Resident Fellow, Institute for Learning, Learning Research and Development Center (LRDC), University of Pittsburgh, Pittsburgh, Pennsylvania

Currently working with professional development and leadership teams from school districts in the United States with a focus on mathematics content and pedagogy as it sits within a broader framework of disciplinary literacy work (4 core content areas). With colleagues developed a variety of tools and protocols, for reflecting on teaching and learning in the area of elementary and secondary school mathematics.

Engaged several districts in a course of study in mathematics with the goal of improving teaching and learning. Provided professional development opportunities for teacher leaders that consisted of mathematics lessons, the analysis of case studies of classroom practice, and the analysis of student work.

Co-designed and lead elementary, middle and high school professional development sessions for mathematics directors and coaches from school districts in the United States [September 2002 – 2010]
- Dallas Independent School District [2008 –2010],
- Prince George’s Public School District [2007 – 2010],
- Fort Worth Independent School District [2005 –2009],
- Pittsburgh Public School District [2006 – 2009],
- New York City Public School System [2008– 2006],
- Rhode Island Consortium, Rhode Island, [2004 – 2005],
- Providence Public School and Saint Paul Public School [2003 – 2005],
- Los Angles Unified School District, Los Angles, CA [2003 – 2004], and

Lead and designed leadership sessions for principals and central office staff in Austin Independent School District, Austin, Texas, [1999 – 2002] and Fort Worth Independent School District [September 2005-2007]. Worked as the cite liaison which entailed serving in an advisory capacity to the superintendent, deputy superintendent and other key central staff on the district’s reform efforts.

2009 – Present  Adjunct Professor of Leadership for Teaching and Learning, University of Pittsburgh, Pittsburgh, Pennsylvania

Co-designed and co-lead a course to support aspiring principals to function as
instructional leaders by developing their conceptual understanding about rigorous teaching and learning in mathematics and English language arts and the related habits of professional practice.

2001 – Present  
**Adjunct Professor for Elementary Mathematics Methods**, University of Pittsburgh, Pittsburgh, Pennsylvania

Engage students in solving and discussing mathematics tasks, learning about open-ended assessments and formative assessment methods and assisting them in developing an understanding of and strategies for enacting Accountable Talk. Collaborate bi-monthly with other adjunct professors and university professors on course design and implementation.

1989 – 1994  
**Research Specialist**, Math³ Project, Learning Research & Development Center (LRDC), University of Pittsburgh, Pittsburgh, Pennsylvania

The Math³ project had two interlocking goals: (a) to disseminate a successful program—Math³—in primary grade mathematics; and (b) to develop a collaborative-support model for the professional development of elementary mathematics teachers. The dissemination and development of Math³ was supported by the U.S. Department of Education’s Dwight D. Eisenhower Mathematics and Science Program. Math³ is a research-based method of teaching and dissemination that is informed by research in the areas of cognitive psychology, mathematics education, cognitive apprenticeship and the reflective practitioner. In the early stages of the work responsibilities included designing, piloting, and refining performance assessment tasks that were aligned to the Math³ curriculum. In 1991 Math³ dissemination efforts expanded to include non-local sites and models for performance assessment systems. Primary responsibilities at this time shifted to planning and facilitating monthly workshops where curriculum is developed and refined; developing criteria for and recruiting prospective districts; developing a leadership cadre of Math³ teachers for scale-up efforts within districts and regions; and insuring that Math³ teachers are key players in the Math³ research and development efforts.

1991 – 1992  
**Member, Learning Environments Group (LEG)**, National Alliance for Restructuring Education (Alliance)

Funded by the New American Schools Development Corporation, the Alliance was composed of nine site-partners (five states and four school districts) and ten non-site partners. The partners’ efforts to restructure education were keyed to meeting five design tasks. As a LEG member, focused efforts on addressing the first two design tasks: (1) identifying learning outcomes and creating quality measures of progress toward those outcomes; and (2) connecting schools to curriculum and instructional resources needed to perform to high standards.

1989 – 1992  
**Middle School Teacher**, Aliquippa Middle School, Aliquippa, Pennsylvania
Motivated by a desire to understand better implementation issues related to the use of cognitively demanding tasks at the middle school level at a site where students did not have previous opportunities to engage in standards-based learning. Implemented a standards-based mathematics curriculum. Used high-level tasks, instructed and assessed student performance daily and planned instruction accordingly. Developed a culture for doing mathematics in which students engaged in mathematical discussions with the teacher and peers with the goal of using high-level tasks.

1986 – 1990 Adjunct Professor for Mathematics Methods
Carlow College, Pittsburgh, Pennsylvania

Engaged students in solving and discussing mathematics tasks, assessment methods and instructional methods as they pertain to student performance. Collaborate bi-monthly with other adjunct professors and university professors on course design and implementation.

1976 – 1989 Elementary School Teacher,
St. Agnes, Diocese of Pittsburgh
Pittsburgh, Pennsylvania

1976 – 1980 Taught mathematics and science to first, second and third grade students. Work with collaboratively with other primary level teachers to plan a coherent curriculum for students.

1980 – 1989 Taught mathematics to first through sixth grade students. Explored research-based ideas and worked collaboratively with staff from the University of Pittsburgh to design a cognitively demanding curriculum for students that advances student performance.

PUBLICATIONS


2009, Bill Vita


PRESENTATIONS


Bill, V. (2004, August). Practice-based Professional Development Presentation at the National Science Foundation Grant for the Consortium of South Carolina, Orlando, FL.


2009, Bill Vita


Bill, V. Miller, A. (1998, April) Linking Instruction and Assessment to Standards. WPASCD, Pittsburgh, PA


Bill, V. Miller, A. (1997, March) Using Investigations to Develop a Community of Learners, PCTM Regional Conference, King of Prussia, PA


2009, Bill Vita
Meeting.


GRANTS
1995 – 1998 Pennsylvania Space Grant Consortium, Grant focused on the dissemination of effective mathematics and science programs.


COLLABORATIONS
New York City Teachers' College, Catherine Fosnot, (1999 – 2002) Field test materials developed with funding by the National Science foundation, consult and provide feedback on materials yearly.


Annenberg/Council for Public Broadcasting, the Extra Mile Education Foundation (The Diocese of Pittsburgh), and a local television station, WQED, to produce videotapes describing Math³ teaching methods. Responsibilities include co-coordinating the planning and production of two videotapes.
North central Regional Educational Laboratory. (1991) Children as problem solvers, schools that work: The research advantages. Videoconference


PROFESSIONAL ORGANIZATIONS
• Association of Mathematics Teacher Educators (AMTE) Membership Committee
• Association for Supervision and Curriculum (ASCD)
• National Council of Supervisors of Mathematics (NCSM)
• National Council of Teachers of Mathematics (NCTM)
• Pennsylvania Council of Teachers of Mathematics (PCTM)

EDUCATION


CARLOW COLLEGE, Pittsburgh, Pennsylvania 1997, M.S. in Mathematics

CARLOW COLLEGE, Pittsburgh, Pennsylvania, B.S. in Psychology and Elementary Education, 1976

CERTIFICATIONS
• Elementary School Principal Certification (2003)
• Elementary Teaching Certification
• Special Education Certification (Duquesne University)

HONORS
• 1991, Thanks to Teacher Nominee
• 1990, Thanks to Teacher Finalist
• 1990, Carlow College Alumni Association Service Award
SANDRA A. CAMPO
5120 Cobble Creek Court #203
Naples, Florida 34110
401-419-6438 (W) 401-431-5998 (H)
scampo1@cox.net

EXPERIENCE

2005– present
Learning Research and Development Center (LRDC), University of Pittsburgh
Pittsburgh, Pennsylvania
- Currently working in professional development with three school districts in the United States in Disciplinary Literacy with a focus on Mathematics and pedagogy
- Currently providing professional development in Content Focused Coaching
- Currently working on curriculum issues with two urban school districts

1991– present
Independent Consultant
The College Board
New York, NY
- Currently working in professional development with multiple school districts in the United States in SpringBoard, a mathematics program focused on rigorous mathematics instruction in the middle and high schools with an emphasis on reading, writing, problem-solving and collaborative strategies to improve mathematics instruction
- Chaired a middle school writing team for SpringBoard (2002)
- Mentored teachers using high and middle school SpringBoard units

2000 – 2005
Independent Consultant for local schools
Mathematics Coach
Rhode Island and Massachusetts
- Designed and provided professional development in mathematics to elementary, middle and high school teachers focused on understanding mathematical content and concepts, problem solving, use of manipulatives to uncover key mathematical concepts, use of reform curricula to support a standards-based program
- Designed and provided professional development in mathematics to high school teachers focused on the use of the graphing calculator in the high school classroom
- Supported and advised elementary and middle school teachers as mathematics coach with demonstration lessons, observations, co-teaching, and planning lessons
- Supported “reading in the content area” programs
- Designed and facilitated parent workshops focused on their role in supporting standards-based programs and the use of manipulatives to uncover key mathematical concepts

1991–1999
Mathematics Resource Teacher
Providence School Department
Providence, RI
- Designed and facilitated professional development in mathematics for K – 12 teachers in the system. These
sessions focused on understanding mathematical content and concepts, problem solving, use of manipulatives to uncover key mathematical concepts, instructional planning design for a standards-based program, calculator use in the K – 12 classroom, understanding of the NCTM standards, assessment, pedagogy and all aspects of working with the Providence School District

- Chaired a team writing middle and high school units in mathematics to provide alternative curriculum possibilities focused on rigorous mathematical content
- Chaired a team writing middle and high school assessments in mathematics
- Member of a team developing district frameworks
- Co-managed a team of teachers providing Saturday instruction to middle and high school students to support their understanding of mathematics, particularly algebra and geometry

1970–1992

Mathematics Teacher
Providence School Department
Providence, RI

- 1986 – 1992 Classical High School: Taught all levels of the high school program, Algebra 1, Algebra 2, Geometry, Pre-Calculus, AP Calculus AB, BC. Explored the use of technology in the classroom to support student understanding.
- 1970 – 1986 Nathan Bishop Middle School: Taught all levels of the middle school program, General Mathematics, Pre-Algebra, Algebra 1. Served as Mathematics Chairman (1981 – 1986), and on Curriculum Development teams

PROFESSIONAL ORGANIZATIONS

- Association for Supervision and Curriculum (ASCD)
- National Council of Teachers of Mathematics (NCTM)
- National Council of Supervisors of Mathematics (NCSM)
- Rhode Island Mathematics Teachers Association (RIMTA)

EDUCATION

<table>
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<tr>
<th>Year</th>
<th>Institution</th>
<th>Location</th>
<th>Degree/Program</th>
</tr>
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<tbody>
<tr>
<td>June, 1975</td>
<td>Rhode Island College</td>
<td>Providence, Rhode Island</td>
<td>M. Ed. Urban Education</td>
</tr>
<tr>
<td>1964 - 1968</td>
<td>University of Rhode Island</td>
<td>Kingston, Rhode Island</td>
<td>B.A. Secondary Education - Mathematics</td>
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<td>Major: Mathematics</td>
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<tr>
<td></td>
<td></td>
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<td>Minor: English, Psychology</td>
</tr>
</tbody>
</table>

CERTIFICATIONS

- Secondary Teaching Certificate, Mathematics

ADDITIONAL EXPERIENCE

- Occasional Adjunct Instructor for University of Rhode Island and Johnson & Wales University
- Occasional provider of Professional Development in Mathematics Instruction for districts working with Howard University, Washington, DC
Idorenyin Jamar, Ph. D.
5139 Huntcrest Drive, SW
Mableton, GA 30126
(770) 739-5598 (o); (412) 400-2929 (c)
jamar@pitt.edu

Education:
Ph. D. Cognitive Psychology
Brown University, 1977
Dissertation: The role of counting and subitizing in the development of the young child’s conception of small numbers

M. Sc. Cognitive Psychology
Brown University, 1974
Dissertation: Developmental changes in discrimination shift learning with conceptually organized stimuli

Secondary Teaching Certificate, Mathematics
Rhode Island and Pennsylvania

B. A. Applied Mathematics
Brown University, 1969

Employment History:
Fellow, Institute for Learning
Learning Research and Development Center, University of Pittsburgh
2005 to present – Secondary Mathematics Team

Secondary Mathematics Teacher and Coordinator, Science and Mathematics Academy
Pittsburgh Public Schools
Westinghouse High School, Pittsburgh, Pennsylvania, 2003 to 2005

Assistant Professor (Mathematics Education),
Department of Instruction and Learning, University of Pittsburgh, 1996 to 2003

Post Doctoral Fellow (Mathematics Education),
School of Education, University of Pittsburgh, 1994 to 1996
Learning Research and Development Center, University of Pittsburgh, 1992 to 1994
(Post Doctoral Fellow of Dr. Lauren Resnick),

Program Director,
Structured Educational Support Program,
YWCA of Yonkers, New York, 1991 to 1992

Assistant and Associate Professor of Mathematics Education
Bayero University, Kano, Nigeria, 1984 to 1991

Mathematics Instructor (K-4)
Umoja House, Oakland, California, 1982 to 1984

Research Associate
Black Family Research Project, San Francisco, California, 1979 to 1981

Assistant Professor of Education and Psychology
University of Ife, Ile-Ife, Nigeria, 1976-78

Secondary Mathematics Teacher
Urban Educational Center, Rhode Island College, Providence, Rhode Island, 1969-1975
**Publications and Manuscripts:**


**Selected Presentations:**


Research Experience:


Committee and Board Service:

Chair, Educational Policy Committee and Membership Chair, Benjamin Banneker Association (an Affiliate of the National Council of Teachers of Mathematics)

Member of Board of Directors and Chair of Teacher Grant Committee of the Pittsburgh Council on Public Education

Member, Advisory Board of the Mathematics Case Methods Project, WestEd, San Francisco, California

Member, Implementation Committee for the Primary Science and Mathematics Improvement Project, Kano State, Nigeria.

Professional Contributions:

Member, Editorial Panel, Mathematics Teaching in the Middle School (NCTM) (1999-2003)

Reviewer of articles for the Journal for Research in Mathematics Education, the National Science Foundation, the American Educational Research Journal, and the Yearbook of the Pennsylvania Council of Teachers of Mathematics; reviewer of proposals for conference presentations for AERA Division G (Social Context of Education) and Division K (Teaching, Teacher Education, and Teacher Learning in Mathematics and Science)

Consulting:

Reviewer for the CEMAST Project (an Integrated Science and Mathematics Middle School Curriculum), Illinois State University


Professional Memberships:

Benjamin Banneker Association

National Council of Teachers of Mathematics
Lillie Sipp

15 Bevington Road Pittsburgh, PA 15221 (412) 371 6460 lsipp@aol.com

HIGHLIGHTS OF QUALIFICATIONS

• Spent more than 25 years employed in urban cities in the public school system as a teacher, supervisor, and director which enabled the development of a strong districtwide perspective and a comprehensive working knowledge of curriculum, instruction and assessment
• Able to work collaboratively to achieve organizational goals and independently to achieve team goals
• Strong facilitative skills for engaging adult learners in professional learning experiences

PROFESSIONAL EXPERIENCES

2008-Present  University of Pittsburgh, Learning Research and Development Center, Institute for Learning, Pittsburgh, PA
RESEARCH ASSOCIATE
• Provided leadership and support for the implementation of the Institute’s tools for high performing districts in the school districts of Grand Rapids, Wilson and Richland One.
• Initiated the development of rigorous units of study in elementary writing.
• Collaborated with other Institute Fellows as a member of the elementary literacy team to provide professional development in Content-Focused Coaching.

2004-2008  Plainfield Public School District, Plainfield, NJ
CHIEF ACADEMIC OFFICER/DIRECTOR OF CURRICULUM AND INSTRUCTION
• Provided leadership for the development of standards-based curricula in literacy, mathematics, social studies, science, technology, fine arts, physical education, foreign languages and bilingual education
• Evaluated supervisors using a collaborative supervisory model
• Implemented and monitor new programs for elementary, middle and high school literacy
• Implemented a dual language program at the elementary level
• Collaboratively produced with the community a Grading Guidelines document to support grading consistency throughout the district
• Contributed to the superintendent’s goals of rigor and instructional capacity through consistent and coherent professional development and the institution of professional learning communities

2000-2004  Pittsburgh Public School District/IFL Partnership, Pittsburgh, PA
RESIDENT FELLOWS/DISTRICT LIAISON
• Collaborated with other fellows to develop tools to support high performing urban districts
• Provided leadership for Richland One School District in using the tools of the Institute to organize for effort and support rigor in literacy and mathematics
• Enabled Richland One School District to build tools and instructional capacity for sustaining nested learning communities
• Assisted colleagues by co-planning and facilitating the use of the Institute’s tools in other districts with various role groups

1998-2000 Pittsburgh Public School District, Pittsburgh, PA
DIRECTOR OF COMMUNICATION ARTS
• Provided leadership in the content of English Language Arts, K-12
• Developed, implemented and monitored the district’s literacy plan
• Coordinated technical support services in literacy for all schools
• Secured 4.2 million dollars in grant funds to support literacy initiatives

EDUCATION/CERTIFICATION
Ed.D. Curriculum and Instruction, Indiana University, Indiana, PA
M.A. University of Pittsburgh, Pittsburgh, PA
B.A. California State University, California, PA
Reading Supervisory Certification, University of Pittsburgh, Pittsburgh, PA
LuAnn Malik  
56 Iroquois Drive • Mount Lebanon, PA 15228 • 412-983-5972  
luann5@pitt.edu

PROFESSIONAL EDUCATOR/ MATHEMATICS TEACHER

Educator Profile

- Extremely committed and motivated mathematics teacher leader with experience in both curriculum and faculty development.
- Personal qualities conducive to teaching; being organized, energetic, patient, and realistic. Combine attention to immediate detail with progressive outlook and longer-term vision.
- Administrative experience includes schedule development and staffing, as well as hiring and supervision of adjunct faculty.
- Firm yet positive attitude with ongoing excellent rapport with faculty, students, and administration.
- Successful grant-writer at both state and national levels.
- Documented history of collaboration with K-12, community college, and university math faculty.
- Technologically proficient: skilled with Texas Instrument's graphing calculators, Derive and Minitab mathematical/statistical software and Microsoft Office programs. Knowledgeable about web-based resources for mathematics education.

Teaching/Educator Experience

Research Fellow  
Institute for Learning at the University of Pittsburgh  
July 2009 to present

Mathematics Coordinator  
Southwestern Pennsylvania Math Science Partnership (MSP), based in AIU3  
2003-2009

- Support K-12 Partnerships with Higher Education Partners
- Develop and implement MSP activities to build capacity of district-based leaders, such as:
  - Leadership Action Academy: to support the development and implementation of annual action plans by Leadership Teams in Partner districts to strengthen Math and Science teaching and learning.
  - Teacher Leadership Academies: to develop district leaders in mathematics
  - Lenses on Learning: Supervision Focusing on Students’ Mathematical Thinking
  - Develop and implement Content Deepening Seminars for both middle school and high school mathematics teachers

Mathematics Education Adjunct Faculty  
University of Pittsburgh  
2007 to present

- Proportional Reasoning for Middle School Mathematics Teachers- teach one section per year to graduate students in Mathematics Education program

Mathematics Faculty and Math Department Co-Chair  
Arapahoe Community College, Littleton, CO  
1998-2003

- Taught 15-credit hours per semester. Courses range from Introductory Algebra, College Algebra, Trigonometry, Introduction to Statistics, Calculus I and II
- Performed schedule development and staffing for a department with approximately 1000 students and 35 faculty per semester. Hired and supervised adjunct faculty.
- Handled departmental student complaints and grievances.
Associate Professor of Mathematics  
Community College of Aurora, CO.  
- Taught 15-credit hours per semester. Courses as listed above.  
- Faculty Development Specialist, Spring 1992 to 1998.  
- Voted Faculty of the Year, 1994  

Mathematics and Electronics Instructor  
Triangle Institute of Technology, Pittsburgh, PA  

Education  
University of Pittsburgh  
Doctoral student (ABD) in Mathematics Education, Department of Instruction and Learning  
Spring 2004 to present  

Master of Arts in Mathematics  
University of Colorado, Boulder, Colorado  
May 1988  

Electrical Engineering and Computer Science  
Carnegie-Mellon University, Pittsburgh, Pennsylvania  

Bachelor of Science in Secondary Education: Mathematics  
Duquesne University, Pittsburgh, Pennsylvania  
May 1980  

Grant Projects  
Math & Science Partnership of Southwest Pennsylvania  
National Science Foundation  
Secondary Mathematics Coordinator  
2003  

A Collaborative Strategy for Curriculum Reform and Faculty Development  
National Science Foundation. Department of Undergraduate Education Course, Curriculum, and Lab Improvement Program  
Grant writer and principal investigator  
1999  

K-12 Conference Grant / Co-writer and co-investigator  
Colorado Commission on Higher Education  
1997  

K-12 Linkage Incentive Grant / Co-writer and co-investigator  
Colorado Commission on Higher Education  
1993  

Mini-Grant for Teaching and Learning Excellence  
Faculty and Staff Development, Community College of Aurora  
1991
Publications

Sorting it Out: Using a Card Sort Task to Develop Conceptualizations about Function
NCTM Mathematics Teacher Magazine

Risk Assessment of Hazardous Waste at Kennedy Space Center 1998
Publication of NASA-AMATYC Project Coalition
• Classroom resource material

Calculus Chapter
Student Handbook, College and University Edition 1993
Southwestern Publishing Company
• Intended to supplement text and lecture for students studying calculus, this 100-page chapter includes presentation of topics using analytical, numerical, and graphical approaches.

Conference Presentations

NCTM Research Presession – Salt Lake City, Utah 2008
On Multiple Representations of Functions and Secondary Mathematics Teachers Understanding of the Connections Among Them

Network Connections – Pittsburgh, Pennsylvania 2007
On Multiple Representations of Functions

National Council of Supervisors of Mathematics – Atlanta, Georgia 2007
Building Teacher Leaders’ Capacity to Lead Lesson Study Effectively

Professional Development

Ongoing workshops and seminars attended stemming from a passion for teaching, a belief in continual learning and a sincere desire to serve both students and faculty. This is an abbreviated list.

Leadership Cases for Mathematics Professional Development Sept 2004
Judith Mummy

VideoCases for Mathematics Professional Development May 2004
Nanette Seago and Judy Mumme

Developing Mathematical Ideas, Allegheny Intermediate Unit May 2004
Deborah Schifter, Virginia Bastable, Susan Jo Russell

Enhancing Secondary Mathematics Teacher Preparation, Fall 2003
University of Pittsburgh

Interdisciplinary & Lively Application Projects, University of Colorado, Denver May 2002

Teaching a Data-Driven, Student-Centered Statistics Course May 2001
Mathematical Association of America Summer Course

Great Teachers Seminar, Estes Park, Colorado May 2000
Assessment as Learning, Alverno College, Milwaukee, WI  
June 1996

Problem-Based Learning, Illinois Math and Science Academy, Chicago, IL  
July 1994
November 2009

Stephanie M. McConachie  
Institute for Learning  
Learning Research and Development Center  
University of Pittsburgh

Academic Degrees

Ed.D. Educational Administration, College of William and Mary  
Ed.S. Educational Administration, College of William and Mary  
M.A. Secondary English Education, College of William and Mary  
B.S. English Education and Communication Arts, University of Minnesota  
B.A. English, University of Minnesota  
Theater Arts, University of Minnesota

Certifications

Superintendents’ Letter of Eligibility  
Secondary Principal Certification  
Supervisory Certification in Curriculum and Instruction  
Secondary English Teacher Certification

Professional Experience

Present – 1997 Fellow at the Institute for Learning (IFL), Learning Research and Development Center, University of Pittsburgh. Co-leads, with Anthony Petrosky, the English language arts disciplinary literacy (DL) team. As part of this project, designed and led professional learning and curriculum development in English studies for school and district educators in ten urban school districts and a state consortium. Has worked intensively in the Austin Independent School District, supporting the development of teacher-led, academic-area professional learning communities to fully implement DL systemic practice. Coordinated development in four academic areas of DL. Major developer of the DL framework, design principles, and collaborative protocols. Served as a site liaison to the Springfield Public School District, Massachusetts, and the Kansas City Missouri School District. In both districts, worked with district and school leaders to improve principal instructional leadership and support the development of coherent district instructional systems and routines.
2009-2010 Co-Instructor, Instructional Leadership Course, School of Education, University of Pittsburgh

1996-1997 Assistant Professor, St. Vincent’s College, Latrobe, Pennsylvania English Education and Supervision of Student Teachers

1996-1991 Principal, Toano Middle School, Williamsburg, Virginia
Hired prior to the school’s opening to design school’s instructional philosophy, assimilate students and parents to new school, and establish faculty selection. Worked with architects to design the school’s interior and select furnishings. Led new faculty to develop school’s instructional programs and organizational structures and with all stakeholders achieved a successful school opening. Led accreditation process receiving high commendations for the school’s educational climate and its curriculum designed to meet the educational needs of a diverse student population. The school was noted for strong academic programs, high growth rate of student achievement from 6th to 8th grades, and effective site-based instructional and management teams.

1989-1991 Assistant Principal, Lafayette High School, Williamsburg, Virginia
Administrative assignments included leading school’s curriculum reform efforts, literacy team, special education, remedial education, and transition issues for ninth grade students.

1991 Chair, appointed by District Superintendent and School Board, to lead a 20+ member committee of teachers, community leaders, and parents to formulate a plan for Educating High School Students for the New Century. The report defined programs, approaches, and school facilities and equipment to support high school students’ education into the next century.

1990-1991 Graduate Assistant, College of William and Mary

1984-1988 English Language Arts Coordinator, K-12, Williamsburg-James City County Schools, Virginia
Supervised English language arts, K-12.
Led a task force to design a curriculum for K-12 Writing Curriculum.
Led the professional learning and implementation of the curriculum.

1980-1986 Adjunct Professor, The College of William and Mary
Courses: Teaching English to Gifted/Talented Senior High School Students
Clinical Instructor, The College of William and Mary
Instructional Materials and Methods of English Education/Supervised Students Teachers
**Associate Director**, Eastern Virginia Writing Project, Affiliate of National Writing Project

**Adjunct Professor**: Teaching Methods: Writing Instruction in the Elementary and Secondary Schools

Integrating the Teaching of Writing into Language Arts Curriculum for Elementary and Secondary School Principals

Courses in English and Advanced Composition

1979-1984  **English Teacher** and **Department Chair**, James Blair Middle School, Williamsburg, Virginia

1973-1976  **English Teacher and Interdisciplinary Team Teacher**, Madison and Milwaukee suburbs, Wisconsin

**Selected Publications**


of Pittsburgh.


Presentations
National Staff Development Council; 2005, 2004

Honors, Offices, Awards

Mentor Principal, National Association of Secondary School Principals, 1994-95

President and President-elect, Virginia Association of Teachers of English, (6000+ members) 1987-1989

Board of Directors Secretary, Virginia Association of Teachers of English, 1986

Board of Directors, Virginia Association of Teachers of English, 1983-1985

President, Williamsburg Area Reading Council, 1984

Board of Directors, National Council of Teachers of English, 1988

Service Award: Virginia Association of Teachers of English, 1988


Fellow: National Writing Project

Election to Kappa Delta Pi International Honor Society

Recipient of three undergraduate scholarships
Vivian Mihalakis
248 Maple Street, Slippery Rock, PA 16057
E-mail: vsmihalaki@aol.com
Phone: 724-421-5778

Education

Pursuing a Doctorate of Philosophy
University of Pittsburgh, Pittsburgh, PA
Major: English Education
ABD, Expected Graduation: August 2010

Master of Arts in Education
Lehigh University, Bethlehem PA
Major: Secondary English Education
December 1993

Bachelor of Arts
Allegheny College, Meadville, PA
Major: Literature
Concentration: Writing
May 1992

Experience:

Fellow
Institute for Learning, University of Pittsburgh
January 2006 – Present

• Plan, design, and deliver disciplinary literacy English language arts (ELA) professional development to partner school districts including Austin Independent School District, Fort Worth Independent School District, Grand Rapids Public Schools, Los Angeles Unified School District, Minneapolis Public Schools, and Pittsburgh Public School.

• Develop ELA curriculum and work with teachers to develop ELA curriculum. Designed grades 7, 9, and 10 curricular units for Los Angeles Unified School District. Worked with teachers in Austin Independent School District, Fort Worth Independent School District, and Pittsburgh Public School to design secondary ELA curricular units.

Teaching Fellow
University of Pittsburgh, Pittsburgh, PA
September 2004 – December 2005

• Classes taught: English and Communications Education Teaching Lab, Teaching Literature and Media, Teaching Writing, and Seminar in English and Communications Education.

• Supervised Masters of Arts in Teaching and Professional Year students in English and Communications Education.

Instructor, General Education
October 2003 – July 2004
Pittsburgh Technical Institute, Oakdale, PA

- Taught the following courses: Composition 1, Composition 2, Critical Thinking, and Public Speaking
- Developed curriculum for Composition 2

Language Arts Teacher

Crook County High School, Prineville, OR

September 1999 – June 2003

- Taught six sections of Language Arts, including 11th Grade Advanced Placement English, 10th Grade Advanced English, 10th Grade English.
- Supervised student teacher from Eastern Oregon University.
- Member, Trimester Implementation Committee.
- Member, Textbook Adoption Committee.

Humanities Department Head

Mount Bachelor Academy, Prineville, OR

July 1996 – May 1999

- Taught all levels of high school English.
- Developed curriculum for English 10, 11, and 12.
- Observed and evaluated other teachers in Humanities Department.
- Oversaw budget for English, Art and Drama departments.
- Facilitated weekly group therapy sessions.
- Director of the girls’ dormitories.
- Responsible for school one evening per week.

Assistant Director of Admission

Mercersburg Academy, Mercersburg, PA


- Recruited and selected candidates for admission including: interviewing, counseling, and reviewing application credentials and academic testing.
- Planned and coordinated nationwide travel: planned and hosted admission receptions, met with prospective families, and represented Academy at school fairs
- Selected and trained Mercersburg’s ninety student tour guides as well as designed and wrote a comprehensive guidebook and training manual.
- Substitute English teacher.

Publication: Book Chapter

**Nation Conference Presentations**


**Regional Conference Presentations**


**Grants**


University of Pittsburgh School of Education Student Research Fund Grant ($913.50). PI: "Improving the Usefulness of Teacher Feedback." April 2008-April 2009.
FRANCES MOSSBERG, Ed.D.
25 Shady Oak Road ~ Warwick, Rhode Island 02888

Phone: 401.463.9762    franmossberg@mac.com    Mobile: 401.261.4678

QUALIFICATIONS
Dynamic, skilled educator with an outstanding background in educational leadership and teaching which includes designing learning organizations capable of improving performance by creating new ways of working and developing new capabilities needed for that work. This means focusing adult learners on improving their practice and becoming increasingly expert as conductors of learning communities in the classroom, the school, and the district.

Professional Experience
1994-2009
National Fellow: Institute for Learning~ Learning Research Development Center~ University of Pittsburgh~ Pittsburgh, Pennsylvania
- Support schools as learning centers for professional development in teaching and learning by developing learning opportunities at every level of the organization.
- Establish professional systems that promote achievement of rigorous academic standards by all students.
- Work is built around the Institute's theory of action and theory of change.

Assistant Professor: Johnson and Wales University, Providence, RI
Master of Teacher Education Program
Course titles:
- Educational Psychology
- Issues and Trends in Education
- Standard-Based Assessment
- Philosophy of Education
- Foundations of Education

Educational Leadership Doctoral Program
Course title: Community Engagement
- Field-based case study in a RI district
Director: Department of Language and Culture, Providence Public Schools
Providence, RI

- Managed and supervised the Language Instruction for Transition (LIFT Program) Program for Spanish Bilingual Programs, English as a Second Language Programs, Two-Way Spanish/English Immersion Program, and World Languages Programs from grades K-12.

- Ensured district-wide standards, assessments, and teaching strategies effectively addressed educational needs of all English language learners.

- Maintained program alignment to the district’s goals.

- Managed the district’s Settlement Agreement with the Office for Civil Rights regarding Title VI regulations.

- Managed and supervised the district’s Parent Information and Student Registration and Placement Office.

- Administered federally funded programs for all Limited-English-Proficient students.

- Promoted school linkages with families of English language learners and with linguistically diverse communities.

**Education and Honors**

2002  
Ed. D. in Educational Leadership, Johnson and Wales University, Providence, RI.  

1977  
Advanced coursework in Spanish, Instituto Cultural Tenochtitlan, Mexico City, Mexico.

1974  
Advanced coursework in Spanish, Harvard University, Cambridge, MA.

1973  
Advanced coursework in Spanish, University of Valencia, Valencia, Spain.

1972  
Master of Arts (M.A.) in French Literature, Middlebury College/University of Paris, La Sorbonne, Paris, France.

1971  
Bachelor of Arts (B.A.) in French and English-Secondary Education, Salve Regina College, Newport, RI.

**Recipient of:**

~ The Clifton J. Boyle Dissertation of the Year Award

~ The Dominican Republic General Consul Award for the Educational Contributions Made on Behalf of the Youth of the Dominican community in Providence, RI.

~ The City Council of Providence and The Rhode Island House of Representatives Citation for Outstanding Dedication to the Betterment of the Quality of Education to Latinos and All Children in the City of Providence.
Experience

Institute for Learning University of Pittsburgh  2004-present
- Design and deliver professional development to urban school districts across the nation focusing on instructional leadership.
- Liaison for Dallas ISD coordinating leadership and disciplinary literacy work K-12 with Dallas district leaders.
- Disciplinary Literacy Chair responsible for successful development, implementation and organization of the DL professional development system.
- Conducted Learning Walk Training for the summer affiliates program.

MacArthur Research Network on Teaching and Learning  2001-2008
- Served as a full-time active member of the Research Network on Teaching and Learning
- Participated in implementing a “learning by doing project” with a focus on studying work that helps create a multidimensional technology infrastructure designed to enhance student and teacher learning, organizational learning (e.g., at the school or district level), communication with parents and other community members.
- Worked collaboratively with team members from University of Chicago, Northwestern, and Vanderbilt University participating on the network.

Board Member of Carriage House Theater and Everett Dance Company  2006-2009
- Served on the board and advised the educational outreach program.
- Provided advise and feedback for grant proposals and helped with fundraising.

Providence School District High School Principal  2000-2004
- Served as Master Principal advising the superintendent and helping coordinate an innovative aspiring principals program.
- Served as a Mentor for residencies of aspiring principals and principals with growth/improvement plans.
- Redesigned a high school that had been designated a failing school. Worked cooperatively with a design team, hired a new faculty and reopened the school as the new principal.
- Created a district-learning site for Standards-based Teaching for district and outside visitors.
- Selected as national grant evaluation site for Carnegie Wallace/Readers Digest, Gates and Small Schools Initiative.

- Opened a state-of-the art technology rich school housing 600 students including a Spanish Bilingual, and a special education inclusion strand.
- Provided leadership in Providence’s first Site Based Managed School.
- Facilitated a school wide “Accelerated Schools Project” through coaching modeling and in-service training.
Managed multiple grants including Gates, Disney Learning Partnership and Comprehensive School Reform totaling more than $750,000 per year for three years.

Conducted and modeled Learning Walks for district professional development.

Providence School District Elementary School Assistant Principal 1996-1997

- Provided leadership, development and implementation of current research programs teaching strategies and staff development.
- Evaluated and assist teachers, student teachers, and paraprofessionals through evaluation, supervision and mentoring models.
- Facilitated School wide “Accelerated Schools Project”.

Trained and certified Accelerated Coach Facilitator 1994

- Built capacity of the school to internalize and utilize the Accelerated Schools Project philosophy and framework.
- Participated and facilitated cadres, steering committee, and school-as-a whole (SAW) focusing on the inquiry process group dynamics and meeting management.

Focus Teacher 1995-1996

- Conducted staff development training in core subject areas related to outcomes assessment and teaching strategies
- Provided demonstration lessons modeling new teaching strategies and techniques related to “powerful learning”.
- Provided educational leadership that fostered intellectual curiosity and critical discussions about teaching and learning theory.

Chapter I Reading Monitoring-After School Program 1990-1994

- Designed and helped implement an innovative instructional design for literacy
- In-serviced 300 teachers in procedures, instructional design, classroom management, curriculum, cooperative strategies, and utilization of materials.
- Provided staff development training for all Chapter I schools.

Chapter I Reading Specialist

- Provided resource/mentoring to classroom teachers.
- In-serviced classroom teachers in instructional strategies.
- Provided professional development to classroom teachers in the Providence Process Writing Program

Education

Administration Certification RI Providence College, Providence, Rhode Island

M.Ed in Reading Rhode Island College, Providence, Rhode Island

Bachelor of Science University of Hartford, Hartford, Connecticut
Lauren B. Resnick
Learning Research and Development Center
University of Pittsburgh
Pittsburgh, PA 15260
412-624-7485
resnick@pitt.edu
http://www.lrdc.pitt.edu/

Education
A.B., History (magna cum laude, Radcliffe History Prize): Radcliffe College, 1957
A.M., Teaching: Harvard Graduate School of Education, 1958
Ed.D., Research in Instruction: Harvard Graduate School of Education, 1962

Professional Appointments
Distinguished University Professor, Learning Sciences and Education Policy, University of Pittsburgh 2008-present
Distinguished University Professor, Psychology and Cognitive Science, University of Pittsburgh 2006-present
Learning Research and Development Center, University of Pittsburgh 1966-present
Senior Scientist, 1972-present; Director, 1977-2008; Associate Director, 1973-77; Director of Research and Development, 1972-73;
Research Associate, 1966-72
Department of Psychology, University of Pittsburgh 1966-present
Professor, 1977-present; Associate Professor, 1971-77;
Assistant Professor, 1966-71
Institute for Learning, LRDC, University of Pittsburgh: Founder and Director 1995-present
Achieve, Inc.: Senior Associate 1999
Center for Philosophy of Science, University of Pittsburgh: Resident Fellow 1989
New Standards, Co-Founder and Co-Director 1990-2007
Basic Systems, Inc.: Senior Scientist and Staff Consultant 1963-1966
City University of New York, Office of Research and Evaluation, Division of Teacher Education: Lecturer 1962-1963
Harvard University Committee on Programmed Instruction and Laboratory for Research in Instruction: Research Associate 1961-1962
American School of Paris: Teacher 1960-1961

7/16/2010
**Professional Associations**

American Association for the Advancement of Science: Fellow

American Educational Research Association: Fellow
   - President, 1986-1987
   - Vice President, Division of Learning and Instruction, 1978-1980
   - Program Chair, 1974

American Psychological Association: Fellow, Divisions of Experimental Psychology, Developmental Psychology, Educational Psychology, Experimental Analysis of Behavior, and General Psychology
   - President, Division of Educational Psychology, 1979-1980
   - Publications and Communications Board, 1998-2003

American Psychological Society: Fellow

Cognitive Science Society

European Association for Research on Learning and Instruction
   - Founding Member, 1985
   - Executive Committee, 2005-2009

International Academy of Education

International Association of Applied Psychology

International Group in the Psychology of Mathematics Education

International Society for Design and Development in Education: Fellow

International Society for the Study of Behavioral Development

National Academy of Education

National Council of Teachers of Mathematics

The Psychonomic Society

Sigma Xi, The Scientific Research Society of North America


World Economic Forum, Global Agenda, Council on the Gender Gap
Honors and Special Professional Activities

Editorial

Founding Editor: *Cognition and Instruction*, 1982-1993


Boards and Commissions

PRTLI Steering Committee Advisory Board, 2003-2004
Journal of Research in Professional Learning, Review Board, September 2003
Advisory Board, Mayor’s Commission on Pittsburgh Public Education, 2002-2004
Helsinki Collegium for Advanced Study, Academic Advisory Board, 2001
American Psychological Association, Publications and Communications Board, 1998-2003
The College Board, National Task Force on Minority High Achievement, 1997-2000
National Center on Education and the Economy, Senior Fellow, 1996-1999
Smithsonian Council, 1994-2000
Board of Overseers, Harvard University, 1992-1998
Secretary's Commission on Achieving Necessary Skills (SCANS), U. S. Department of Labor, 1990-1992
National Education Goals Panel, Chair of the Resource Group on Student Achievement, 1991
Board of Trustees, National Center on Education and the Economy, 1988-2000
Commission on the Skills of the American Workforce, 1989-1990
Advisory Board, The Literacies Institute, 1989-1992

Board of Trustees, Carnegie Foundation for the Advancement of Teaching, 1979-1987

National Research Council:
  Committee on Title 1 Testing and Assessment, 1998-1999
  Mathematical Sciences Education Board, National Academy of Sciences, 1987-1990
  Chair, Working Panel on Cognitive Skill Instruction, 1984-1986
  Commission on Behavioral and Social Sciences and Education, National Academy of Sciences, 1983-1989
  Committee on Child Development Research and Public Policy, 1981-1984
  Committee on Ability Testing, 1978-1981
  Panel on Selection and Placement of Students in Programs for the Mentally Retarded, 1980-1981

Conseil Scientifique, Centre Mondial Informatique, Paris, 1984-1986

Educational Broadcasting Corporation, Consultant to Learning Laboratory and Quantum Physics Project, 1984-1986

Advisory Panel, Institute for Research on Teaching, Michigan State University, 1985-1986

Elementary Education Study Commission, Department of Education, 1985-1986

Board of Trustees, Educational Testing Service, 1982-1984


Scientific Advisory Board, Center for the Study of Reading, University of Illinois, 1977-1982


Council for the Review of the National Assessment of Educational Progress, 1981

Panel Chair, Planning Conference on Essential Skills, National Institute of Education, 1974

Research Advisory Committee, National Program on Early Childhood Education, 1971-1973

**Fellowships and Awards**

American Psychological Association 2007 Distinguished Contributions of Applications of Psychology to Education and Training Award


Lifetime National Associate of the National Academies of Science, Engineering and Medicine

Visiting Scholar, The College Board, 2001-2002

*Oeuvre* Award for Outstanding Contributions to the Science of Learning and Instruction, European Association for Research on Learning and Instruction, 1999

Edward L. Thorndike Award for Distinguished Psychological Contributions to Education, American Psychological Association, 1998

Distinguished Daughters of Pennsylvania, 1994
Lauren B. Resnick

Phi Beta Kappa Visiting Scholar, 1993-1994
Chancellor's Distinguished Public Service Award, University of Pittsburgh, 1993
Docteur es sciences de l'education honoris causa, Universite de Geneve, Switzerland, June 1991
Alumni Council Award for the Distinguished Contribution to the Field of Education, Harvard Graduate School of Education, 1990
Award for best research article in the Journal for Research in Mathematics Education, National Council of Teachers of Mathematics, 1989
Medal for Distinguished Service, Teachers College, Columbia University, 1988
Jerome S. Bruner Award from the Please Touch Museum for Children, 1984
Fellow, Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA, 1976-1977
Visiting Fellow, National Institute of Education, Washington, DC, 1974-1975

International Activities
Invited Lecturer, Department of Education, Gotenborg University, Gotenborg, Sweden, October 2007
Keynote Speaker, Kent Primary Head Teachers Conference, Ashford, Kent England, April 2006
Invited Lecturer, Centre for Research on Teaching and Training, Rome, Italy, 2005
Invited Lecturer, International Academy of Education, Leuven, Belgium, 2004
Forum Fellow, National College for School Leadership Forum, Nottingham, England 2002
Keynote lecturer, Economic and Social Research Council, Leicester, England, 2000
Keynote lecturer, Calouste Gulbenkian Foundation, Lisbon, Portugal, 2000
Taught short course, Faculdad Latinoamericano de Ciencias Sociales, Buenos Aires, 2000
Lectures, Universidad Catolica, Santiago, Chile, 2000
Keynote lecturer, Bank of Sweden Tercentenary Foundation, Stockholm, 2000
Keynote lecturer, Taiwan National Association in Science Education, Taipei, 1999
Forum Fellow, World Economic Forum, Davos, Switzerland, 1999
Visiting Professor, University of Helsinki, Finland, 1998
Organizer, Johann Jacobs Foundation conference, Marbach Castle, Öhningen, Germany, 1997
Keynote Address, Onderwijsresearchdagen (Dutch-Flemish Educational Research Council), Leuven, Belgium, 1997
Lauren B. Resnick

Keynote Lecturer, National Taiwan Normal University, Taipei, 1996
Member, Australian Research Council research funding review panel, Canberra, 1996
Speeches, National Industry Education Forum series, Sydney/Perth/Melbourne, Australia, 1995
Keynote Lecturer, Entretiens de la Sorbonne, Paris, 1994
Keynote Address, Jean Piaget Archives, Geneva, Switzerland, 1994
Keynote Speaker, Jena University, Jena, Germany, 1994
Director, NATO Advanced Research Workshop, Lucca, Italy, 1993
Organizer/leader, Study Mission on National and State Standards and Assessment Systems, Australia, 1993
Consultant, Organization for Economic Cooperation and Development, Stockholm, 1993
Organizer/leader, National Science Council of the Republic of China conference, Taiwan, 1993
Invited Lecturer, Fondation Des Treilles, Nice, France, 1993
Invited Lecturer, Ministry of Education, Stockholm, Sweden, 1992
Invited Lecturer, Universite de Geneve, Switzerland, 1991
Invited Lecturer, Resource Center for Science and Engineering, Puerto Rico, 1991
Invited Lecturer, Universita degli Studi di Roma “La Sapienza,” Rome, 1990
Invited Address, Second Meeting of the Greek Psychological Association, 1990
Lectures, Universities of Paris, Marseilles, and Aix-en-Provence, France, 1989
Lectures, University of Rome, 1989
Lectures, Tel Aviv and Haifa Universities, Israel, 1988
Lectures, Federal University of Pernambuco, Brazil, 1988
Thesis Committee Referee, Gotenborg Universitet, Sweden, 1987
Lectures, Beijing, Hangzhou, and Beijing Normal Universities, People's Republic of China, 1987
Lectures, Miyazaki University, Japan, 1987
Keynote Address, Italian Association of Educational Psychology, 1986
Lectures, Universities of Padova and Roma, 1986
Lectures, Hong Kong University and Hong Kong Educational Research Association, 1986
Lectures, Tokyo University, 1986
International Advisory Board of the Tel Aviv University Unit of Human Development and Education, 1986-1989
Keynote Address, Founding Convention of the European Association for Research in Learning and Instruction, 1985
Visiting Professor, Universidade Federal de Pernambuco, Recife, Brazil, 1984
External Examiner, University of Hong Kong, Department of Psychology, 1982-1986
Presidente, Comite Sur l'Apprentissage, Centre Mondial Informatique et Ressource Humaine, Paris, 1983
Lectures, University of Geneva, Switzerland, 1982
Invited Lecturer, Beijing Normal University, People's Republic of China, 1981 (sponsored by the Foundation for Child Development Exchange Program with the Institute of Psychology, 4/10/01 Chinese Academy of Sciences)
Visiting Scholar, University of Tubingen, Tubingen, West Germany, 1981
Member, United States Delegation to India, Seminar on the Effects of Deprivation in Early Childhood Learning, New Delhi, 1980
Invited Lecturer, 50th Anniversary of the Universidad Nacional Autonoma de Mexico, Mexico City, 1979
Member, Scientific Exchange Delegation to the Union of Soviet Socialist Republics, Moscow, 1977
Visiting Scholar, Tel Aviv University, Israel, 1977

Publications

Books and Monographs


**Professional Development Tools for Educators**

**2001**


**2000**

**Articles and Book Chapters**

**In press**

**2010**


**2009**

**2008**

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Annette Seitz  
402 South Lang Avenue - Pittsburgh, PA 15208 - 412-241-6956 - seitza@pitt.edu

EDUCATION

M.S. in Child Development (emphasis in Language and Literacy)  
University of Pittsburgh School of Social Work, 1997

Professional Certification in Secondary Education (English)  
University of Pittsburgh School of Education, 1995

Higher Diploma in Secondary English Education  
University College Galway, Ireland, 1984

B.A. in English and Sociology (double major)  
University College Galway, Ireland, 1983

WORK EXPERIENCE

June 2000-Present  
Fellow, Institute for Learning, Learning Research and Development Center, University of Pittsburgh  
Providing direct support to large, urban school districts specifically focused on improving their literacy curriculum and professional development systems including support for instructional leadership.  
• Focus: English language arts curriculum development and aligned professional development systems for teachers (Pittsburgh Public Schools and Los Angeles Unified School District).

• Content Specialization: Focus on instructional approaches and curriculum sequencing for maximum student engagement and learning; writing instruction; and studying student work to assess student progress and guide instruction.

June 1996-June 2000  
Research Associate, New Standards and NCEE  
Joint position as Research Associate at the Learning Research and Development Center and the National Center on Education and the Economy (NCEE) in Washington, DC.

Education Content Knowledge
• New York City Board of Education: Customization and implementation of performance standards in English language arts, mathematics, science and applied learning; adaptations of standards for students with exceptional needs, and for students whose first language was Spanish, Haitian or Chinese.

• Lead professional development in NYC local districts on instructional approaches aligned with newly adopted standards.

Organizational Leadership and Team Building
• Coordinated presentations and workshops for a $5 million contract with New York City.

• Identified, oriented and scheduled presenters, organized materials, and arranged sessions with various school districts’ representatives.

• Established and maintained communication with presenters and school districts to ensure maximum effectiveness of training.

March 1993-April 1994  
Program Coordinator & Instructor, Caregiver Training School, Ursuline Center

• Instructed individuals with exceptional needs in various aspects of Child Development in preparation for work in the child care field.

• Supervised and supported other instructors in the program.

• Performed day-to-day management of the school, canvassed and screened students, interviewed instructors, designed daily schedules, and ran faculty meetings.

• Secured internship placements for students, presented monthly reports, and maintained records.

TEACHING EXPERIENCE

September 1990-June 1992  
High School English Teacher, St. Vincent Ferrer, New York, NY  
Instructed 10th, 11th, & 12th grade students in English and American Literature.

February 1988-June 1990  
Elementary School Teacher, St. Nicholas of Tolentine, Bronx, NY  
Instructed 5th grade students in reading, writing, and language arts.

February 1986-June 1987  
High School English Teacher, St. Raymond’s Academy, Bronx, NY  
Instructed 9th, 10th, & 12th grade students in English, American & World Literatures.
SAMUEL A. SPIEGEL, PH.D.

6755 CABIN CREEK DRIVE, COLORADO SPRINGS, CO 80923 • 719.325.9189 • Email: sciencesam@me.com

PROFESSIONAL PROFILE:
Science Educator and PD Center Business Manager at Biological Sciences Curriculum Study (BSCS) and Chair, Disciplinary Literacy Science Team, Institute For Learning at the University of Pittsburgh. These efforts focused on the transformation of science teaching and learning through professional development in diverse school districts across the US.

Prior Leadership Experiences Highlights:
• Director of Research & Development for a multimedia development company (i4 Learning). Developed research-based, multimedia curricula units addressing health concerns while meeting science standards.
• Founding Director of the Center for Integrating Research & Learning (CIRL) at the National High Magnetic Field Laboratory (NHMFL), Florida State University (FSU). Lead the vision of the development of educational outreach and programs for the Laboratory through coordinated efforts between research scientists, University faculty, HMFL educators, and members of the K-12 education communities. Generated more than $5.5 million in contracts and grants to establish the CIRL as a thriving center recognized as one of the leading National Laboratories in science, mathematics, and technology (STEM) education.
• Provided financial guidance and oversight in University, for-profit, and not-for-profit organizations. This included generation and management of contracts and grants.

Prior University Teaching and K-12 Education Experiences Highlights:
• Taught university-level courses through traditional (face-to-face) and online formats.
• Served on Masters’ and Doctoral committees and conducted academic advising in the College of Education, Florida State University.
• Taught science in middle and high schools and through informal settings (museums).
• Association for the Education of Teachers of Science (AETS) Innovation in Teaching Science Teachers award (1997).
• Served on the Colorado Science Standards Revision Committee to rewrite the Standards being initiated in 2010-11.

EDUCATION:
Florida State University, Tallahassee, FL (1994-1997):  
Dissertation entitled: *Understanding science teacher enhancement programs: Essential components and a model.* UMI no. 9813699


RELEVANT PROFESSIONAL EXPERIENCE:

Biological Sciences Curriculum Studies (BSCS), Colorado Springs, CO (May 2005 – Present)
Science Educator & PD Center Business Manager (http://www.bscs.org)

Responsibilities include management of contracts and grants for the BSCS PD Center; design, development, and implementation of professional development opportunities and experiences for K-12 science teachers, administrators and school district teams; planning and coordination of grant projects; directing and managing contract teams; collaborating and developing partnerships with other organizations; proposal development for grants and contracts; and educational research. Some of my projects are described below including my work with the Institute for Learning.

University of Pittsburgh, Institute for Learning (http://www.instituteforlearning.org/)
Fellow and Chair Disciplinary Literacy Science

Science Chair and Fellow for the Institute for Learning’s (IFL) Disciplinary Literacy (DL) project. IFL supports system-wide district-level reform based on research conducted by its parent organization the Learning Research and Development Center of the University of Pittsburgh. The Chair leads the efforts to transform the science teaching and learning in IFL.

Other BSCS Projects included:

• co-directing the science professional development team on the Promoting Rigorous Outcomes in Mathematics/Science Education (PROM/SE) program at Michigan State University. PROM/SE partnership includes 62 school districts in Michigan and Ohio. The PROM/SE work focused on improving mathematics and science teaching and learning in grades K-16 based on evidence about students and teachers.
• directing and leading the vision and work on the BSCS Science Institutes. The Institutes were hybrid professional development institutes for K-12 teachers focusing on scientific inquiry and selected content topics. The hybrid-delivery mode included face-to-face and online PD, providing cohesive PD across a full year. The online learning was facilitated through a Moodle interface utilizing synchronous and asynchronous learning;
• developing online courses entitled, Across the Sciences in conjunction with Oregon Public Broadcasting and National Teachers Enhancement Network (NTEN). These courses were designed for secondary science teachers who are teaching outside their content area or working to implement a multidisciplinary science course;
• leading writing teams and coordinating with a large publishing company in the development of state-level elementary and middle grades science formative assessment instruments. These multiple-choice and short response instruments were designed to provide insight into student understanding of the core ideas intended in the planned curricula and unpacked based on common misconceptions of the content; and
• leading the BSCS team in the development of on-line professional development resources with LessonLab/Pearson Education entitled, “Pearson Achievement Science Solutions (PASS)”. PASS consists of a series of seven (7) multimedia-based courses that can be delivered online or through hybrid facilitation. These courses are designed for elementary and middle grades teachers of science.
i4 Learning/TSI Management Corporation, Tallahassee, FL (July 2001 – May 2005)
**Director of Research & Development (http://www.i4learning.com)**

Responsibilities included research; grant writing and development; curriculum product development, and coordination of educational resources and solutions for K-12 students and teachers, and home-school learners. This included the design, creation and implementation of curriculum resources focused on one or more of the following content areas: science, distance learning, technology, and health. It also includes the design and facilitation of professional development resources and experiences for teachers, support for marketing and sales efforts, and workshop coordination.

Florida State University, Tallahassee, FL (June 1992 – June 2001)
**National High Magnetic Field Laboratory (1/96 – 6/01)**

**Founding Director, Center for Integrating Research and Learning; Associate in Science**

Responsibilities included the planning, management, administration, and coordination of educational programs for K-12 students and teachers, members of the general public, and undergraduate students. This included design and implementation of programs such as: outreach presentations and classes, distance learning programs and Web-based resources (see http://education.magnet.fsu.edu), in-house educational tours and experiences for visitors, curricular materials, and various partnership programs. Taught graduate level courses in the College of Education’s Curriculum & Instruction Department and served on graduate committees.

**Program Director & Co-Principal Investigator: (6/92-1/96)**

**Science FEAT (Science For Early Adolescence Teachers): NSF Grant number: ESI 925 3170: 3-year, graduate degree-seeking teacher enhancement program for middle school science teachers.** Sixty-four teachers from Florida and Georgia completed the program.

**Consultant & Reviewer:** National Science Education Standards Project

Gadsden County Schools, Havana Middle School, Havana, FL (1990- 1992)
**Teacher:** Full time, certified. Responsible for planning and teaching the following courses: Physical Science 8th grade; Computer Education 8th grade; and special interest courses.

Palm Beach County Schools, Forest Hill High, West Palm Beach, FL (1989- 1990)
**Teacher:** Full time, certified. Responsible for planning and teaching the following courses: Earth Science 9th grade; and Fundamentals of Biology 10th grade.

Florida Atlantic University, Boca Raton, FL (1987- 1989)
**Research Associate & Teaching Assistant in the Biology Department**

Responsible for preparation and instruction of Microbiology and Life Sciences Laboratories and for media development and implementation of a microbiological study of toothbrushes.

**Training Director:** Responsible for planning and conducting orientation and staff development sessions for a regional advertising company.
**PUBLICATIONS – Books & Book Chapters:**


**PUBLICATIONS – Articles:**


**INVITED PRESENTATIONS:**


INVITED PRESENTATIONS - continued:


PAPERS READ AT (Highlighted Papers):


PAPERS READ AT (Highlighted Papers - continued):


UNIVERSITY-LEVEL TEACHING:

NSCI 696-732: Science & Math Education (CRN 66263) Inquiry Research & Practice (Fall 2007, Fall 2008; Spring, 2009) [Colorado State University]

NSCI 696-734: Science & Math Education (CRN 66304) Evolution Across the Sciences - Elaborations (Fall 2007) [Colorado State University]

NSCI 696-735: Science & Math Education (CRN 66309) Evolution Across the Sciences - Foundations (Summer 2007) [Colorado State University]

SCE 5140 & SCE 6140: Curriculum in Science (Summer 1999, Fall 1999) Graduate Level [Florida State University]

SCE 5715: Conceptual Learning in Elementary School Science (Spring 1998) Graduate level [Florida State University]

MAE 5658: Using Technology in the Teaching of Mathematics (Spring 1998) Graduate level [Florida State University]

SCE 4362: Teaching and Learning Science (Spring 1996) Undergraduate level [Florida State University]

SCE 6335: Teaching & Learning Science (Summer 1993, 1994, 1995) Graduate level [Florida State University]

SCE 4948: Practicum for Student Teachers (Fall 1992, Spring 1993) Undergraduate level [Florida State University]

BIO 101L: Introduction to Biology Laboratory (Summer 1998, Fall 1988) Undergraduate level [Florida Atlantic University]

MCB 101L: Microbiology Laboratory (Spring 1988, Fall 1988) Undergraduate level [Florida Atlantic University]
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<th>FUNDED RESEARCH:</th>
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<td><strong>WAY Impact Study [9/03 – 7/04]</strong></td>
<td>$80,000.00 Institute for America’s Health</td>
<td>A pilot study conducted in four states to assess the impact of the Wellness, Academics &amp; You program on 4th and 5th grade students BMI; knowledge, attitudes, and behavior related to nutrition and physical activity; and academic performance. Implementation and integration issues were also explored.</td>
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<td><strong>Science, Tobacco &amp; You - CT [7/00 - 6/01]</strong></td>
<td>$1,000,000.00 Connecticut Office of Policy and Management</td>
<td>A program to deliver Science, Tobacco &amp; You to Connecticut’s 4th and 5th graders that promotes tobacco use prevention. The contract included funds to deliver the curriculum packages to 1,100 elementary schools in Connecticut and to train 500 teachers.</td>
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<td><strong>Research Experience for Teachers (RET) [2/99 - 9/99]</strong></td>
<td>$48,750.00 National Science Foundation (NSF)</td>
<td>A supplemental grant to the NHMFL Research Experience for Undergraduates (REU). The RET recruited 5 middle school teachers in years 3-5 of their teaching careers and paired them with five rising senior pre-service students from the Florida State University (FSU) and the College of Education at Florida Agricultural and Mechanical University (FAMU).</td>
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<tr>
<td><strong>Science, Tobacco &amp; You [10/98 - 6/01]</strong></td>
<td>$4,142,171.00 FL Dept. of Health, Tobacco Pilot Program</td>
<td>Developed and implemented science and tobacco prevention resources for Florida’s 4th &amp; 5th graders. Resources included: a state-wide town hall, student/teacher guidebook with 22 inquiry-based activities, box of manipulatives, CD-ROM, an extensive Web site, and a training/promotional video. The contract included funds to deliver the curriculum packages to 4,400 elementary schools in Florida and to train 1,135 teachers.</td>
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<td><strong>Integrated ARTS [3/98-9/98]</strong></td>
<td>$24,878.00 FL Dept. of Ed.</td>
<td>A summer mentorship program for high school students in the three districts surrounding Leon County. The program emphasized the integration of art and science.</td>
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<td><strong>Teacher Quest [3/98-9/98]</strong></td>
<td>$4,500.00 FL Dept. of Ed.</td>
<td>Provided ½ summer salaries to bring teachers to the NHMFL to assist in our summer educational programming.</td>
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<td><strong>STAR TREE 2 [3/97-9/97]</strong></td>
<td>$99,931.31 Leon County School Board</td>
<td>Continuation of the STAR TREE program. Lead to the creation of MagLab: Alpha (a curriculum resource package).</td>
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<td><strong>STAR TREE [3/95-10/96]</strong></td>
<td>$75,000.00 FL Department of Education</td>
<td>STAR TREE (Science Teachers And Researchers Translating Research Experiences into Educational materials) provided a structured program for teachers to work with researchers to create a curriculum product based on research at the NHMFL.</td>
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<td><strong>Higher Education Consortium Dissemination Award [9/96-12/96]</strong></td>
<td>$3,000.00 Higher Education Consortium</td>
<td>We examined the process of developing curriculum products as a collaborative effort between teachers and scientists at a national research institution. MagLab: Alpha was created by middle school teachers working in collaboration with scientists at the NHMFL.</td>
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<td><strong>Comprehensive Plan Study [1993]</strong></td>
<td>$30,000.00 FL Dept. of Ed.</td>
<td>Two-year study of the Dept. of Ed.’s efforts to implement a new initiative to reform science education in Florida.</td>
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SERVICE on DOCTORAL & MASTER'S COMMITTEES:
Kathy Foley, Doctoral Candidate, Science Education – completed in alternate program
Jose Sanchez, Master’s Degree, Science Education – graduated Spring 2001
Logan Chalfant, Master’s Degree, Science Education – graduated Summer 2000
Elizabeth Hancock, Master’s Degree, Science Education – graduated Summer 2000
Courtney Johnson, Master’s Degree, Elementary Education – graduated Spring 1999
Emily Rodriguez, Master’s Degree, Elementary Education – graduated Fall 1998

PROFESSIONAL SERVICE:
Selection Committee Member: Knowles Foundation – a foundation created to provide funding to promote retention and advance professional development of secondary school science and mathematics teachers. 2000 - 2008
Reviewer: National Science Foundation, ITEST Proposals. April 2006
Reviewer: International Journal of Obesity. 2006 - present
Advisory Board Member: Knowles Foundation – a foundation created to provide funding to promote retention and advance professional development of secondary school science teachers. 2000 - 2007
Board Member: YEAH Foundation (Youth Education & Advocacy for Health) --a research and development organization designed to create content for future programs that integrate educational curricula with healthy lifestyle messages. 1999 - 2001
Reviewer: Proposals for the Association for the Education of Teachers in Science (AETS) annual conference. 1998
Board Member: Community Classroom Consortium. Tallahassee, FL. 1996 –2000
Board Member & Member of Executive Committee: Odyssey Science Center. Tallahassee, FL. 1999-2000
Co-Chair: Odyssey Science Center, Education Advisory Committee. Tallahassee, FL. 1996-2000
Board Member: Leon Association of Science Teachers. Tallahassee, FL. 1992-1996
Board Member: Gadsden County Educational Technology Committee. Quincy, FL. 1990-1993
Member: Principal Selection Committee, Gadsden County. Quincy, FL. 1991-1992
Chair: Havana Middle School Technology Committee. Havana, FL. 1990-1991
HONORS/AWARDS:

Susan Loucks-Horsley Award – 2008, Sam exemplifies the characteristics that Susan valued. In his work with IFL and the Science Institutes he served as a collaborative leader, he is willing to think outside the box, and he continues to care for, respect, and support his colleagues. BSCS

Susan Loucks-Horsley Team Award – 2006, The Harcourt Assessment team, under the able leadership of Sam Spiegel, included everyone on the BSCS staff. Thank you for your tireless efforts, focus, and vision on a project that was almost impossible to complete. The team showed amazing BSCS spirit of “we can do anything.” BSCS

Executive Director’s Award for Outstanding Team Work – 2005, For their quiet dialogue, patient understanding, and constant adaptation in this professional development program. PROM/SE. BSCS

Executive Director’s Award – 2005, For leadership on major programs and rapid growth in understanding BSCS. BSCS

Innovation in Teaching Science Teachers Award – 1995, The Association for the Education of Teachers in Science (AETS)

Teacher of the Year - 1992 - Havana Middle School

Exceptional Educator Award - 1991/92 - Havana Middle School

ACTIVE PROFESSIONAL MEMBERSHIPS:

AERA: American Educational Research Association
ASCD: Association for Supervision and Curriculum Development
ASTE: Association for Science Teacher Education
CSEN: Colorado Science Educators Network
NSTA: National Science Teachers Association
PDK: Phi Delta Kappan
Monica Swift

Business Address:          Home Address:
University of Pittsburgh     405 North Murtland Street
Institute for Learning, LRDC     Pittsburgh, Pennsylvania 15208
3939 O’Hara Street, Room 310    Cell:  216-246-0602
Pittsburgh, Pennsylvania 15260    Office:  412-624-8319
Fax:  412-624-1470
Email: mswift@pitt.edu

EDUCATION:
Baldwin Wallace College, Berea, Ohio               2003
Master of Arts in Education + Reading Endorsement
Graduated Master’s program, 4.0 GPA

Hiram College, Hiram, Ohio                         1997
Bachelor of Arts, Certification in Elementary Education (1-8)
Area of Concentration in Religion, Special Education training K-12
Graduated Cum Laude with Departmental Honors

CURRENT POSITIONS:
Research Associate, Institute for Learning, Learning Research and Development Center, University of Pittsburgh, 2005-present
Involved in national urban school reform effort. Currently working in El Paso, Texas (Education Service Center Region 19 Head Start) and Pittsburgh, PA (PPS Early Childhood Program and New Coach Training K-8) to support their implementation of high-quality literacy instruction and practice-based professional development using the Content-Focused Coaching® Model of Professional Development. Contributed to the development of Early Childhood Units that support oral language, vocabulary, and concept development through rich text discussions and related learning opportunities currently being used with ESC 19 Head Start and PPS. Have participated in similar and diverse work with several school districts, some of which include: Baltimore, Dallas, Guilford, Los Angeles, Prince George’s County, St. Paul, and Wilson.

Board of Director and Program Officer, House of Bread Outreach, 2009-present
Contributed to the legal and practical establishment of House of Bread Outreach a federally certified 501(c)3 community-based social service organization serving the Pittsburgh, Pennsylvania metropolitan area. Currently operating a meal service and clothing distribution program free of charge with the aim of assisting those who are economically disadvantaged.

CONSULTING:
Co-Investigator, RAND Corporation, Beaver Valley Intermediate Unit Regional School Choice, 2007-2009 (Funded by U.S. Department of Education)
Mixed methods evaluation of implementation of a parental/student choice initiative to expand access to academic courses in 16 school districts in Beaver County. Developed interview protocols for district staff including superintendents, principals, and guidance counselors. Conducted, analyzed, and synthesized qualitative data. Contributed to the interim report.

Educational Consultant, Institute for Educational Renewal (IER), John Carroll Univ. 2003-2005
Consultant for IER also providing services to Cleveland Municipal School District (CMSD) in partnership with the Institute for Learning (IFL) at the University of Pittsburgh. Responsibilities included:

1. **Course Developer and Facilitator**: Co-designed and facilitated an IER literacy course worth two John Carroll University credits for CMSD instructional leaders and staff. Course focused on childhood development, language, the writing process, reading process, reading and writing connection, and learning centers. Encouraged a collaborative learning environment, provided participants an opportunity to read and discuss research, study and discuss student work in relation to course learning, and reflect on learning.

2. **IER/IFL Liaison to CMSD**: Prepared monthly reports of IER/IFL teamwork for CMSD. Participated in CMSD meetings and phone conferences with IER Executive Director. Assisted in selection of IFL school recipients of Cleveland Schools Book Fund. Performed administrative tasks such as planning and developing presentations, scheduling team meetings, and disseminating information and materials to team to enable efficient execution of work.

3. **Videotaping Coordinator**: Performed duties as Videotaping Coordinator for CMSD. Coordinated efforts to produce video artifacts of practice of Cleveland teachers and students, capturing the structure of CFC to be used for professional development. Secured permission to videotape in schools, including providing and collecting appropriate release forms and production request forms. Communicated with schools: principals, coaches, and teachers in preparation for videotaping and scheduled videotaping. Worked in collaboration with video crew to plan and prepare for technical needs (lighting, camera and audio requirements etc.) of shoot. Worked as Content Director for the videotaping shoots in CMSD and as Artistic Director with assistance from IFL. Completed Edit Decision Lists for final production of video. Maintained communication with CMSD point people and IFL representatives through planning meetings and phone conferences to promote videotaping efforts progressing smoothly.

4. **Development and Training**:
   a. Developed and facilitated a CMSD Early Childhood training professional development session to an audience of preschool and kindergarten teachers and aides with a focus on standards, child development, early literacy, and the relationship of standards to developmentally appropriate practice.
   b. Developed and facilitated a Cleveland Initiative for Education Curriculum and Assessment Team professional development session. Provided services consisting of planning, research, preparation, and presenting an overview of the Institute for Learning to the Curriculum and Assessment Committee with a focus on Effort Based Learning, Principles of Learning, and the Core Issues for the purpose of incorporating their learning into their present work as part of the Cleveland Literacy System.
   c. Worked as part of CFC module development and delivery team and the Cleveland Literacy System (CLS) module development and delivery team. Conducted training sessions across IFL CMSD schools. Audiences included such role groups as central office leadership, instructional leaders, English Language Arts (ELA) developers, and school-based personnel.
   d. Assisted principals to develop leadership teams, teacher leaders as point persons, and set up professional learning communities as part of grade level teamwork and whole staff development. Assisted principals, school leadership teams, and point persons in planning their school professional development.

Created literacy activities/black line masters for Rigby Literacy reading series, Grades 1 and 2.
TEACHING:

**Hope Academy Chapelside**, Cleveland, Ohio, K-7 Special Ed. Instructor/Consultant, 2000-2001
Created, modified, and executed curriculum for grades K-7 students. Created a school-wide process of referral and needed forms for the school’s Intervention Assistance Team (IAT). Provided training and instruction to staff about the referral process. Partnered with colleague to coordinate and facilitate the Intervention Assistance Team. Worked as consultant to teachers and staff regarding the referral process to the IAT, the needs of special education students, and the implementation of those students’ Individualized Education Plans. Represented school as the initial communication with home to those parents whose child had been referred to IAT. Served as liaison between school and home working to empower parents by educating and providing resources regarding their child’s legal rights as a student in the special education program.

**Roxboro Elementary**, Cleveland Heights, Ohio, Grade 1 and 2 Instructor, 1998-2000
Reaching Heights Grant Teacher Award Recipient, 1999
Executed curriculum for grades 1 and 2. Successfully implemented a building wide Social Skills program with grades 1 and 2 students. Organized plans to accommodate the individual needs of each student. Effectively maintained parent-teacher communication. Collaborated with colleagues to instruct students and plan projects across grade levels. Served as a member of the Summer Reading Task Force Committee to develop a district summer reading program.

**Calvary Center Academy**, Cleveland, Ohio, Grade 4 Instructor, 1997-1998
Executed curriculum for grade 4 students. Coordinator of Calvary Center Academy’s Elementary Speech Meet (Grades 1-6). Coordinator and Advisor of Calvary Center Academy’s Student Council. Formatted a constitution for the student council organization. Choreographed and Directed a play for Calvary Center Academy’s Black History Program. Assisted with the coordination of Calvary Center Academy’s Spelling Bee (Grades K-8).

**The Spinney Primary School**, The United Kingdom, 1995
Participated in a three-month abroad experience traveling Great Britain studying Reading and Language Arts curriculums for both American and British Schools. Visited several schools in Wales and England, including an International school for American students. Engaged in a one-month teaching experience at The Spinney Primary School with year 1 children in Cambridge, England.

**Compassion Christian Care Center**, Durban, South Africa (ages 3-6), 1993
Participated in a one-month missionary care and teaching experience.

PUBLICATIONS:


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.
**COVERSAGES**

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.

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<th>TYPE OF INSURANCE</th>
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**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS**

The Detroit Public Schools, School District, their directors, officers, representatives, agents and employees are named as additional insureds on the auto liability policy with respect to operations performed by the insured. (Contract Dates: 6/1/2010 - 5/30/2011)
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.
CERTIFICATE OF LIABILITY INSURANCE

DATE: 03/31/2010

PRODUCER
Freedom Insurance Company
76 St. Paul Street, Suite 500
Burlington, VT 05401-4938

INSURED
The University of Pittsburgh of the Commonwealth System of Higher Education
c/o Risk Management
1817 Cathedral of Learning
Pittsburgh, PA 15260

UN8925-UNPIT-GL-09/10

INSURERS AFFORDING COVERAGE

<table>
<thead>
<tr>
<th>INSURER</th>
<th>NAIC #</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10599</td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED 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.

<table>
<thead>
<tr>
<th>INSR AGRG</th>
<th>LTR COL</th>
<th>TYPE OF INSURANCE</th>
<th>POLICY NUMBER</th>
<th>POLICY EFFECTIVE DATE (MM/DD/YYYY)</th>
<th>POLICY EXPIRATION DATE (MM/DD/YYYY)</th>
<th>LIMITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>GENERAL LIABILITY</td>
<td>FRE09-20-20</td>
<td>08/01/2009</td>
<td>08/01/2010</td>
<td>EACH OCCURRENCE</td>
<td>$1,000,000</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DAMAGE TO RENTED PREMISES (EA occurrence)</td>
<td>$1,000,000</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MED EXP (Any one person)</td>
<td>$N/A</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PERSONAL &amp; ADV INJURY</td>
<td>$1,000,000</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>GENERAL AGGREGATE</td>
<td>$2,000,000</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>PRODUCTS - COMPLIANT AGG</td>
<td>$1,000,000</td>
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<tr>
<td></td>
<td>AUTOMOBILE LIABILITY</td>
<td></td>
<td></td>
<td></td>
<td>COMBINED SINGLE LIMIT (EA accident)</td>
<td>$</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BCIDLY INJURY (Per person)</td>
<td>$</td>
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<td></td>
<td></td>
<td></td>
<td>BODILY INJURY (Per accident)</td>
<td>$</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>PROPERTY DAMAGE (Per accident)</td>
<td>$</td>
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<tr>
<td></td>
<td>GARAGE LIABILITY</td>
<td></td>
<td></td>
<td></td>
<td>AUTO ONLY - EA ACCIDENT</td>
<td>$</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>OTHER THAN AUTO ONLY: AGG</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>EXCESS / UMBRELLA LIABILITY</td>
<td></td>
<td></td>
<td></td>
<td>EACH OCCURRENCE</td>
<td>$</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AGGREGATE</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</td>
<td></td>
<td></td>
<td></td>
<td>UWC STATUTORY LIMITS</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>ANY PROPRIETOR/OWNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?</td>
<td>N</td>
<td></td>
<td></td>
<td>E.L. EACH ACCIDENT</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>(Mandatory in N.Y.) If yes, describe under SPECIAL PROVISIONS below</td>
<td></td>
<td></td>
<td></td>
<td>E.L. DISEASE - EA EMPLOYEE</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td>E.L. DISEASE - POLICY LIMIT</td>
<td>$</td>
</tr>
</tbody>
</table>

DESCRIPTION OF OPERATIONS/Locations/Vehicles/Exclusions added by endorsement/SPECIAL PROVISIONS

REF: Contract effective 8/1/10 - 5/30/11

CERTIFICATE HOLDER
CLE-002549546-01

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 60 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE
of Marsh USA Inc.

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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

This Certificate of Insurance 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.
Subject: Sales Tax Exemption: MICHIGAN

Special Instructions for use: Exemption can be used for lodging, meals and the use of a rental vehicle. Provide Sales and Use Tax Certificate of Exemption and the IRS Determination letter to vendor. A Department Administrator should sign certificate. The name of the administrator should be typed next to the signature. Payment must be made directly by the University of Pittsburgh, no personal checks or credit cards permitted.
SALES AND USE TAX
CERTIFICATE OF EXEMPTION

(Note: Blanket exemption certificates are not accepted or recognized by the State of Michigan.)

The purchaser hereby claims exemption on the purchase of tangible personal property and selected services made under this certificate from:

________________________________________ (Vendor's Name)

and contained on invoice No. __________________, or purchase order No. __________________, and certifies that this claim is based upon the purchaser's proposed use of the items or services, the activity of the purchaser, or both, as shown hereon:

FOR USE OR CONSUMPTION IN CONNECTION WITH THE OPERATION OF A NON-PROFIT ORGANIZATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501-(C). (3).

PURCHASER MUST STATE A VALID REASON FOR CLAIMING EXEMPTION.
In the event this claim is disallowed, the purchaser promises to reimburse the seller for the amount of tax involved.

________________________________________
Purchaser's Name

________________________________________
Street Address

City State Zip Code

__________________________________________
Signature and Title

Date Signed Telephone No.

M/A

Sales Tax License No., if applicable

This certificate cannot be used by construction contractors to purchase material for incorporation into real property except under an exempt construction contract for nonprofit hospital or qualified nonprofit housing.
MAR 25 1965

University of Pittsburgh
Office of the Treasurer
Pittsburgh, Pennsylvania

Gentlemen:

This refers to your inquiry of December 4, 1964, in which you request a letter of recent date with respect to your present status for Federal income tax purposes.

The records of this office disclose that you were held to be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954 on May 4, 1955. This ruling remains in full force and effect.

You may use this letter as evidence of your exemption or you may furnish a certificate to the effect that you are exempt as indicated in this letter.

Very truly yours,

[Signature]

Chief, Exempt Organizations Branch

25-0965591